




Welcome to the 2021 Spring Workshop. In this session we will be providing some important updates as well as going over some general information about programs included in the Consolidated Application. We will also provide information and updates about other state programs administered by the Office of Educational Supports.

The slide features a decorative header with a green circle containing a white silhouette of a person sitting and reading, and a blue circle with a dotted pattern. The title "Spring Workshop Sections" is prominently displayed in a large, black, sans-serif font. Below the title, a list of five workshop sections is presented in a smaller, black, sans-serif font. The footer includes the date "4/30/2021", the website "www.michigan.gov/mde", the page number "2", and the Michigan Department of Education logo, which consists of a blue wave graphic and the text "MICHIGAN Department of Education".

Spring Workshop Sections

- Part 1 - Important Updates and General Information
- Part 2 - Equitable Access Requirements
- Part 3 - Supplement, not Supplant
- Part 4 - The New Consolidated Application
- Part 5 - Budget Detail and Approval Requirements

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This year the Spring Workshop is divided into five parts. This will allow participants to review the information covered in each part separately if they need to revisit any of the topics. The information covered in each part is as follows:

Part 1 - Important Updates and General Information

Part 2 - Equitable Access Requirements

Part 3 - Supplement, not Supplant

Part 4 - The New Consolidated Application

And Part 5 - Budget Detail and Approval Requirements



Part 1 – Learning Topics

- Requirements for Paraprofessionals
- The New Flexibility for SRSA Eligible Districts
- Special Populations Unit and Foster Care Updates
 - Section 31a
 - Title I, Part A – Neglected and Title I, Part D – Delinquent
 - Title I, Part C – Migrant
 - Homeless
 - Foster Care
 - English Learners
 - Immigrant

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For this part of the spring workshop we will go more in-depth about the following topics:
Requirements for Paraprofessionals
The New Flexibility for SRSA Eligible Districts, and
Special Populations Unit and Foster Care Updates



We will begin by reviewing the requirements for paraprofessionals. There have been some changes to the testing available for paraprofessionals to demonstrate they are qualified which we will discuss after we identify what the requirements are for paraprofessionals.



General Qualification Requirements

Under Michigan law paraprofessionals are required to hold a high school diploma (or equivalent), regardless of their assignment.

Michigan Department of Education (MDE) does not issue a certificate or license for paraprofessionals.

Paraprofessionals providing instructional support in Title I, Part A buildings must meet additional requirements beyond a high school diploma.

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In general, under Michigan law, paraprofessionals are required to hold a high school diploma (or equivalent), regardless of their assignment.

The Michigan Department of Education (MDE) does not issue a certificate or license for paraprofessionals.

Paraprofessionals providing instructional support in Title I buildings must meet additional requirements beyond a high school diploma.

This includes paraprofessionals who do the following:

1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
2. Assist with classroom management, such as organizing instructional and other materials.
3. Conduct parental involvement activities.
4. Provide instructional assistance in a computer laboratory.
5. Provide support in a library or media center.
6. Act as a translator.
7. Provide instructional support services under the direct supervision of a teacher.

Noncertified personnel may not be given full responsibility for instruction or assessment of students. They may provide complementing, supplementing, or reinforcing instruction or intervention to individuals or small groups of students without the teacher physically being

present for a limited period of time as long as the teacher knows the whereabouts of the aide and students at all times, the noncertified personnel are never given full responsibility for instruction, and the activities of the noncertified personnel are always under the meaningful direction and supervision of the teacher.

(MDE)https://www.michigan.gov/documents/mde/Paraprofessionals_Requirements_545704_7.pdf

(MDE)https://www.michigan.gov/documents/mde/Paraprofessionals_Utilization_NonCert_545711_7.PDF



Title I Qualification Requirements

Requirements for paraprofessionals in Title I, Part A supported buildings:

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or
- Obtain an associate's degree (or higher); or
- Meet a rigorous standard of quality demonstrated through passage of an approved formal state academic assessment.

MDE approved testing is now available using the ETS ParaPro test at home (www.ets.org/parapro).

For more information see:

https://www.michigan.gov/documents/mde/Paraprofessionals_Requirements_545704_7.pdf

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For paraprofessionals working in Title I, Part A buildings, the MDE has established qualification requirements which include:

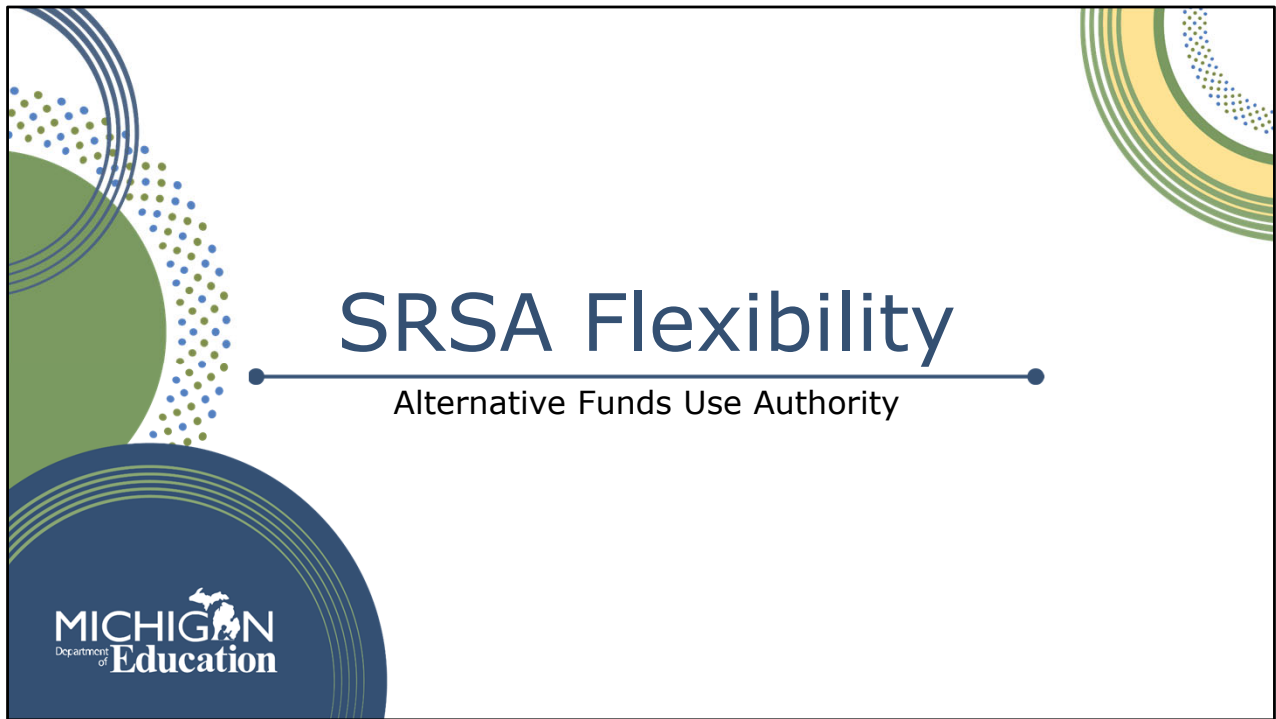
- Completing at least two years of study at an institution of higher education (equal to 60 semester hours); or
- Obtaining an associate's degree (or higher); or
- Meeting a rigorous standard of quality demonstrated through passage of an approved formal state academic assessment.

Currently the only MDE approved test for new paraprofessionals is the ETS ParaPro Assessment. This test can be taken by perspective candidates from their own home rather than having to attend a testing center. More information can be found at www.ets.org/parapro.

The test is administered and monitored using specialized computer software from the candidate's home computer. Interested candidates should first confirm that their computer and testing location will meet the testing requirements and then they can register and schedule a testing appointment online.

Prior tests, which are no longer available in an approved format, include the Basic Skills component of the Michigan Test for Teacher Certification and the ACT WorkKeys with the WorkKeys Writing assessment (not the Business Writing Assessment). Existing paraprofessionals who have taken one of these assessments and achieved an approved passing score would still be considered qualified and do not need to take the ETS ParaPro test.

For more information see the Paraprofessional Requirements document linked on the slide



The SRSA screen will only appear in NexSys for SRSA eligible districts.



Alternative Funds Use Authority (AFUA)

All Small Rural School Achievement (SRSA) eligible districts have flexibility in the use of its Title II, Part A & Title IV, Part A funds under section 5211(a) & (c) of ESEA.

Any district wishing to exercise this option must indicate this in the Consolidated Application this year.

AFUA does not transfer funds from one program to another. Rather, it gives a district more options for spending its Title II, Part A and Title IV, Part A funds to carry out activities authorized under one or more of the following programs:

- Title I, Part A;
- Title II, Part A;
- Title III;
- Title IV, Part A; and
- Title IV, Part B.

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Read screen. Funds are not actually transferred from one fund to another.

SRSA-AFUA

Title II, Part A and Title IV, Part A funds do not need to be transferred to be used like other program funds.

Any district choosing to exercise this option for Title IV, Part A funds is relieved of adhering to the spending requirements under Title IV, Part A for those funds.

All activities under the above-mentioned programs are allowable only to the extent that they are supplemental in nature.

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Title II, Part A and Title IV, Part A funds do not need to be transferred to be used like other program funds.

Any district choosing to exercise this option for Title IV, Part A funds is relieved of adhering to the spending requirements under Title IV, Part A for those funds.

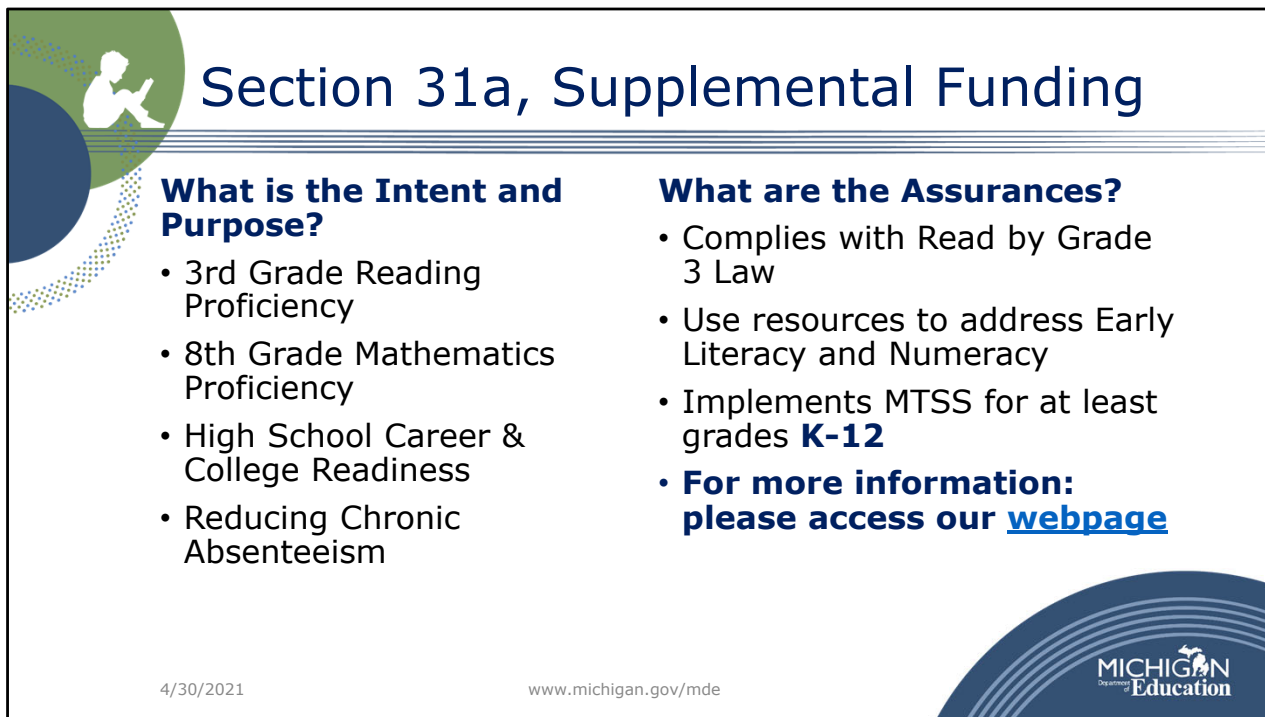
This means that the district is not required to meet the \$30,000 spending requirements for using 20% of their funds on well-rounded education and 20% on supporting safe-and-healthy education programs. Districts would also not be limited to spending only 15% of the amount dedicated to supporting the effective use of technology on technology infrastructure.

SNS requirements still apply to the funding streams that are used based on the source of the funds, not the way they are spent. So if Title II, Part A is used flexibly without a transfer to provide Title I, Part A services in a Title II budget, the Title II SnS rules would apply, not the Title I, Part A rules. To apply the Title I, Part A rules the funds would need to be identified as a transfer and budgeted within a Title I, Part A transfer budget.



Speaker notes:

Greetings, I am Stephanie Holmes-Webster, a member of the Special Populations Unit in the Office of Educational Supports. I am here to review all general updates in our unit.



The slide features a decorative header with a silhouette of a person reading on a green circle and a blue circle. The title 'Section 31a, Supplemental Funding' is in a large blue font. Below the title are two columns of bullet points. The left column is under the heading 'What is the Intent and Purpose?' and lists four items. The right column is under the heading 'What are the Assurances?' and lists three items, including a link to a webpage. At the bottom, there is a date, a website URL, and the Michigan Department of Education logo.

Section 31a, Supplemental Funding

What is the Intent and Purpose?

- 3rd Grade Reading Proficiency
- 8th Grade Mathematics Proficiency
- High School Career & College Readiness
- Reducing Chronic Absenteeism

What are the Assurances?

- Complies with Read by Grade 3 Law
- Use resources to address Early Literacy and Numeracy
- Implements MTSS for at least grades **K-12**
- **For more information: please access our [webpage](#)**

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Here is some general information about Section 31a, supplemental funding. Section 31a is one source of state, supplemental, categorical funding specifically for students that meet qualification criteria. Section 31a funding is generated from the previous years' economically disadvantaged pupil count. Appropriate planning should include a team of professionals that intentionally plan to use the funding to improve and support the whole child in the LEA. Annual program evaluations are also a necessary part of maintaining funding, to ensure the investment in programming is working effectively for the students it is serving.

The intent and purpose of Section 31a funding is to provide instructional and direct non-instructional support services for pupils to achieve regular attendance, ELA proficiency by the end of 3rd grade, math proficiency by the end of 8th grade, and career and college readiness by the end of 11th grade.

LEAs that utilize Section 31a funding must adhere to these assurances. LEAs must implement a model of MTSS K-12, or for all the grades the LEA operates. The MTSS model must address literacy, numeracy and comply with the Read by Grade 3 Law.

For more complete, up to date templates for student identification, COVID memos, the comprehensive legislation for academic year 2020-21 please access the webpage, included

here in the link.

Section 31a: Key Information

- **Professional Learning**
 - **7.5%** of the LEAs allocation
 - Must be *related* to:
 - Implementing Read by Grade 3 law
 - MTSS K-12
 - Implementing a coaching model that supports an MTSS framework

- **School Breakfast**
 - Must use up to \$10 per pupil identified as Economically Disadvantaged
 - **Only districts that are not providing School Breakfast Programs may be exempt**

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There were not many changes to the Section 31a legislation for year FY20. Some key subsections of the legislation are as follows:

With the usage of funding for Professional Learning:

The total allocation for use was increased to 7.5% (last year) of the LEA’s total allocations and can be used to provide research-based PL and to implement a coaching model that supports the multi-tiered system of supports framework. The professional learning must be:

- Aligned to State of Michigan professional learning standards
- Integrated into district, school, and classroom practices,

And **solely** related to:

- Implementation of MTSS, K-12 and Early Literacy, Numeracy
- Read by Grade 3 law for leaders, teachers, interventionists and instructional coaches

Note: Professional learning for the coach does not fall under this 7.5% cap, and can be funded out of Subsection 13, which is not subject to a cap.

For School Breakfast- all LEAS (read the slide)

School Breakfast:

Districts should plan at the beginning of the year to use the monies for the school breakfast supplement. Schools that meet the qualifications of 20% or more economically disadvantaged MUST serve school breakfast, therefore Section 31a must be utilized from \$0.01 to \$10 per pupil to fund school breakfast. Only districts that are not providing School Breakfast Programs, based on School Board approval may be exempt from this provision



Section 31a: Key Information, 2

School Security

- District/PSA in which at least 50% of pupils in membership were determined Economically Disadvantaged
- Not more than 20% of total allocated funds
- **Must align to the needs assessment and the MTSS Model**

Schoolwide Reform

- Buildings with at least 40% At-risk eligible (not LEA)
- **Implement Tier 1, evidence-based practices**
- **Must include parent and community supports, activities, and services**

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School Security:

LEAs may choose to utilize Section 31a funds to support the At-risk eligible population through School Security, must take a preventative, proactive approaches to usage of funds. Not more than 20% of the total allocation can be used for school security for LEAs in which at least 50% of the pupils in membership were determined economically disadvantaged.

Schoolwide Reform:

Qualification for schoolwide reform is by BUILDING, not by LEA. A building must have at least 40% At-risk eligible pupils in order to utilize Section 31a funds for schoolwide reform. A district or public school academy may use the Section 31a funds it receives under this section to implement **Tier 1, evidence-based practices** in schoolwide reforms. This is the third year of the additional language of implementing a Tier 1 evidence-based practice. Instructional and non-instructional services must also be aligned with what is indicated in the District Improvement Plan or the School Improvement Plan, along with the Comprehensive Needs Assessment. Another change is that schoolwide reforms **must include parent and community supports, activities and services**, which may include the Pathways to Potential Program created by DHHS.

LEAS should inquire with any Section 31a consultant with any district specific questions about allowable use of funding.



Title I, Part A-Neglected and Title I, Part D-Delinquent Funding

Allocated to **Fiscal Agents** (LEAs, ISDs, and Strict Discipline Academies) that provide education and oversight of programming at **eligible Neglected and Delinquent Institutions to:**

- Improve educational services/provide high quality education in facilities
- Provide successful transition from facility to education and/or employment
- Support drop-out prevention programs

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The Title I, Part A-Neglected and Title I, Part D-Delinquent grants are applied for and allocated to Local Education Agencies, Intermediate School Districts, and Strict Discipline Academies who provide education programming and oversight of grants for eligible neglected and delinquent institutions. Some of these facilities have school entities or alternative education programs right in the facility that provide supplemental services using these specialized Title I grants. In other instances, students leave the homes or facilities to attend their local districts' buildings or programs during the traditional school day and can use these grants to provide tutoring, enrichment and instructional materials at the facilities for extended day or extended school year educational programming. Locally operated Neglected and Delinquent facilities must meet the definitions in ESSA to be eligible for these grants.



Title I, Part A Neglected & Delinquent: Reminders

Estimated allocations have been available in Spring since the 2019-2020 school year

- Consolidated Application timelines, including the July 1 obligation date, amendment window, and general budget requirements, *must* be followed

An **annual** application/formal agreement for each eligible facility must be completed and **uploaded in the Consolidated Application** in order to apply for these grants

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Prior to the 2019-20 Grant Cycle, Title I, Part D-Delinquent and Title I, Part A-Neglected Allocations were not available until the Final Allocations were available in the Fall (approximately Oct. 1) and this component of the Con App was due by the Amendment deadline in January. During FY20 (2019-20), the MDE Office of Educational Supports team worked hard to get estimated allocations for the Title I, Part D-Delinquent and Title I, Part A-Neglected grants. Now that the new process of estimated allocation and timelines have been fully implemented for two years, Fiscal Agents will need to continue to collaborate with each facility to submit the Title I, Part D-Delinquent & Title I, Part A-Neglected budgets in substantially-approvable form at the beginning of the grant cycle to get their obligation date and ensure that all federal requirements are being met. More information about the Federal requirements will be shared during the General Budgets Requirements section of this workshop.

A key component to meet the Federal requirements in applying for the Title I, Part A-Neglected and Title I, Part D-Delinquent grants is completing the Title I, Part A-Neglected and Title I, Part D, Subpart 2 Application for Funding/Formal Agreement for each eligible facility. Fiscal Agent leadership and Facility leadership should collaborate and consult on the student needs and education program planning using the Continuous Improvement Process. This collaboration should be on-going

throughout the school year. The Application/Formal Agreement which defines in detail the Federal Grants supplemental education programming includes questions on how programming meets all legislative requirements and assurances. It must be completed annually and signed by all stakeholders. The final document must be uploaded into the Consolidated Application during the initial submission.

If you have any questions about this please feel free to contact Dawn Carmody, Neglected and Delinquent Education Consultant.

Title I, Part C – Migrant Education

- Federally funded grant which supports high-quality comprehensive educational programs for migratory children and youth to help reduce the educational disruptions and other problems that result from repeated moves.
- The program provides educational and support services to migratory children and youth through both regular school year and summer programming.
- The program also supports identification and recruitment activities across the state to locate migratory families and inform them of available services.

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The Michigan Migrant Education Program is a federally funded program that supports high-quality comprehensive educational programs for migratory children & youth to help reduce the educational disruptions and other problems that result from repeated moves. The program provides educational and support services to migratory children and youth through both regular school year and summer programs. The program also supports identification and recruitment activities across the state to locate migratory families and inform them of available services.

Child & Youth Eligibility, Title I, Part C

Eligibility factors for the Migrant Education Program:

- Age is less than 22 years old.
- Has not completed school.
- There is a migratory agricultural worker or fisher who has moved for qualifying work.
- The child has made a qualifying move with or to join the migratory worker or as the qualifying worker.

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Title I, Part C serves migratory children. 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 a migratory fisher; or with, or to join a parent or spouse who is a migratory agricultural worker or a migratory fisher.

Title I, Part C Migrant Education Program

Title I, Part C is a state-run, locally-operated program -

- Both state and LEA share responsibility for program planning, implementation and evaluation.
- A significant amount of collaboration occurs between LEAs and with the state to ensure unique needs of migratory children and youth are met.

- Local **Comprehensive Needs Assessment** that informs the State Comprehensive Needs Assessment and aligns programming to the state **Service Delivery Plan**

- Ensure **Coordination** of Services/Programs

- Establish and maintain a **recruitment plan**

- Maintain active **parent** outreach and engagement

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Title I, Part C is a state-run, locally-operated program which means both entities own the responsibility of maintaining the program. As a result there is a lot of collaboration to ensure the unique needs of migratory students are met.

There are several requirements for operating a Title I, Part C program.

- 1st MEP programs must design a budget and plan (I.e. DIP) that is consistent with the local comprehensive needs assessment, and the MiMEP CNA and state service delivery plan (SDP) plus adhere to the supplement not supplant rule.
- 2nd MEPs must ensure coordination of local, state & federal services and programs plus between other districts & states.
- 3rd MEPs must establish and maintain an effective recruitment plan which includes recruitment and data entry staff
- 4th MEPs must establish a local parent advisory council and actively conduct outreach to parents. A parent leadership team must also be formed from local migratory parents which will participate in regional and state-wide parent meetings.

Fiscal Processes for Title I, Part C

- Establish procedures/process for utilizing Title IC funds
 - Expenditures consistent with federal/state requirements, purchases, draw-downs, multi-funded positions, etc.
 - Ensure adherence to single audit requirements (\$500,000 or more per year in federal funds)
- Comply with the 15% administrative/indirect cap to support required administrative activities
- Comply with the 1% guidelines for parent outreach spending and 60% for line items directly impacting student achievement or meeting unique needs (does not include program administration, recruitment/data entry, etc.)

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Fiscal requirements for Title IC include a 15% administrative/indirect cap, a minimum 1% designated for parent outreach spending (which includes local, regional & state level parent leadership meetings), and a 60% minimum for line items directly impacting student achievement (this does not include program administration, recruitment, data entry, etc).

Homeless Liaison Reminders

Each LEA, including PSAs and ISDs/REAs must have a designated and trained McKinney-Vento Liaison who has sufficient capacity to carry out the required duties under the law. [42 USC §11432(g)(1)(J)(ii)].

The Homeless Liaison must be identified with contact information in Michigan's Education Entity Master (EEM) and kept up to date.

Resources:

- [Guidelines for Designating LEA-Level and Building-Level McKinney-Vento Liaisons](#)
- [Homeless Liaison Toolkit – National Center for Homeless Education](#)

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As a reminder, each LEA must have a local McKinney-Vento Homeless liaison identified and trained. The contact information for all liaisons must be entered into EEM and kept up to date. If there is a change in staff for this position, EEM must be updated at that time. Two great resources are linked on this slide to help local districts select and support the local McKinney-Vento Liaison. The first resource provides considerations for selecting district and if need be building level liaisons. The second is a resource tool, published by the National Center for Homeless Education, that walks liaisons through the duties associated with this important role.

Homeless Liaison Updates

The Kickstand MV Training platform will be retired as of August 1, 2021. Michigan is transitioning to an updated platform at michigan.mckinney-vento.org.

Homeless Liaisons began registering for the new platform in February and were asked to self-identify if they had completed training in the Kickstand platform.

All Homeless Liaisons must register in the training platform and complete training if they have not yet done so.

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Beginning in February of this year, MDE along with the support of the McKinney-Vento Grant Coordinators across the state, began a soft rollout of a new training platform. The prior platform, commonly referred to as Kickstand, will be retired as of August 1, 2021. The training previously provided under Kickstand has been updated and the engagement activities improved. The new platform is found at the link on this slide – michigan.mckinney-vento.org. The updated training has been condensed down to approximately 8 hours needed for completion. All local McKinney-Vento homeless liaisons must register in the training platform and report if they completed training in Kickstand.

Homeless, Title I Part A Set Aside

All LEAs are required to meet collaboratively with their homeless liaison, and reserve funds to provide services for students experiencing homelessness.

- Academic supports – Function Code 125
- Excess cost of transportation – Function Code 271
- Welfare needs to support participation in the academic program – Function Code 361
- Homeless Liaison – Function Code 226

NOTE: The Homeless Liaison is no longer considered part of the Title I, Part A Administrative Costs

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All LEAs are required to meet collaboratively with their homeless liaison, and reserve funds to provide services for students experiencing homelessness.

Services may include such things as:

Academic Supports to supplement those already available to all students under section 31a and/or Title I, Part A. Such supports would be budgeted under Function Code 125. Note that academic supports should be the primary focus for the set-aside and most districts should be budgeting some portion of their set-aside in this area unless all students experiencing homelessness are maintaining high levels of academic achievement and/or other services available to all students as part of other programs are adequately meeting the unique academic needs of students experiencing homelessness.

The excess cost of transportation which would allow students to remain in their school of origin is also an allowable use of the reservation. This cost would be budgeted under Function Code 271

The reservation can also be used to address welfare needs of students experiencing homelessness in a way that would support participation in the academic program. This would include providing supports such as gym clothing, personal academic supplies, etc. These costs would be budgeted under Function Code 361

Finally, the reservation can be used to cover the cost of a Homeless Liaison to act as an advocate for students and families experiencing homelessness. These cost would be budgeted under function code 226.

Note that we are no longer considering the Homeless Liaison to be part of the Title I, Part A Administrative Costs as their role is more inline with providing services than overall administration of the grant. As such, the costs for the homeless liaison should be included with the homeless reservation and budgeted within the district program budget rather than including it with any administrative reservation and budgeting it within a district administrative budget.



LEA Foster Care Liaison

- Each LEA that receives Title I, Part A funds **must** have a designated Foster Care Liaison listed in the Educational Entity Master (EEM).
- At the LEA level, this “role” can be the same as the Homeless Liaison as long as the capacity to meet all requirements for both roles is reasonable.
- The LEA Foster Care Liaison should have authority to run MSDS reports to ensure timely foster student identification.
 - Foster Student identification can **only** be generated through the MSDS Student Roster Report.

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Similar to the requirements for students experiencing homelessness, each LEA that receives Title I, Part A funds **must** have a designated Foster Care Liaison listed in the Educational Entity Master (EEM).

At the LEA level, this “role” can be the same as the homeless liaison as long as the capacity to meet all requirements for both roles is reasonable.

The LEA Foster Care Liaison should have authority to run MSDS reports to ensure timely foster student identification. Foster Student identification can **only** be generated through the MSDS Student Roster Report.

Foster Care Transportation Costs

LEAs are able to set aside Title I, Part A funds to cover “Additional Costs” for transportation to and from the School of Origin if remaining in the School of Origin is determined to be in the Best Interest of the student.

LEAs are responsible for paying for the “average cost” of transportation for students.

LEAs must collaborate with DHHS to determine responsibility for any “Additional Cost” to maintain enrollment in the School of Origin.

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It is allowable to reserve Title I funds at the district level to provide supports specific to students experiencing foster care, in particular LEAs are able to set aside Title I, Part A funds to cover “Additional Costs” for transportation to and from the School of Origin if remaining in the School of Origin is determined to be in the Best Interest of the student. This reservation will be specified on the Title I, Part A reservations screen and included in the line for “Other District Reservations”

LEAs are responsible for paying for the “average cost” of transportation for students. LEAs must collaborate with DHHS to determine responsibility for any “Additional Cost” to maintain enrollment in the School of Origin, under some circumstances DHHS may cover a portion of the costs. This is determined on a case by case basis.



English Learners

English Learners (EL) are a group of students that are identified by the federally required parameters outlined in ESEA as amended.

- Age 3-21
- Enrolled in a primary or secondary school
- Whose primary language (student) or the primary language present in the home (family) is something other than English. (Home Language Survey)
- Who demonstrates a need for support attaining the rigorous state standards and successfully participating in society. (WIDA Screener)

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The definition of English Learner is found in the Elementary and Secondary Act as amended by ESSA. It states that the 4 elements listed on the bullets must be true for a student to qualify as an EL. We use the Home Language Survey to determine if the student or their family has a primary language other than English. If that is the case, we give them a screener (WIDA Screener or Kindergarten W-APT) to determine if they need assistance attaining the state standards or successfully participating in society due to their English language proficiency.

English Learners, Funding

Funding – The funding that is specifically designed to support the identified ELs is as follows:

- **Title III EL** – Funds provided by USED that support schools to provide additional supports for ELs and their families
- **Section 41** – Funds provided by the Michigan legislature that support schools to provide English Learners in the earlier levels of proficiency based on the WIDA ACCESS for ELLs in English (1.0-3.9) with additional supports needed to successfully learn academic English and attain the state standards.

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There are two main funding sources that are directly focused on English Learners. Title III funds are designed to be used in supplement of general funds and other supplemental funds. These funds are designed to provide supplemental academic supports to ELs and their families. The state funds that are specific for ELs are Section 41 funds. These are targeted to the students with more basic levels of English proficiency and allow districts to provide additional supports to the identified English Learner students.

English Learner Program Evaluations

- Based on the ruling of *Castaneda v Pickard, 1981*, all schools must evaluate the effectiveness of their EL programs.
- Every odd year, those evaluations must be submitted to the MDE.
 - Section 41 - Districts applying for Section 41 will use the embedded evaluation questions in the program report due **July 15, 2021** as their evaluation for this year.
 - Title III – Those that didn't apply for section 41 but did apply for Title III, your evaluations should be attached to your 2022 Consolidated Application in NexSys
 - Neither Section 41 Nor Title III – complete your evaluation and keep it on file locally

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In 1981, *Castaneda v Pickard* required that after a trial period, all EL programs must be evaluated for effectiveness. ESSA requires that the evaluations be completed on a biennial basis. In Michigan, that means that we submit our EL program evaluation on odd numbered years. Guidance will be forthcoming with more specifics but, generally, districts should start planning for the following:

1. If you were granted Section 41 funds, plan to use the embedded questions in the Section 41 Report that is due July 15, 2021 as your evaluation.
2. If you didn't apply for Section 41 funds but you did apply for Title III EL funds, please plan to upload your program evaluation to your 2021-22 Consolidated Application by July 1, 2021
3. If you didn't apply for either of the funds, complete your EL program evaluation and keep in on file in your district. You will be asked for this during onsite review.

EL Coordinators Collaborative

Need to learn more?

Join our New EL Coordinators Collaborative!

- Designed for EL Coordinators in their first or second year in the position
- Meets virtually on a monthly basis
- Provides a month by month "To Do" list with support for implementing the activities
- Helps keep new coordinators in the loop and facilitates networking across districts/regions.

If you are interested in joining the 2021-2022 Cohort, fill out this form at: www.bit.ly/NewELDirectors22

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Are you new to being the EL Coordinator? Do you know that someone will be taking over EL next year that has never done the job before? Please encourage them to sign up for the New EL Coordinator's Collaborative. We meet virtually for 90 minutes each month and provide a monthly "To Do" list with real examples of how folks are getting the job done correctly. We are taking registrations now. Sign up at the bit.ly found on the slide. There is no cost to participate.

Immigrant Students

- Immigrant students are a group of students that are identified by the federally required parameters outlined in ESEA as amended.
 - Age 3-21
 - Enrolled in a primary or secondary school
 - Who was not born in any US state or Puerto Rico
 - Who has not completed more than 3 full academic years in any US schools
- **All students** are screened upon initial enrollment for potential Immigrant student status.
- Two questions should be in every initial enrollment packet.
 - Was the student born outside of the US? Yes/No
 - If so, when did the student first enter US schools?

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ESSA defines Immigrant students as those that are 3-21, enrolled in a primary or secondary school, who are not born in any US state or Puerto Rico, and who has not completed more than 3 full academic years in any US schools. Please note that this has nothing to do with the languages that the students speak. Districts must screen every newly enrolling student using the two questions listed on the slide. Immigrant status only has to do with where a student was born and how long they have been attending US schools. This is totally independent of the English Learner identification process.

Immigrant Identification – Common mistakes

Ensure that the questions asked at initial registration do **not** ask for the following:

- Social Security Numbers
- Immigration status or Refugee Resettlement Agency
- Country of emigration/birth
- Citizenship status of any kind

Do not assume that because more than 3 years have passed since the student first enrolled in US schools that they aren't able to qualify for Immigrant status. If students leave and come back to the US, count only the months that they actually attended US schools (30 months cumulatively)

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Many districts misconstrue the identification of Immigrant students and therefore we find many mistakes on enrollment packets. Please ensure that any questions related to:

- Social Security Numbers
- Immigration status or Refugee Resettlement Agency
- Country of emigration/birth
- Citizenship status of any kind

are removed from your registration packets immediately. You should only be asking the two questions from the prior slide.

Additionally, if a student reports being born outside the US, it is imperative that you interview the family to determine if the student has left and returned to the US. We need to add up the months of the student's attendance in US schools. Once you hit a cumulative total of 30 months, the student can no longer be identified as Immigrant. Also, please remember that it is up to the district to de-identify immigrant students in your local student information systems when they hit the 30 month mark in US schools.

Title III Immigrant - Tips

- Funds are only available at amendment – remember to double check the Program Allocations page on the MDE website to determine eligibility
- Foreign exchange students qualify as Immigrant students.
- Foreign born kindergarten students all qualify as Immigrant students.

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Immigrant funds are unique in the fact that they are only available at amendment time. We don't offer Estimated allocations, nor do we have Preliminary allocations. We only post Final Allocations at amendment time on our Program Allocations page and we send out a memo to all agencies. Please mark your calendars for December to check to see if you are eligible for these funds.

As a reminder, foreign exchange students qualify as immigrant students and should be coded as such in the district's local student information system. Also, any student born abroad that is entering Kindergarten should be marked as Immigrant. We start counting time in US Schools from date of first enrollment as early as Kindergarten. Preschool attendance does not count.