

Title III Immigrant Student Process for Identifying and Reporting

Immigrant Student Definition

- The term "immigrant children and youth," which is defined in section 3201(5) of Title III, refers to individuals who:
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Foreign Exchange Students

- Foreign exchange students offer a rich opportunity to Michigan's Local Educational Agencies (LEAs), allowing students from diverse cultural backgrounds to interact and learn from each other. For purposes of reporting, foreign exchange students meet the definition of immigrant and should be included in the district's reporting of Immigrant students.

English Learner (EL) Students

- Foreign exchange students may also be ELs. All students, including foreign exchange students, must be provided the Home Language Survey (HLS), and if a language other than English is identified, the student must be screened using the World-class Instructional Design and Assessment (WIDA) screener and the results evaluated following the Michigan Department of Education's (MDE's) Entrance and Exit Protocol. The Office of Civil Rights does not exempt foreign exchange students from the protections established under Title VI of the *Civil Rights Act of 1964*.

Immigrant Identification

- Foreign exchange students are considered Immigrant students and should be identified as such in the Michigan Student Data System (MSDS).
- Funds for Immigrant students will be included in the following year's allocation.
- Students from Puerto Rico are not classified as Immigrant students.

Accountability

- While foreign exchange students must take all assessments (as other students), they are not included in your accountability measures for the State. However, they are included in the participation measure and count toward the 95% testing accountability measure.

MSDS Manual info:

Code	Text	Description
9130	Immigrant	The student has immigrated to the United States from another country and is aged 3 through 21 years, was not born in any State in America, and has not attended one or more schools in any one or more States for more than three full academic years. NOTE: The United States Department of Education (USED) includes foreign exchange students as eligible for Title III Immigrant programs.

- If anything other than the code 9130 is listed in this characteristic or multiple occurrences of the same code in the same student record are submitted, the system will generate a file-level error and will reject the file upon upload.
- This characteristic must be submitted at least once in a school year when the Program Participation Component is submitted.

EL Identification

- All students, including foreign exchange students should complete the HLS. If the student's native language is a language other than English, or a language other than English is spoken in the home, students should be screened using the WIDA Screener. The Entrance and Exit Protocol for Michigan must be utilized to determine identification of students for EL status.
- If the student is identified as EL, the LEA must provide appropriate supports for this student according to the EL and Immigrant Program developed by the LEA.
- Michigan does not recognize assessments other than the WIDA ACCESS for ELs 2.0 and the WIDA Screener for assessment of English Language Proficiency (ELP).

Budget Information for Title III Immigrant

- Sub-grants to LEAs and Intermediate School Districts (ISDs) are made if significant increase is experienced in numbers of Immigrant students from ages 3-21, enrolled in public or private school, not born in the US, and have not attended US school for more than three full years.
- In Michigan, the Title III Immigrant grant is given to any school district that demonstrates an increase over the average of the previous two school years average of Immigrant students.
 - For example, in 2017-18 and 2018-19, school district X had 100 and 102 Immigrant students respectively. The average of those two years would be 101 Immigrant students. If in 2019-20 the district reports more than 101 Immigrant students, they would demonstrate an increase and become eligible for funding in the 2020-21 school year and will remain eligible for Immigrant funding based on

the eligible count for the subsequent four years. At the end of the 4th school year, the process of creating the average would begin again and eligibility will be determined if an increase is present. If so, the 5-year cycle will start over. If there is a decrease, then the LEA would be evaluated again each subsequent year until such time as they may be eligible for Immigrant funding again.

- The purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for Immigrant children and youth §3115(e). These generally allowable activities are listed in ESEA §3115

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL- An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include —

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

- Title III Immigrant Non-Allowable Expenditures
 - Title III Immigrant funds may **NOT** be used for costs that were previously funded by general funds.
 - Title III Immigrant funds may **NOT** supplant any other Federal, State, or local expenses.
 - All test administration costs (WIDA and WIDA Screener, other State assessments) must be paid for using general funds. This includes costs associated with pay for proctors, assessors and substitute teachers.

- Title III Immigrant funds may NOT be used for intake/eligibility or annual proficiency assessments.
- Translation of documents, parent handbooks, and assessments are paid through general funds. Title III Immigrant funds may not be used for translations.

USED Newcomer Toolkit

- This comprehensive guide to supporting Immigrant Students can be found at: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf> or by searching the Internet for "US Department of Education Newcomer Toolkit".

Title III Immigrant Needs Aligned Activity Suggestions

Needs	Potentially Allowable Activities
Counseling for emotional distress / trauma	<ul style="list-style-type: none"> • Contracted counselor • Translator for student to attend counseling
Cultural experiences	<ul style="list-style-type: none"> • Field trips to community locations (could include families)
Additional support learning English	<ul style="list-style-type: none"> • University courses dedicated to the development of ELP outside of the regular school schedule <ul style="list-style-type: none"> ○ <i>NOTE:</i> These classes would be supplementary to the regular school supports provided via the school's Language Assistance Program (LAP) • After-school tutoring • Summer school • Supplemental materials <ul style="list-style-type: none"> ○ Web-based learning resources ○ Technology to support the web-based learning resources ○ Supplemental reading resources for recently-arrived students (newcomers) • Supplemental paraprofessional support <ul style="list-style-type: none"> ○ <i>NOTE:</i> This support would need to be in addition to the regular LAP supports already in place
Additional support with academic content	<ul style="list-style-type: none"> • After-school tutoring • Summer school • Supplemental materials <ul style="list-style-type: none"> ○ Web-based learning resources ○ Technology to support the web-based learning resources (iPads, computers, etc...) ○ Supplemental reading resources for recently-arrived students (newcomers)

	<ul style="list-style-type: none"> • Supplemental paraprofessional support <ul style="list-style-type: none"> ◦ NOTE: this support would need to be in addition to the regular LAP supports already in place
Additional staff	<ul style="list-style-type: none"> • Additional EL program staffing may be purchased to provide services to Immigrant children and youth • Professional learning directly focused on the provision of services to Immigrant children and youth
Supporting parents	<ul style="list-style-type: none"> • Events designed to help parents to better understand the inner workings of US schools (i.e., two-way communication during conferences, school lunch, how to check grades on the computer, how to raise a concern, FAFSA, etc...) • Events designed to connect parents to community partners • Immigrant Parent Liaison • Field trips • Featured speakers • Interpretation for parents at Title III Immigrant events <ul style="list-style-type: none"> ◦ NOTE: Title III Immigrant funds only pay for interpretation of Title III Immigrant activities
Basic needs	<ul style="list-style-type: none"> • School supplies to support learning at home • Books for students to read at home (could be bilingual or English)
Family literacy	<ul style="list-style-type: none"> • Family English as a Second Language (ESL) / Literacy (district-designed or purchased program) • Family literacy-focused events <ul style="list-style-type: none"> ◦ Trips to the bookstore ◦ Trips to the library ◦ Author night