



## English Learner (EL) District and Consortium Responsibilities

Component	Local District Responsibilities	Title III Consortium Responsibilities
English Learner (EL) Program Design - Goals, Objectives, Strategies, Activities	Required for district. Goals, objectives, strategies and activities reflect services provided from general funds, 31a, Title IA and other funds (not including Title III or Title I part C).	Required for consortium. Goals, objectives, strategies and activities reflect services provided from Title III.
English Learner Identification	<ul style="list-style-type: none"> <li>● Home Language Survey</li> <li>● WIDA Screener</li> <li>● Michigan Student Data System (MSDS) Reporting of ELs</li> <li>● Exiting procedure</li> <li>● Monitoring exited ELs</li> </ul>	
Staffing <ul style="list-style-type: none"> <li>- Language Assistance Program (LAP)</li> <li>- Endorsed</li> <li>- Trained</li> </ul>	Districts must provide a language assistance program from general funds using certified, endorsed staff that have the necessary qualifications and training to deliver EL instruction effectively. <i>ISD districts may contract with the ISD using general funds to provide the language assistance program from qualified staff.</i>	Consortium must utilize certified, endorsed staff that have the necessary qualifications and training to provide effective EL professional development, support and coaching.  <i>For ISD districts contracting EL services, the ISD will assist the district with describing the staffing plan.</i>
EL Services - English Language Development (ELD) and Meaningful access to the Core Curriculum	Districts must have an EL service plan that articulates the frequency and intensity of EL support and instruction according to the proficiency level and needs of students. Both ELD and meaningful access to core (instruction in language and content) must be included in the plan for services. The program format (push-in, pull-out, virtual) must also be described.	Consortium will provide professional development, support and coaching for all levels of language proficiency and using the sheltered instruction observation protocol (SIOP) which includes language and content (ELD and meaningful access to core).  <i>For ISD districts contracting EL services, the ISD will assist the district with the language assistance plan.</i>
Curriculum	WIDA Standards	Ongoing teacher support with focus on WIDA Can Do Stmnts

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Resources <ul style="list-style-type: none"> <li>- Materials</li> <li>- Software(<i>must supplement direct instruction</i>)</li> </ul>	Districts must provide the materials for the LAP	Imagine Learning for K-5 *Can be purchased with Title III funds when it supplements the LAP
Professional Development Plan <ul style="list-style-type: none"> <li>- Classroom Teacher</li> <li>- EL Staff</li> </ul>	Districts need to have a plan for providing EL staff and classroom teachers with PD that will increase the understanding of ELs and increase their skill set	SIOP Training and ongoing teacher support
Language Proficiency Assessment (WIDA) <ul style="list-style-type: none"> <li>- Annual</li> <li>- Trained Staff</li> <li>- Use results to guide instructional placements and exit</li> </ul>	Train staff- available on WIDA website. Give screeners and WIDA ACCESS. Use results to guide instructional decisions and exits	Annual virtual meeting to analyze data to exit students and make instructional decisions for the upcoming year
Parent Engagement	Communication in a language and format parents can understand Meaningful engagement activities	
EL Program Evaluation MDE Program Evaluation Tool (PET) including summary of the data, findings and implications	Complete PET	Assist with evaluation
Inclusion of EL Staff on MTSS, Special Education Diagnostic Team	Include EL staff on MTSS, Special Education Diagnostic Team	