English Learner Migrant Students

Feb 11, 2016

Agenda

- **Differentiate between migrant students and English learners**
- **Commonalities**
- **How to serve both groups**
- **Collaboration between school and Migrant Education Program (MEP) staff**
- **Parent, family and community partnering**
- **Resources**

Not all English learners are migrant students and not all migrant students are English learners.

Formal English Learner (EL) Identification Process

- **The identification, assessment, and placement procedure must include:**
  - Home Language Survey
  - W-APT
  - Body of Evidence
  - Parent notification
  - Placement
  - On-going assessment through ACCESS

- **For more information on Identification and Placement of ELs, see the October 2015 webinar:** http://www.cde.state.co.us/cde_english/webinars

English Learner Categories

- NEP: Non-English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.

- LEP: Limited English Proficient - - A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

- FEP: Fluent English Proficient - Monitor year 1

- FEP: Fluent English Proficient - Monitor year 2

Eligibility Factors for the Migrant Education Program (MEP)

Five Eligibility Factors

1. **Age**
2. **School Completion**
3. **Move**
4. **Purpose of the Move**
5. **Qualifying Work**

Eligible for Migrant Education Program (MEP)

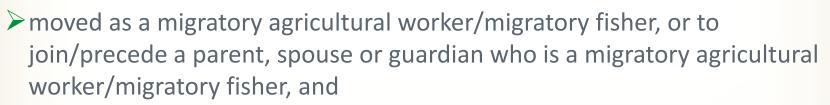## 1. Age

➤ is not older than 21 years of age; and

2. School Completion

➤ is entitled to a free public education...and

3. Move

➤ moved as a migratory agricultural worker/migratory fisher, or to join/precede a parent, spouse or guardian who is a migratory agricultural worker/migratory fisher, and

- moved from one school district to another and
- The move was a change from one residence to another and
- The move was due to economic necessity and
- occurred within the preceding 36 months

Eligible for Migrant Education Program (MEP)

4. Purpose of the Move

➤ in order to seek or obtain qualifying work, or

- the worker moved to obtain any work and obtained qualifying work soon after the move, or

- the worker moved for qualifying work, but did not obtain the work, and has a prior history of moves to obtain qualifying work or

- there is credible evidence that the worker actively sought qualifying work soon after the move

5. Qualifying Work

➤ the employment is seasonal or temporary, and

- The work is agricultural or fishing

- **A migrant student may or may not be an English learner**
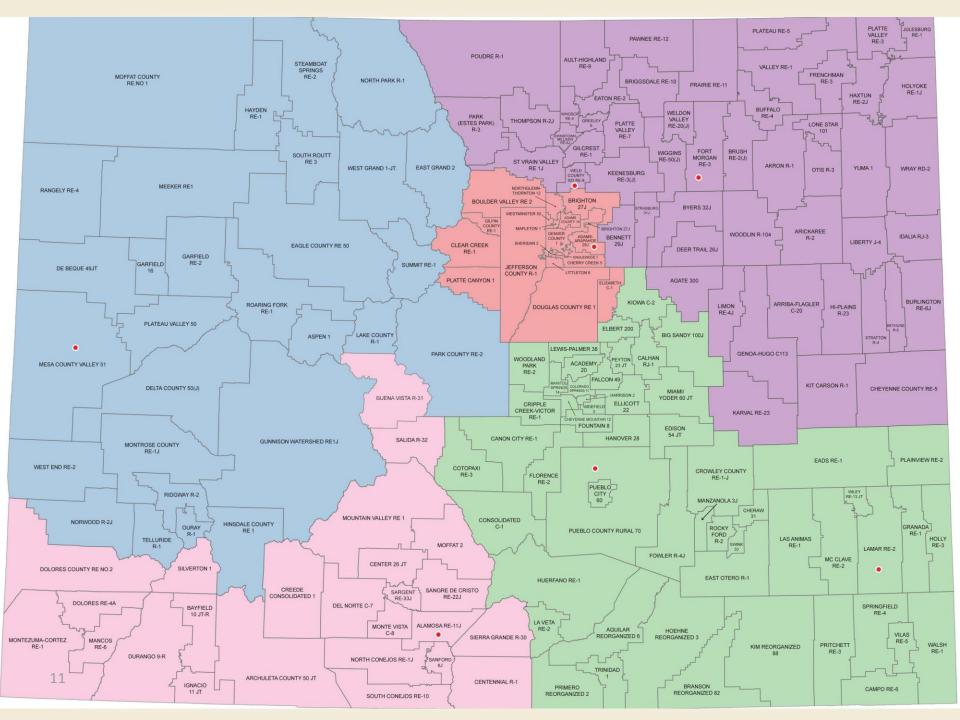

- **An English learner may or may not be a migrant student**

How can school and MEP staff collaborate around identification and program placement?

MEP Region	Name/Title	Address	Phone #	Fax #	Email Address
Metro	Nelson Molina Coordinator	14707 E.2nd Avenue, Suite 180 Aurora, CO 80011	**Office:** 303.340.0864 ext. 28333 **Cell:** 720.552.3108	303.326.1283	nemolina@aps.k12.co.us
Northern	Dr. Mary Ellen Good Director	2020 Club House Dr. Suite 230 Greeley, CO 80634	**Office:** 970.352.7404 ext. 1110 **Cell:** 970.381.9878	970.352.7350	meg@cboces.org
Southeast	Manuel Calderon Director	24951 Hwy 50 East Pueblo, CO 81006	**Office:** 719.671.4663		mcalderon@district70.org
Southwest	Esmeralda Martinez Director	San Luis Valley BOCES 2261 Enterprise Dr. Alamosa, CO 81101	**Office:** 719.587.5418 **Cell:** 719.588.4324	719-589-5007	emartinez@slvboces.org
West Central	Molly Greenlee Coordinator	Basil T. Knight Center 596 North Westgate Dr. Grand Junction, CO 81505	**Office:** 970.254.5495 **Cell:** 970.739.0863	970.254.5525	molly.greenlee@d51schools.org

National Migrant Hotline
1-800-234-8848

Federal MEP Reporting of ELs

MEP staff is required to annually report the number of migrant students they serve who are also English learners by NEP, LEP, and FEP status.

Similarities in Identification

English Learner

1. **Age**

—is not older than 21 years of age

2. **School Completion**

—is entitled to a free public education

* *Parent notification*

Migrant

1. **Age**

—is not older than 21 years of age

2. **School Completion**

—is entitled to a free public education

Parents must sign the certificate of eligibility.

Differences in Identification

English Learner

1. Home Language Survey

-- has a primary or home language other than English or in addition to English

2. W-APT

3. Body of Evidence

-- is not proficient/fluent in English

-- needs targeted English language development and linguistic supports to have access to academic content

Migrant

1. Move

—moved as a migratory agricultural worker/migratory fisher, or to join/precede a parent, spouse or guardian who is a migratory agricultural worker/migratory fisher

2. Purpose of the Move

— in order to seek or obtain qualifying work

3. Qualifying Work

— the employment is seasonal or temporary, and the work is agricultural or fishing

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Difference in Identification

English Learner

It's all about language.

Migrant

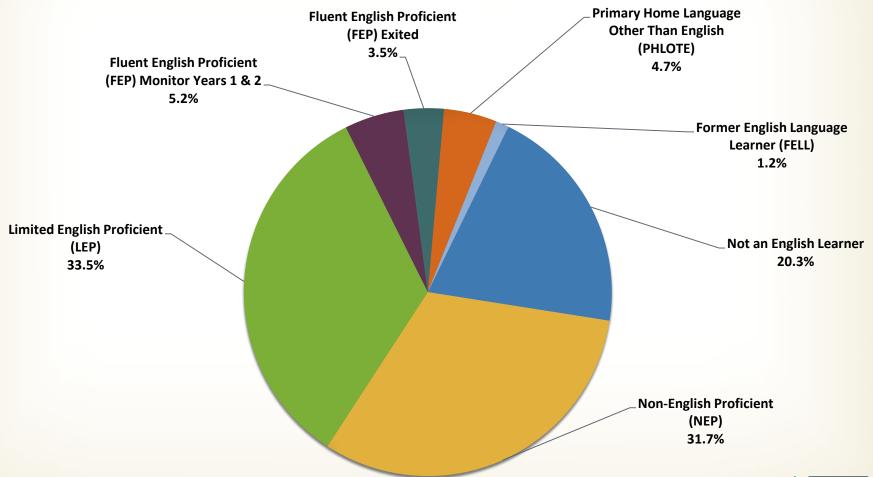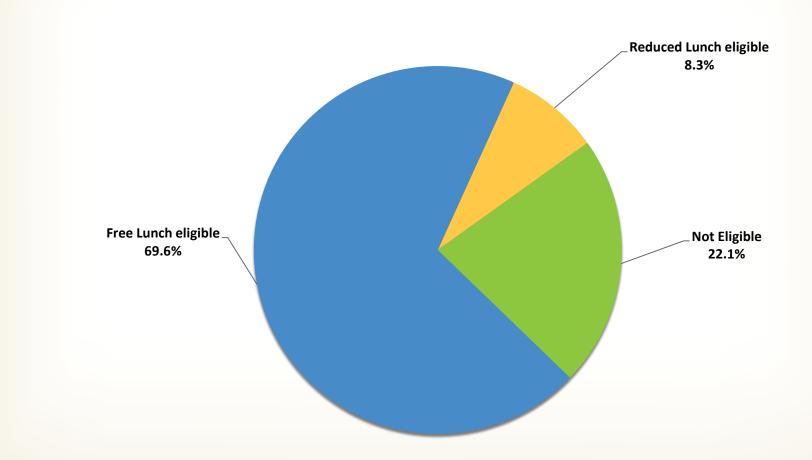*It's all about moving in order to seek or obtain qualifying work.*

Student Profile

Language

Academic Strengths

Educational History

Family History

Culture

Colorado MEP Students (Grades PK-12) that are also ELs 2014-2015

Fluent English Proficient (FEP) Exited
3.5%

Primary Home Language Other Than English (PHLOTE)
4.7%

Fluent English Proficient (FEP) Monitor Years 1 & 2
5.2%

Former English Language Learner (FELL)
1.2%

Limited English Proficient (LEP)
33.5%

Not an English Learner
20.3%

Non-English Proficient (NEP)
31.7%

K-12 ELs Eligible for Free or Reduced Meals
2014-2015

Reduced Lunch eligible
8.3%

Not Eligible
22.1%

Free Lunch eligible
69.6%

Updated by Office of Data, Program Evaluation, and Reporting (February 2016); Data Source: 2014-2015 End of Year (EOY) collection; includes all records (including duplicates) identified as NEP, LEP, and FEP Monitor Year 1 and 2
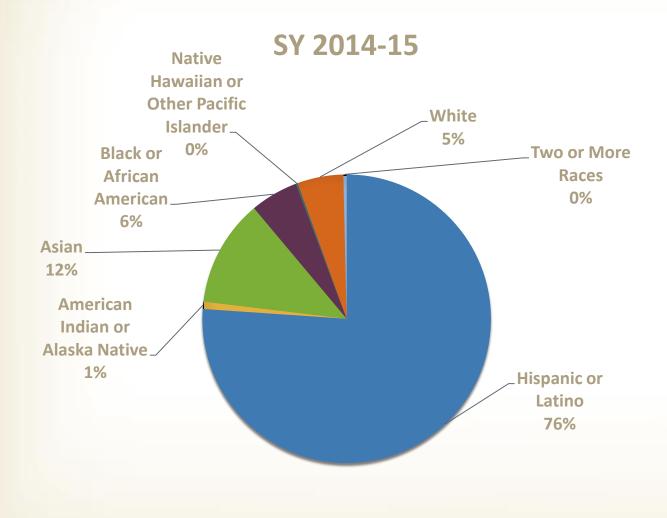
Migrant Students by Ethnicity and Race

SY 2014-15

Pie chart:
- Hispanic or Latino 76%
- Asian 12%
- Black or African American 6%
- White 5%
- American Indian or Alaska Native 1%
- Native Hawaiian or Other Pacific Islander 0%
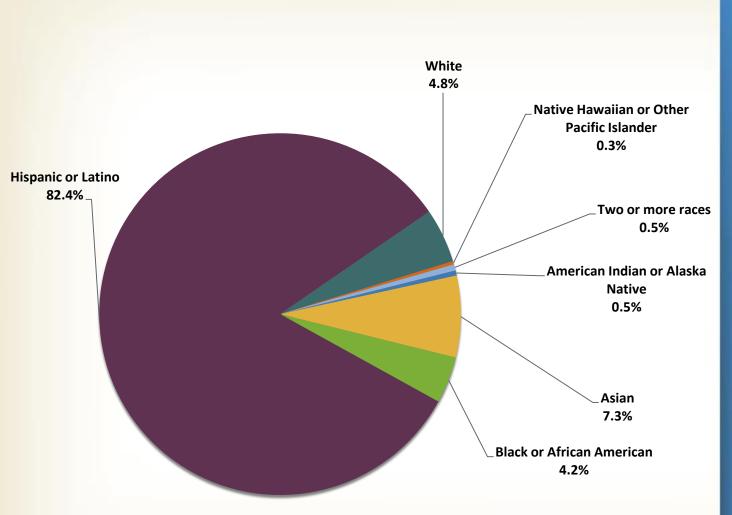- Two or More Races 0%

Hispanic vs Non-Hispanic

Migrant Students who are Hispanic or Latino = 76%

Migrant Students who are Non-Hispanic or Latino = 24%

ELs
(Grades K-12)
by
Race/Ethnicity
2014-2015

White
4.8%

Native Hawaiian or Other
Pacific Islander
0.3%

Two or more races
0.5%

American Indian or Alaska
Native
0.5%

Hispanic or Latino
82.4%

Asian
7.3%

Black or African American
4.2%

Updated by Office of Data, Program Evaluation, and Reporting (February 2016); Data Source: 2014-2015 End of Year (EOY) collection; includes all records (including duplicates) identified as NEP, LEP, and FEP Monitor Year 1 and 2

What Do English Learners and Migrant Students Have in Common?

- **Over 70% of Colorado's Migrants are also English Learners (NEP, LEP, and FEP M1 and M2)**

- **Migrant students have moved due to economic necessity, and so have many, although not all, English learners**

- **In Colorado, most English learners are Hispanic/Latino and most migrant students are Hispanic/Latino**

- **Low levels of education and/or literacy in English may be a challenge for families of English learners and migrant students**

- **English learners come from another culture, and the migratory lifestyle is also a unique culture**

How can school and MEP staff collaborate around instruction?

WIDA

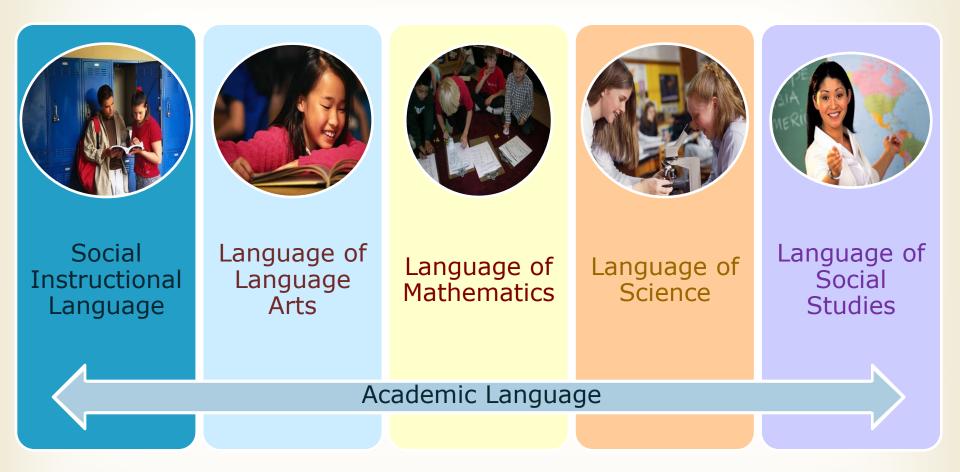*World-Class Instructional Design and Assessment*

www.wida.us

WIDA's Mission Statement

To promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources.

CELP Standards

Social Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

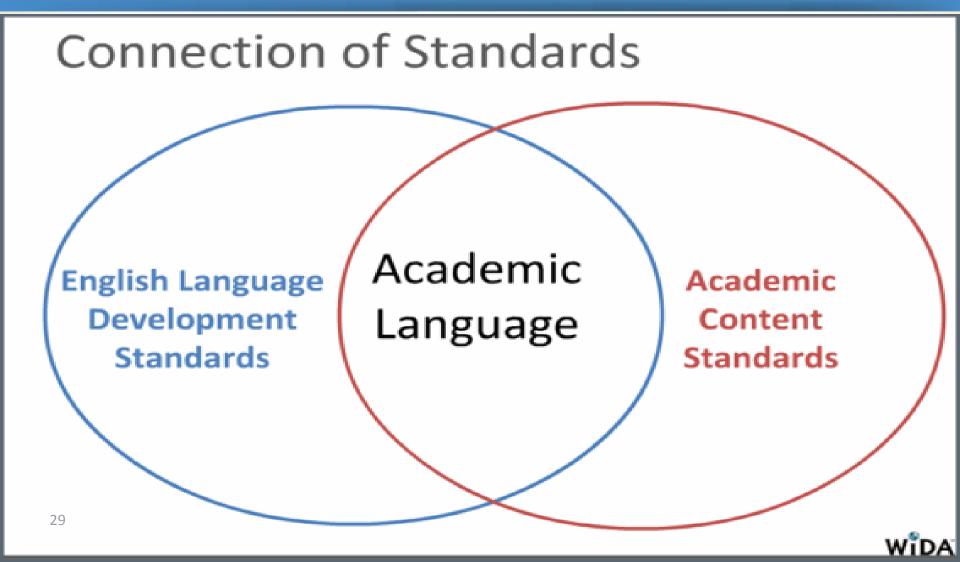|	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WiDA
CONSORTIUM

Instructional Support For English Learners

Connection of Standards

English Language Development Standards

Academic Language

Academic Content Standards

WiDA

English Language Development

- Social and instructional language instruction at the word, sentence and discourse levels:
- Phonology=the sounds of the language
- Morphology=the formation of words (root words, suffixes)
- Syntax=word order
- Semantics=nuances, shades of meaning
- Language functions (compare and contrast, persuasion, cause and effect, etc.)
- And their accompanying forms/structures
- Pragmatics=situational appropriateness, implications, rules of politeness
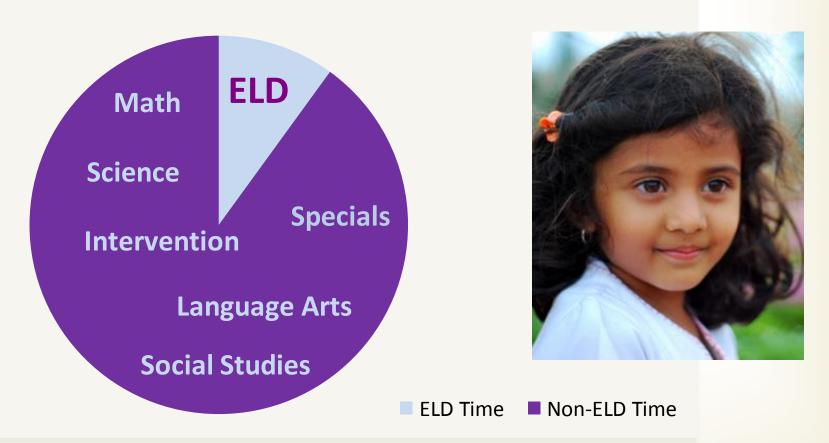
Teach the Language of and Provide ACCESS to the Content Areas

- Content and language objectives/performance indicators
- Visuals, realia
- Building background
- Comprehensible input (differentiated by language level)
- Sheltering strategies (paraphrasing, use of synonyms)
- Differentiated supports (sentence frames, word banks/word walls)
- Interaction (pairs, small groups, cooperative learning)
- Practice through speaking, listening, reading and writing
- Students engagement strategies
- Cognates and appropriate native language support

Academic Language Connects the Standards

Pie chart labeled with: ELD, Math, Science, Intervention, Specials, Language Arts, Social Studies

Legend: ELD Time — Non-ELD Time

Resources to Support English Learners

- **Office of Culturally and Linguistically Diverse Education**
  http://www.cde.state.co.us/cde_english
- **WIDA website**

  http://www.wida.us
- **Linking the CAS to the CELP Standards**

  http://www.cde.state.co.us/cde_english/celp-standards-training
- **Guidebook on Designing, Delivering and Evaluating Services for English Learners**

  http://www.cde.state.co.us/cde_english/the-el-guidebook-guidebook-on-designing-delivering-and-evaluating-services-for-english
- **Professional Learning Opportunities**

  http://www.cde.state.co.us/cde_english/professionaldevelopment
- **US Department of Education English Learner Toolkit**

  http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Student with Limited /Interrupted Formal Education (SLIFEs/SIFEs)

Students whose education was interrupted (SIFE) or limited (SLIFE) because of social and political events and who may have limited literacy skills in the native language, below-average performance for their grade or age level, and a lack of understanding of school procedures (Bartlett, 2007)

- Risk Factors
  - Poor or no education records with significant gaps
  - Poor attendance
  - Poor performance
  - High-risk of being a dropout
  - Post-traumatic stress disorders
  - High frustration levels

http://edts523naz.wikispaces.com/Students+with+Interrupted+Formal+Education+%28SIFE%29

Programming Options and Approaches to Meet the Needs of SLIFEs/SIFEs

- Sheltered Instruction

- Native Language Instruction

- Before or After-School Programming

- Newcomer Programming

- Peer Mentoring and/or Peer Tutoring

- University/Community Organization Partnerships

WIDA Focus On SLIFE– May 2015

https://www.wida.us/get.aspx?id=848

Instructional Considerations for Supporting SLIFEs/SIFEs

- Activate prior knowledge

- Provide an environment that enables students to access print

- Actively engage student learning in physical and concrete ways

- Think about how content is communicated

- Check for comprehension

- Assessments that measure student learning at different language proficiency levels

- Strategies that integrate language and content throughout instruction

Resources to Support SLIFEs/SIFEs

- **WIDA Focus On SLIFE– May 2015**

  https://www.wida.us/get.aspx?id=848

- **Students with Interrupted Formal Education** "A Challenge for New York City Public Schools"
  http://www.advocatesforchildren.org/SIFE%20Paper%20final.pdf?pt=1

- **How to Support ELL Students with Interrupted Formal Education (SIFEs)** – by Kristina Robertson and Susan Lafond
  http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes#h-what-makes-the-sife-s-needs-unique-

Resources to Support SLIFEs/SIFEs

- **Binational Transfer documents**

http://www.cde.state.co.us/migrant/binationalinitiative

- **Credit Recovery and Proficiency-Based Credit**

Education Commission of the States - www.ecs.org/per

  - Alternative course repetition for students who have previously failed a course needed for high school graduation

  - Is aligned to State standards

  - Reengages students to graduate from high school

  - There are funds available to support credit recovery efforts

  - Can be offered before or after school, as a center, online, as independent study, or as a hybrid

Resources to Support MEP SLIFEs/SIFEs

- **Credit recovery through Portable Assisted Study Sequence (PASS)—**designed for secondary students of migratory workers

http://migrant.net/pass/

- **High School Equivalency Program (HEP)**—migrant and seasonal farm workers to earn a high school equivalency diploma

http://buenocenter.org/HEP/index.php

- **Out of School Youth (OSY)--**provides resources for migratory youth

http://www.osymigrant.org/

- **College Assistance Migrant Program (CAMP)**—designed to help migrant youth transition to higher education

http://www.migrantstudents.org/campcolleges.html

Statewide Opportunities for Migrant Students

- **Summer Migrant Youth Leadership Institute (SMYLI)**

  Purpose—to motivate and empower MEP students to reach their educational goals and increase their potential as leaders in their schools and communities

  - for MEP students in grades 9-12
  - Experience a college environment
  - Complete an application, including a written essay
  - Learn how to set goals and progress monitor
  - Participate in workshops to learn about leadership, team building, education, and scholarships
  - Plan and present a community project
  - Practice public speaking
  - Extra-curricular activities

http://www.cde.state.co.us/migrant/events
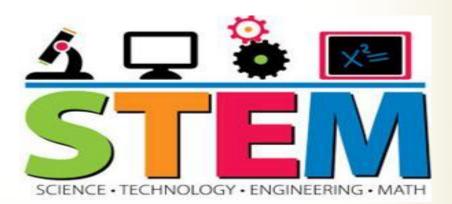
Statewide Opportunities for Migrant Students

- **STEM**

  Purpose—to motivate MEP students to pursue an educational career in a STEM field

  - For MEP students in grades 9-12

  - Beginning on June 26, 2016

  - Students will participate in:
    - scientific experiments
    - data collection
    - rigorous instruction
    - hands-on activities

  - In collaboration with Adams State University, Title V Grant, ASU-STEM and the ASU-College Assistance Migrant Program

STEM
SCIENCE · TECHNOLOGY · ENGINEERING · MATH

Statewide Opportunities for Migrant Students

- **Close-Up**

  Purpose--to help young people develop the skills and attitudes to become informed and engaged citizens

  - National program for middle school and high school MEP students
  - Students go to Washington DC for one week
    - Learn about US government
    - See the monuments
    - Visit Senate or House
    - Visit Department of Education
  - Partners with educators, schools, and youth organizations

  https://www.closeup.org/

How can school and MEP staff collaborate around parent, family, and community partnering?

National Standards for Family-School Partnerships

- Welcoming all families
- Communicating effectively
- Supporting student success
- Speaking up for every child
- Sharing power
- Collaborating with the community

National PTA

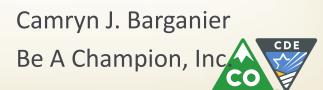http://www.pta.org/programs/content.cfm?ItemNumber=1813

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Key Building Blocks

Foundational to the success of involving families in their child's education are:

- Building trusting relationships
  - Communicate face-to-face with family members
  - Offer positive feedback to parents/guardians about their child
  - Learn and use the names of family members
- Engaging in genuine two-way communication
  - Gather and implement family feedback
  - Cater to the needs of families, both as individual entities and as a collective group

Camryn J. Barganier

Be A Champion, Inc.

Involving Non-English or Limited English Speaking Parents

Just because a parent does not know English does not mean that a parent does not want to be or can not be involved in his/her child's education.

Parents care and want to be involved in their child's education, but they may not know how they can help if they do not know English.

Things to Consider With English Learners & Their Families

- How to negotiate language barriers

- Differences between the US school system and the school system in the student's (and parents') home culture

- Whether the student or their parents attended school in their home country

- The degree of disparity between the US culture and the family culture

- How the student and family are adapting to the US culture

- Work schedules

- Other family commitments

Breaking Down Barriers, Creating Space: A Guidebook for Increasing Collaboration Between Schools and the Parents of English Language Learners

http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/ti_parents_ellgdbk.pdf

Things to Consider With Migrant Families & Students

- Work schedule of the family

- Is the child or student working?

- Credit accrual and recovery

- Transcripts

- Support services may be needed

- Collaborate with your Regional Migrant contact

http://www.cde.state.co.us/migrant/migrant-education-directors-list

Partnering With Families

- Acknowledge the family's involvement in school
- Value the parents as their child's first and most important teacher
- Showcase their student 's achievements
- Get to know families, i.e. culture, history, educational background, etc.
- Inform parents of their student's rights
- Share what to expect at a Parent Teacher conference including:
  - the types of questions to ask
  - how to advocate for their children at school
- Inform parents on the US school system, and if possible, on the differences between the US system and the system in their home country

Collaborating with MEP Staff to Partner with Families

- Invite MEP staff to speak about the MEP at parent meetings so that parents are aware of the programs and its benefits

- Invite MEP staff to orally interpret at parent meetings of MEP students (Spanish only)

- Use MEP staff as a resource to get to know MEP families

- MEP staff can provide transportation or bus passes for MEP parents to attend parent meetings

Specific Support for Families of English Learners and Migrants

- Provide flexible hours to accommodate families' schedules

- Recognize and utilize strengths that families bring from their home cultures

- Invite families to volunteer at school, remaining sensitive to each family's situation

- For families who are afraid or uncomfortable in the school building, meet them offsite, including home visits

- Involve families in school planning and decision-making

- Provide training for parents for activities that are sent home for families and students to do together, keeping in mind families' work schedules

Specific Support for Families of English Learners and Migrants

- Communicate in simple, readable formats; use jargon-free language; and when possible use language spoken by the family

- Engage in genuine two-way conversation to understand family expectations and needs to identify the most effective way to partner

- Communicate in a manner that honors family differences, individual needs and cultural preferences

- Explain unstated rules and behavioral expectations in the school and classroom setting

- Have a mechanism to explain the U.S. school system for immigrant families

Specific Supports for Families of English Learners and Migrants

- Collaborate with Community based organizations (CBOs) to provide adult English as a Second Language classes, GED or Family Literacy Classes

- Partner with CBOs for interpretation and translation services when families speak a language other than English

- Children cannot be used as interpreters or translators

- Partner with families to incorporate culturally relevant material into the curriculum
  - http://www.migrantlibrary.org/

Specific Support for Families of English Learners and Migrants

- Hold family activities and events in their neighborhoods in places such as churches, libraries, community centers, etc.

- Provide child care services that involve the children in learning activities

- Partner with organizations that can provide books and other materials to send home with families

- Make available books in the home language
  - http://uniteforliteracy.com/
  - http://www.readingrockets.org/resources_new/c612
  - http://www.slj.com/2015/09/collection-development/libro-por-libro/need-sources-for-spanish-books-for-kids-look-no-further-libro-por-libro/#_

- Provide transportation and/or bus passes
  - Taxi and bus services will sometimes donate their service.
  - MEP can provide transportation or bus passes for MEP parents.

Interpretation/Translation Resources

- **Community Organizations including, but not limited to:**
  - http://www.cde.state.co.us/cdeadult/aefldirectory
  - http://www.acc-den.org/
  - http://www.lfsco.org/
  - http://jewishfamilyservice.org/

  Many of these organizations provide Adult ESL/Family Literacy, or resettlement programs, but many of them also provide interpretation services and other trainings or can provide referrals.

- **Local universities and colleges can be a good resource for interpreters/translators**
- **If the student is migrant, contact your migrant advocate/liaison**
  - http://www.cde.state.co.us/cde_english/elau_migrant

Questions???

Next CLDE Webinar

Instructional Support and Services for ELs with an IEP

March 10, 2016

Webinars will take place from 1:00-2:30 pm

Link for all webinars: https://enetlearning.adobeconnect.com/CLDEwebinars/

Use computer speakers or phone in to the conference line: 1-866-601-0566

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Thank You

Gracias