

English Learners (EL) Title III / Title I Part C – Migrant Title / Immigrant Learners

How to Tell them Apart and Best Practices to Meet their Needs



GCEL Conference
February 11-13, 2019
Savannah, GA



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Collaborating today...

- **Mr. Israel Cortez**, Migrant Program Manager
- **Dr. Jacqueline Ellis**, ESOL Program Specialist
- **Ms. Tammie Smith**, Title III-A Program Specialist (South)

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Today's Learning Targets – Participants will.....

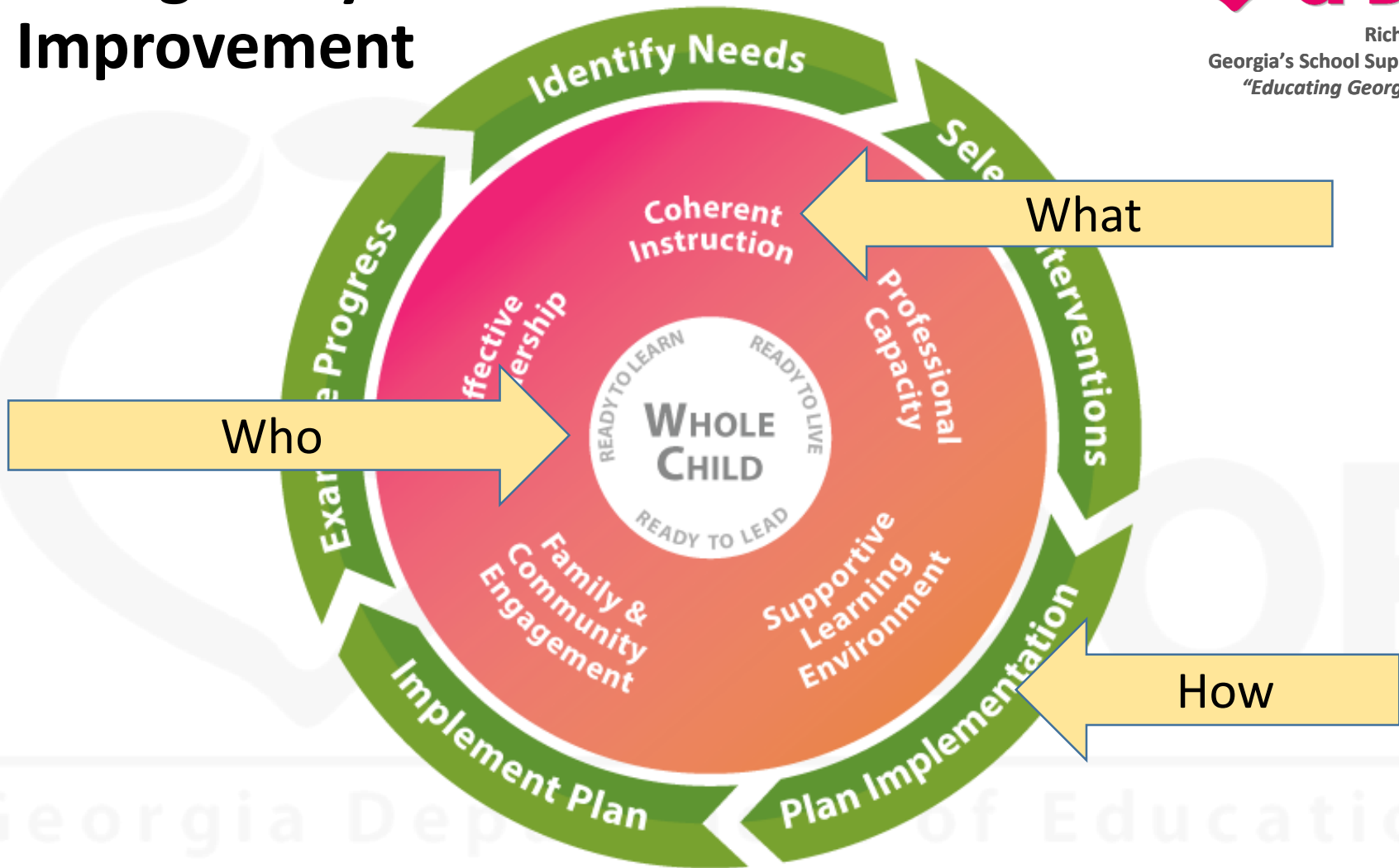
1. Learn the difference between English Learners, Migrant Students, and Immigrants
2. Hear from Program Specialists on how to leverage local and federal funding to provide effective strategies and activities that support academic and language proficiency

Georgia Department of Education

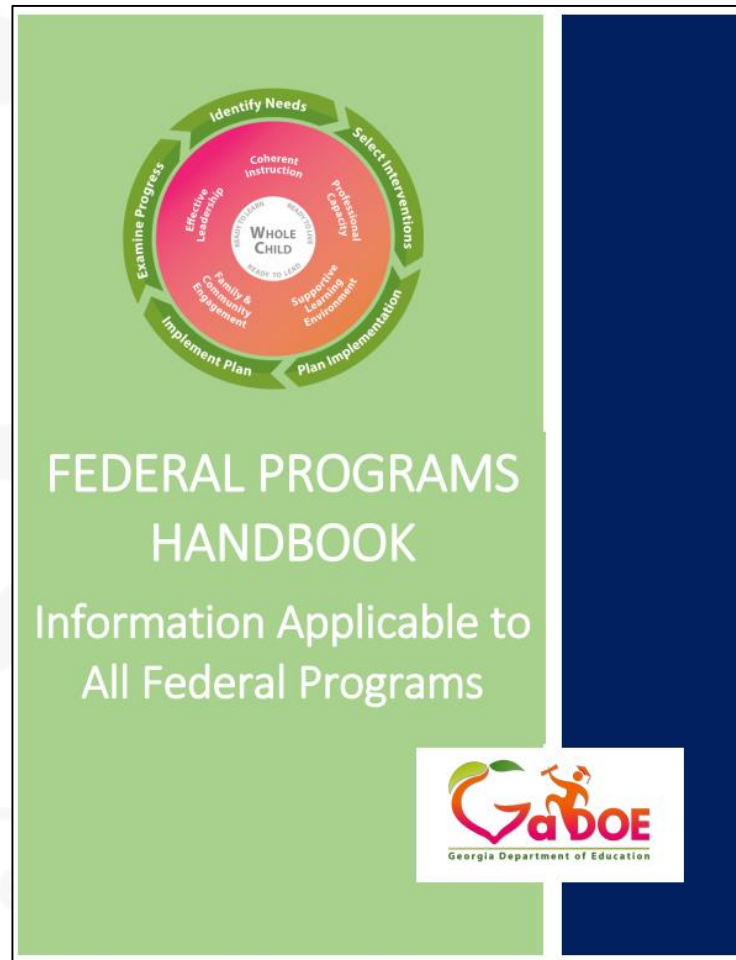
Georgia's Systems of Continuous Improvement



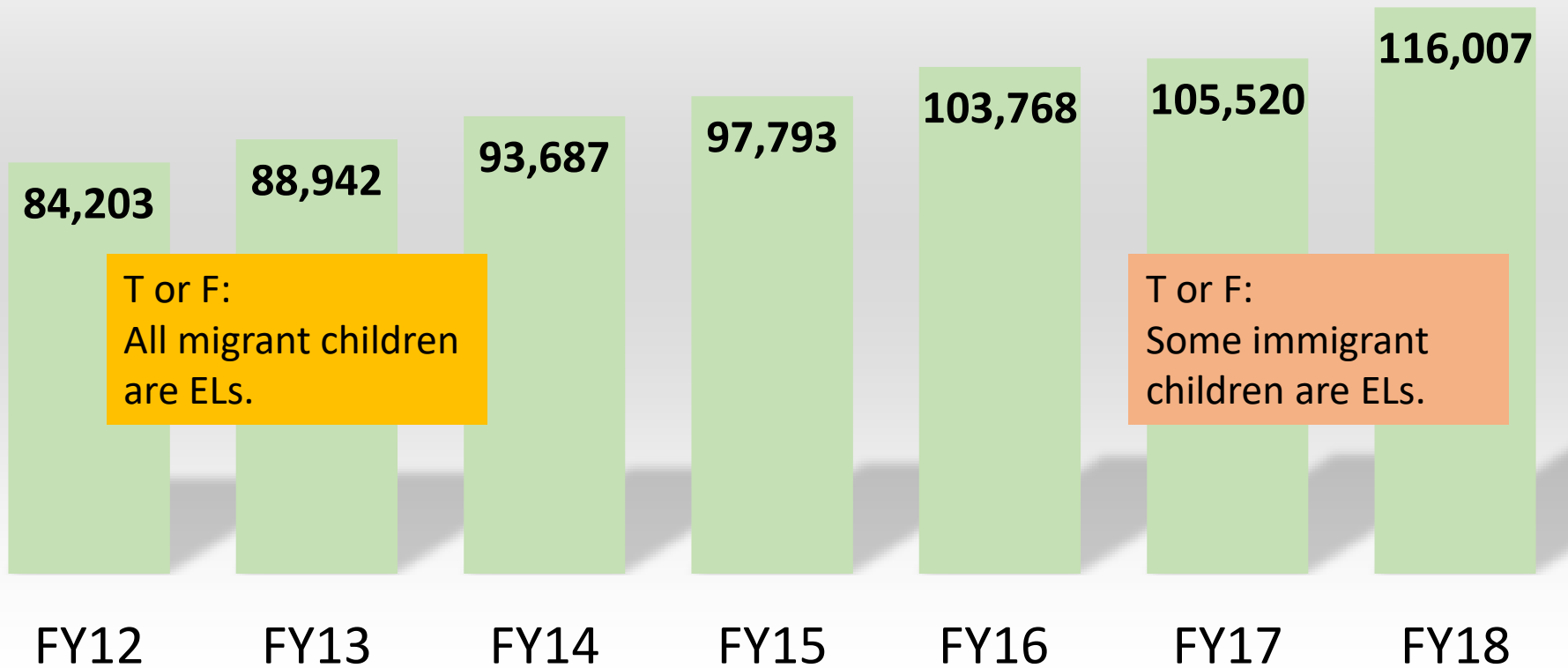
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Federal Programs Handbook



Growing English Learner (EL) Population in GA



What is the Difference Between **ESOL** and Title III, Part A?



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ESOL – The Office for Civil Rights (OCR)-required English language program to assist English Learners (ELs) to become proficient in English so they can “participate meaningfully” in school.

State and local funds must be used to support this program. Examples of activities that state/local funds provide for the **ESOL language program**:

- Adequate # of teachers skilled to effectively teach ELs
- Adequate & appropriate instructional materials, resources, & supplies
- If appropriate, qualified support staff



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Office for Civil Rights **ESOL** Program Requirements

1. Identify and assess all potential **EL** students
2. Provide **EL** students with an effective language instruction educational program
3. Adequately staff and support **ESOL** programs
4. Provide **ELs** meaningful access to all curricular and extracurricular activities (core curriculum and specialized and advanced courses or programs)
5. Avoid unnecessary segregation of **EL** students



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Office for Civil Rights **ESOL** Program Requirements, Cont'd

6. Evaluate **EL** students for special education services and provide both special education and English language services when **ELs** qualify for both.
7. Meet the needs of **EL** students whose parents opt them out of **EL** programs or services
8. Exit **EL** students from **ESOL** programs and services and monitor their educational progress
9. Evaluate the effectiveness of a district's **ESOL** program
10. Ensure meaningful communication with **EL** parents



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Identifying and Assessing all Potential **EL** Students

3 Step Process

Step #1: Administer Home Language Survey (**HLS**)

Step #2: Review **HLS** to see if language other than English is identified on 1st 3 questions.

Step #3: Administer appropriate **WIDA** screeners (**WIDA K-WAPT, WIDA MODEL** or **WIDA Screener**) to determine **EL** Eligibility.

*(The **HLS** does not determine **EL** eligibility.)*



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Providing **EL** Students with a Language Program

ESOL Segments -

- Approved courses for elementary, middle and high school **EL** students
- Approved instructional delivery models
- Minimum time requirements for **ESOL** FTE segments
- All **ELs** coded as **EL-Y** & **ESOL-Y** must receive **ESOL** segments

(Avoid unnecessary segregation of **EL** students)



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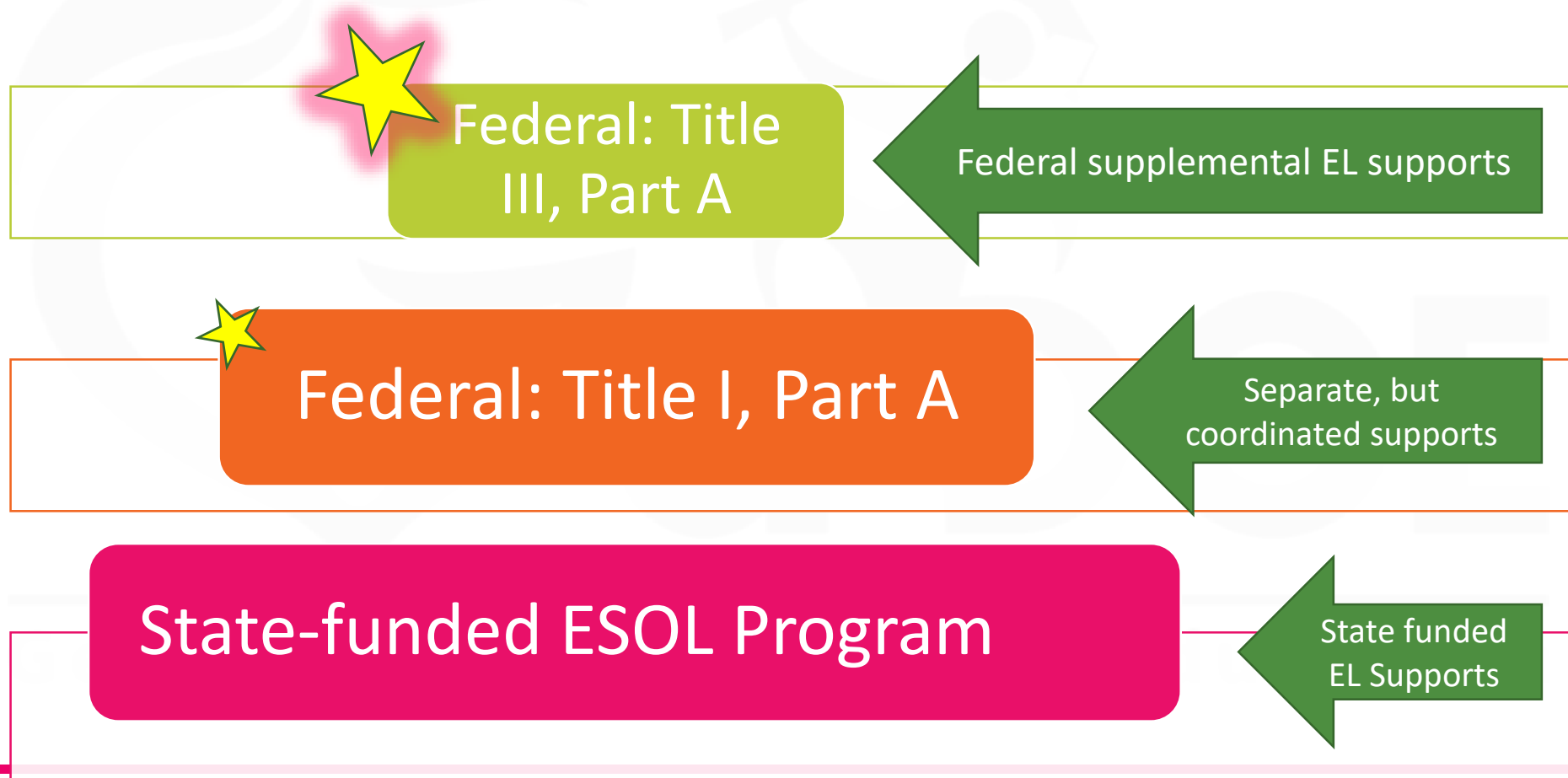
What is the Difference Between ESOL and **Title III, Part A**?

Title III-A – A supplemental, federal grant that provides extra language and/or socio-cultural support for Immigrant students and select English Learners. *Title III-A funds may not be used to meet the OCR requirements of the ESOL program.*

Examples of some uses of Title III-A funds include:

- Out-of-school tutoring/summer school
- Supplemental instructional materials, including software to help with English acquisition
- Professional learning for everyone who works with English Learners – teachers, instructional coaches, administrators
- Parent and community outreach activities that enhance/supplement the Title III-A language programs
- Activities to help immigrant students adapt to the U.S.

What is a supplemental program?



Title III – Served Code



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- **E2163 TITLE III SERVED** must be one of the following codes:
 - "Y" - Yes, EL student receives Title IIIA-funded supplemental language services this year.
 - "N" - No, EL student does not receive Title IIIA-funded supplemental language services this year (Note: If EL student is NOT receiving ESOL services, then Title IIIA services are not allowable.)
 - Blank – for students that are not EL

Associated SIS errors:

- **E2164 – TITLE III SERVED** must be 'Y' or 'N' when EL = 'Y'.
- **E2165 - TITLE III SERVED** must be blank when EL is "N", "M", or "F".

How do I know When to Code the EL Student as Title IIIA-Served?



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- When the EL student is receiving services in a supplemental language program that is designed to increase his/her English language proficiency and academic achievement and which is funded with Title III, Part A funds allocated to the District.
- **Title III, Part A Sec 3115 (c):** An eligible entity receiving funds under section 3114(a) shall use the funds to increase the English proficiency of English Learners by providing **effective language** instruction educational **programs** that meet the needs of English Learner and demonstrate success in increasing English language proficiency and student academic achievement.

(Note: If EL student is NOT receiving ESOL services, then Title IIIA services are not allowable.)

Identifying Immigrant Students:

Not Migrant!



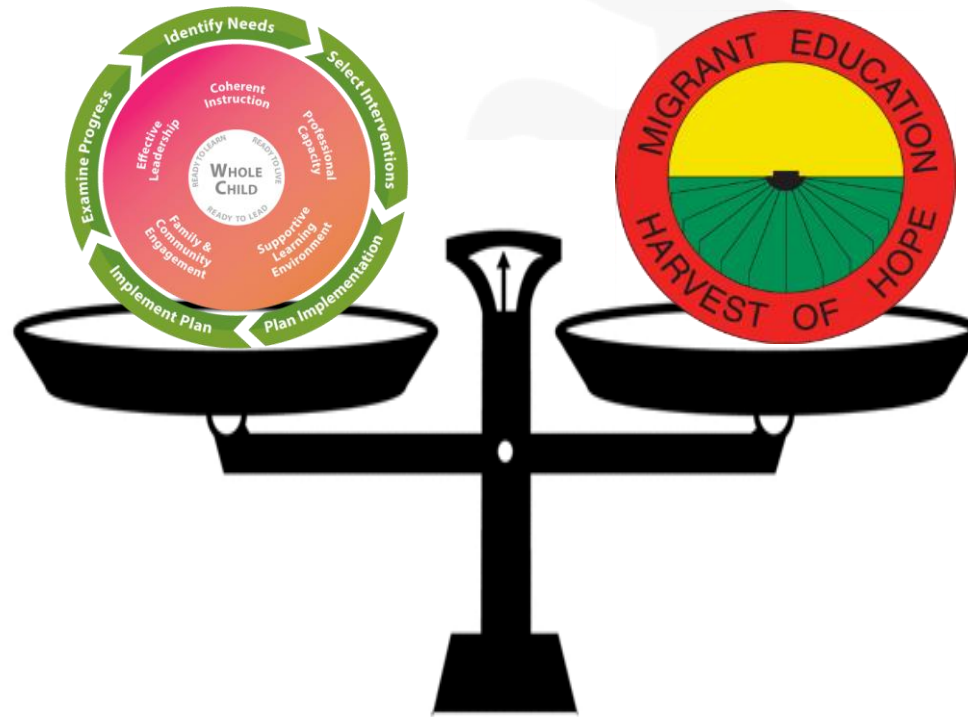
1. **Age** – 3 through 21 years old
2. **Place of Birth** – Not born in any of the 50 States, D.C. and Puerto Rico
3. **Have not been attending** one or more schools in any one or more States for more than 3 full academic years
 - **May include** foreign exchange students, students in private schools, students born outside the U.S., U.S. citizens, including military personnel
 - To determine immigrant eligibility of students with multiple entries to U.S. or in U.S. schools, **add the total # of months in U.S. schools**

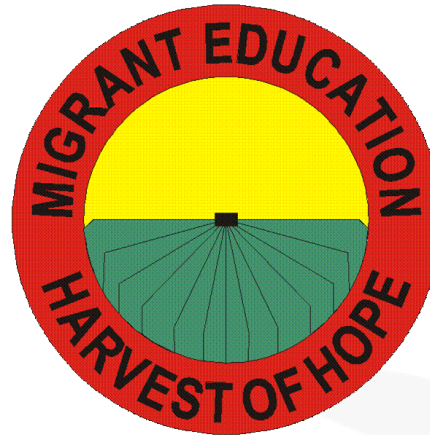
<http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Title%20III/Title%20III%20Guidance/2017%20Immigrant%20Eligibility%20Matrix.pdf>

Leveraging the Georgia's Systems of Continuous Improvement to Improve Migrant Student's Academic Achievement



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The purpose of the MEP in Georgia (and the United States) is to **ensure that migrant children fully benefit from the same free public education** provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are **met.**



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How do we meet the academic needs of all **Migratory Children** in a timely manner?



Identification and Recruitment



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Face to Face interview



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School District: _____ Date Completed: _____

Parent Occupational Survey
Please complete this form to determine if your child(ren) qualify to receive additional services under
Title I, Part C

Has your family moved in order to work in another city, county, or state, in the last three (3) years? Yes No
If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

- 1) Agriculture: planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- 2) Planting, growing, or cutting trees (pulpwood/raising pine straw)
- 3) Processing/picking agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Meatpacking/Meat processing/Seafood
- 6) Fishing or fish farms
- 7) Other (Please specify occupation): _____

Name of Student(s)	Name of School	Grade

Names of Parent(s) or Legal Guardian(s) _____
Current Address: _____
City: _____ State: _____ Zip Code: _____ Phone: _____

Thank You!
Please return this form to the school
The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school district: When both "yes" and one or more of the boxes from 1 to 7 are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (contracted) systems should file occupational parent surveys to the regional MIEP office serving their district. For additional questions regarding this form, please call the MIEP office serving your district.

GaDOE Region 1 MIEP, P.O. Box 780, 201 West Low Street, Brooklet, GA 30413
Toll Free (800) 613-5137 Fax (912) 843-3446
GaDOE Region 2 MIEP, 221 N. Robinson Street, Lanett, GA 31657
Toll Free (866) 305-3182 Fax (229) 346-3212



Occupational Survey

Georgia Department of Education - Migrant Education Program Certificate of Eligibility (COE) The Child(ren) moved into _____ on _____ (School District) (Residence Date)

FAMILY DATA

Parent Guardian 1: (Including Foster 1) Last Name First Name MI	Parent Guardian 2: (Including Foster 2) Last Name First Name MI
Father: Last Name First Name MI	Biological Mother: Maiden Last Name First Name MI
Current Address: Street	Home Base City/Town: State: Country:
City: State: Zip Code: Telephone:	Family Language: _____
Mailing Address: Street P.O. Box (if different from above):	Student(s) intend(s) to graduate from: _____
City: State: Zip Code:	School Name: School District: State:

CHILD DATA

Last Name 1	Last Name 2	MI	First Name	Middle Name	Sex	Birth Date (MM/DD/YY)	DOB	MOB	Hirth Place (City/State/Country)	School Name/School ID	Enrollment Date

III. QUALIFYING MOVES & WORK

- The child(ren) listed on this form moved due to economic necessity from a residence in _____ City _____ State _____ Country _____ to a residence in _____ City _____ State _____ Country _____.
- The child(ren) moved (complete both a. and b.):
 - as the worker, OR
 - with the worker, OR
 - to join or precede the worker.
 The worker: _____ First Name and Last Name of Worker _____, is the child or the child's parent/guardian spouse.
 - (Complete if "to join or precede" is checked in 2b.) The child(ren) moved on _____ (provide comment) _____.
- The Qualifying Arrival Date was _____.
- The worker moved due to economic necessity on _____ from a residence in _____ City _____ State _____ Country _____ to a residence in _____ City _____ State _____ Country _____, and:
 - engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
 - laboratory sought new qualifying work AND has a recent history of moves for qualifying work (provide comment) _____.
- The qualifying work _____ (describe agricultural or fishing work) _____ was (make a selection in both a. and b.):
 - seasonal OR
 - temporary employment (if applicable, check) _____
 - agricultural OR
 - fishing work (if applicable, check) _____
 - perpetual subsistence (provide comment) _____
- (Complete if "temporary" is checked in 5a) The work was determined to be temporary employment based on:
 - worker's statement (provide comment), OR
 - employer's statement (provide comment), OR
 - State documentation for _____.

IV. COMMENTS (Must include 2b, 4, 5, 6, and 6b of the Qualifying Moves & Work Section, if applicable)

1. Add information and migrant history _____
(Migrant history) _____
(Temporary employer and work location) _____

V. INTERVIEW SIGNATURE

The purpose of this form is to help the State determine if the child(ren) will meet the criteria to qualify for Title I, Part C Supplemental Program. This form is for the use of the Migrant Education Program (MEP) staff only. It is not to be used for any other purpose. The following criteria for the purpose of opening the Migrant Education Program (MEP) will include, but not be limited to, the following: (1) the child(ren) must be a child of a migrant worker, (2) the child(ren) must be a child of a migrant worker, (3) the child(ren) must be a child of a migrant worker, (4) the child(ren) must be a child of a migrant worker, (5) the child(ren) must be a child of a migrant worker, (6) the child(ren) must be a child of a migrant worker, (7) the child(ren) must be a child of a migrant worker, (8) the child(ren) must be a child of a migrant worker, (9) the child(ren) must be a child of a migrant worker, (10) the child(ren) must be a child of a migrant worker, (11) the child(ren) must be a child of a migrant worker, (12) the child(ren) must be a child of a migrant worker, (13) the child(ren) must be a child of a migrant worker, (14) the child(ren) must be a child of a migrant worker, (15) the child(ren) must be a child of a migrant worker, (16) the 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Signature of interviewer _____ Relationship to the child _____ Date _____

VI. ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided on this form and all relevant reports and documents, I am satisfied that the child(ren) meets the criteria for the Migrant Education Program (MEP) and is eligible for the Migrant Education Program (MEP) services. I hereby certify that to the best of my knowledge, the information on this certificate is true and correct, and was not obtained from any source that I have reason to believe is unreliable or otherwise not trustworthy. (31 C.F.R. 101.101)

Signature of interviewer _____ Date _____

Signature of designated SEA reviewer _____ Date _____

COE Distribution: White copy - GaDOE/MSD Regional Office Yellow copy - MEP Pink copy - Parent/Guardian
Form Last Updated: 06/09/2017

Certificate of Eligibility (COE)

MEP Eligibility

Three Basic MEP Eligibility Regulations

A qualifying move is:

1. made due to economic necessity; *and*
2. from one residence to another residence; *and*
3. from one school district to another school district.

ESSA: Migratory Agricultural Worker

Person who:

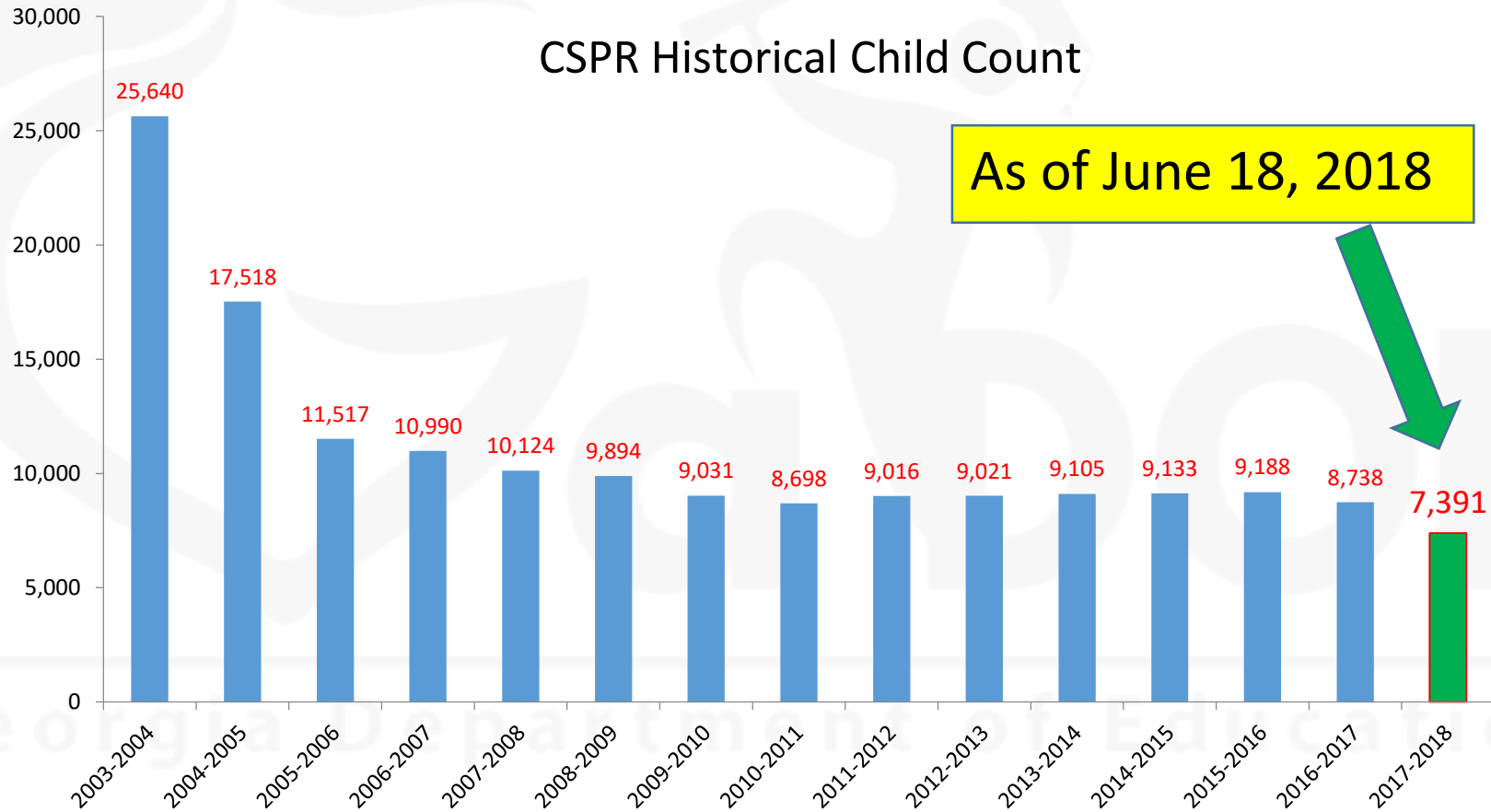
1. in the preceding 36 months, made a qualifying move and,
2. after doing so, **engaged** in new temporary or seasonal employment or personal subsistence in agriculture (which may be dairy work or the initial processing of raw agricultural products).

Child count- September 1, 2017-August 31, 2018



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CSPR Historical Child Count



Who Do We Serve?



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Migratory Children
0-21 Yrs. Old

Preschoolers

K-12

Drop Out
Students

Out of School
Youth-Here to
work

PFS Identification Form



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November 12, 2018

Priority for Services™ Identification Form

School Year: 1819

Title I, Part C - MIGRANT EDUCATION PROGRAM

School System: Georgia school district

ATTENTION: The following migrant student does not have a "priority for services" determination for the current school year as required by Title I, Part C - Migrant Education Program (MEP) statute (ESSA, Section 1304(d)). Please complete this form to establish current year "priority for services" identification. MEP funded services cannot be determined or established for this student until the school system has completed this important program requirement.

I. Student Information

Name: Frano Lopez DOB: 07/25/2008 Age: 10 COE ID#: M111111-2 GTID#: _____
Last First Month/day/year

QAD: 07/15/2018 Enrollment Date: 08/03/2018 School: Georgia Elementary School Grade: 5 COEstar School ID: GA1111
Month/day/year Month/day/year

II. Academic Performance Evaluation - It has been determined that this student is currently *eligible* for Migrant Education Program (MEP) services. The MEP offers supplemental instructional and/or support services to *eligible* students, with the program statute requiring that services *first* go to students identified as having "priority for services". "Priority for services" is granted to migrant students who have made a qualifying move within the previous 1 year period, are either *failing or at risk of failing* the state's challenging academic content and achievement standards or Drop Out of School (DO).

Please check all "priority for services" indicators that apply

<input checked="" type="checkbox"/>	<i>Qualifying Move Indicator</i>
<input checked="" type="checkbox"/>	Participant made a qualifying move within the previous 1-year period.
<input checked="" type="checkbox"/>	<i>Failing or at Risk of Failing Indicators</i>
<input checked="" type="checkbox"/>	Scored below established proficiency level on one or more of the Georgia Testing Program assessments (GKIDS ____, MILESTONES: ELA <u>477</u> Math ____ or MILESTONES EOC (list name) ____ or other state's required statewide assessments during the past consecutive 12 months (documentation of score(s) must be in student's school records)
<input checked="" type="checkbox"/>	During most recent and/or current semester has failing grades in one or more core academic content areas (K - 8) or course(s) required for graduation (9-12) Check all that apply: ___ English/Reading ___ Math ___ Science <input checked="" type="checkbox"/> Social Studies ___ other - (identify: _____)
<input type="checkbox"/>	Has insufficient credits for promotion or graduation
<input checked="" type="checkbox"/>	Working at grade level below grade placement AND/OR Is over age for grade placement by one or more years (has been retained, started school late, under-schooled, etc.)
<input checked="" type="checkbox"/>	Is identified as an English Learner (EL)* Test Date: <u>03/18/18</u> Score: <u>3.1</u> Test Name: <u>Access</u>
<input checked="" type="checkbox"/>	<i>Drop-Out/Out of School Youth</i>
<input type="checkbox"/>	OSY Profile completed on: _____

Signature: Lorena Paiz Title: SSP Date: 11/16/2018

GADOE Staff Use Only

Priority for Services Made a qualifying move within the previous 1-year period. (required) AND Failed/currently failing a core subject/state assessment or at risk of failing on over-age for grade placement, credit deficient, or Drop out OSY

Not Priority for Services Has not made a qualifying move, OR on grade level and passed/currently passing all core/required subjects and state assessments.

Name and Title of Designee: _____ Date: _____

Move Factor & Academic Factor

EL factor

- Access test
- Score 3.1
- Date 3/18/18

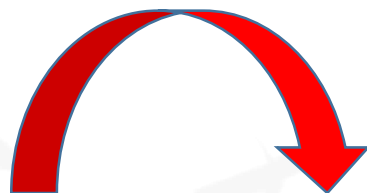


MEP = Supplemental



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Title I Part C:
Education
of
Migratory
Children



Title I, Part A: Family-School
Partnership Program

Title IX, Part A – McKinney-Vento
Education for Homeless Children
and Youth

Title IV, Part B, 21st Century Community
Learning Centers Program

Title III: Language Instruction for English Learners
and Immigrant Students

Title I, Part A - Improving the Academic Achievement of the
Disadvantaged



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Title I Part C- Services

- **Push-in or limited pull-out tutoring**
- Evidence-based supplemental academic support such as before, during, after-school hours, and weekends
- Student academic and enrichment opportunities
- Summer school opportunities through a school facility based or home base model
- Homework assistance
- Instructional software
- Academic support for preschoolers and out of school youth and drop out students
- **Professional learning**

Relating Research to Practice – Robert J. Marzano



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Categories of Instructional Strategies That Affect Student Achievement

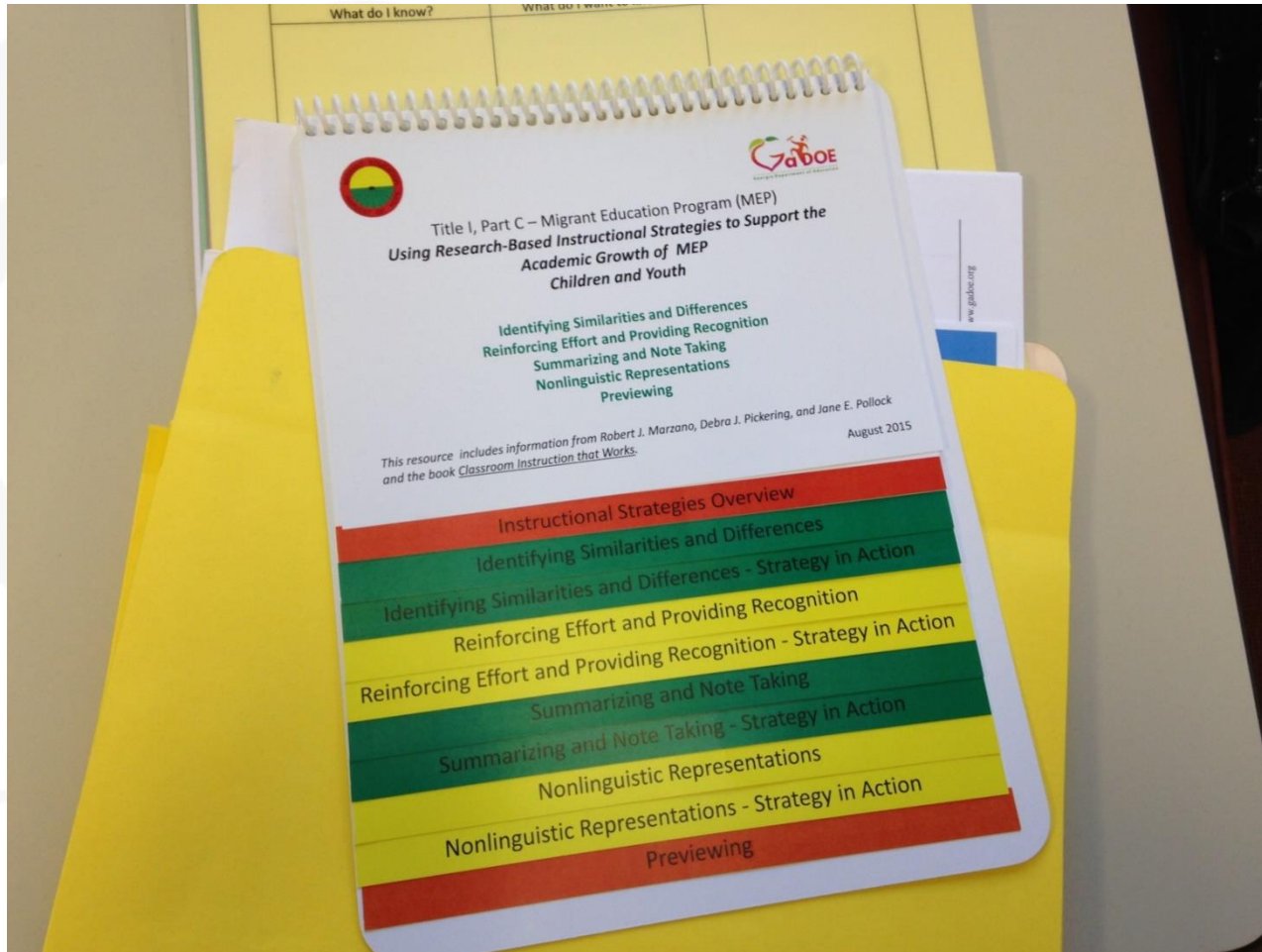
Strategy

Strategy	Effect Size
• Identifying Similarities and Differences	1.61
• Summarizing and Note Taking	1.00
• Reinforcing Effort and Providing Recognition	0.80
• Homework and Practice	0.77
• Nonlinguistic Representations	0.75
• Cooperative Learning	0.73
• Setting Objectives and Providing Feedback	0.61
• Generating and Testing Hypotheses	0.61
• Questions, Cues, and Advance Organizers	0.59
• <i>Previewing – as an instructional strategy</i>	

Resources



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Coding Migratory Children in the Local Student Information System (SIS)



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- **Migrant Flag:** accurately code Migratory Children enrolled in the district:
 - Y = Migrant yes
 - N = Migrant no
 - C = Continuation of Services
- **PFS Flag:** accurately code PFS students enrolled in the district:
 - Y = PFS yes
 - N= PFS no
- The Migrant and PFS flag status should remain in the SIS during the current school year.

Questions







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Contact Information

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Mr. Israel Cortez
Program Manager
Title I, Part C
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