

<https://bit.ly/MPAAAstudentsabroad>

# Equitable Enrollment of Students from Abroad

Michigan Pupil Accounting and Attendance Association  
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# Who we are!

KD

- Kelly Dumas, Director of Pupil Accounting & Student Services, MPAAA Executive Board Member  
[kdumas@wcskids.net](mailto:kdumas@wcskids.net)
- Dr. Tina Kozlowski, ELD Consultant Oakland Schools  
[christina.kozlowski@oakland.k12.mi.us](mailto:christina.kozlowski@oakland.k12.mi.us)
- Kelsey Witt, Newcomer ELD Consultant Oakland Schools  
[kelsey.witt@oakland.k12.mi.us](mailto:kelsey.witt@oakland.k12.mi.us)

- Timeline
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- Updates in the PAM
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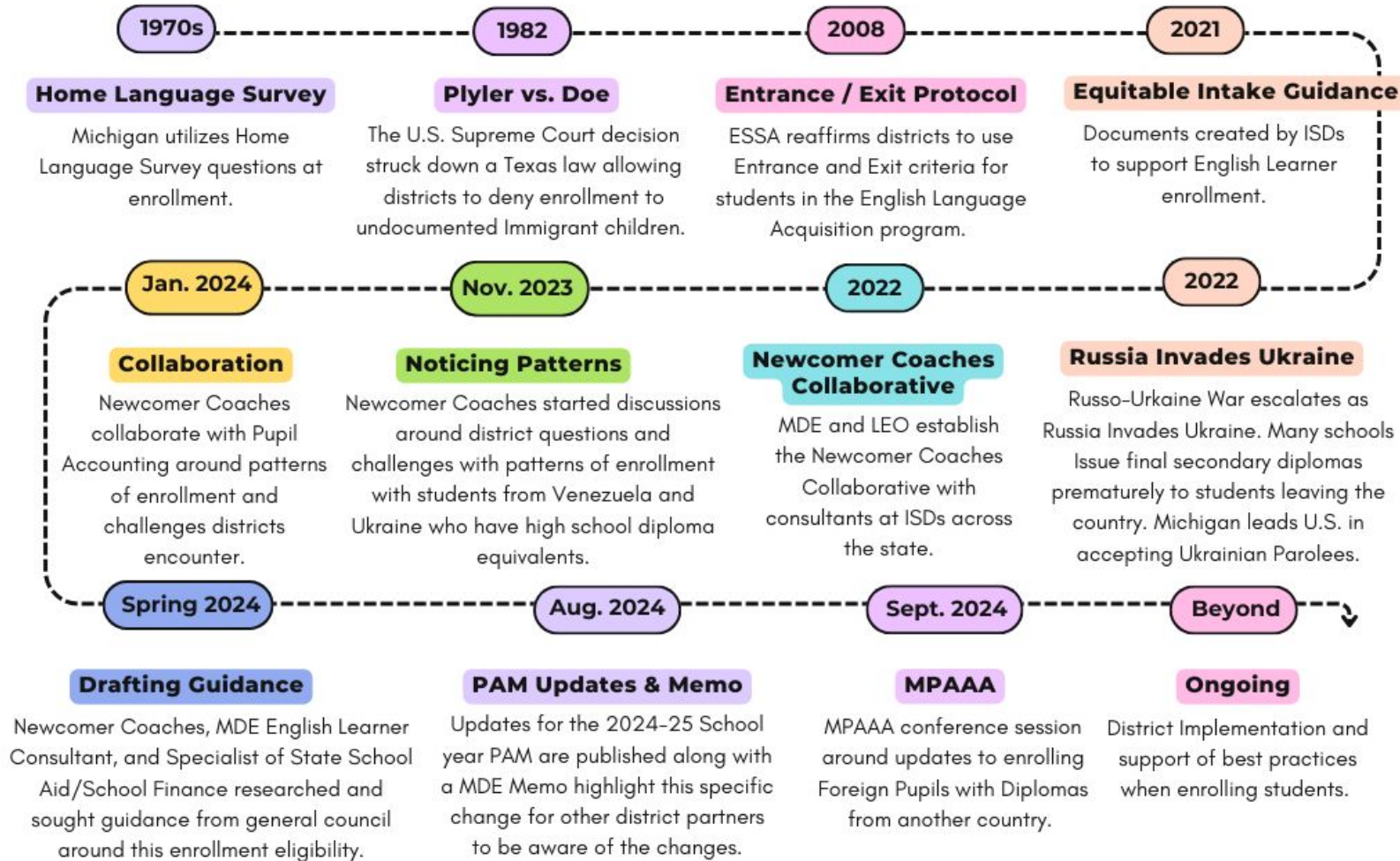
# Welcome!

KD

- Turn & Tell the person next to you why you came to this session



## Foreign Pupil Enrollment Timeline



# Additional Learning: Plyler v Doe



# MDE Alternate Title III Onsite Review



Since 2020

- Wayne
- Macomb
- Kalamazoo
- Branch
- Barry
- St. Joseph
- Calhoun
- Oakland

STUDENT IDENTIFICATION, PLACEMENT, AND EXIT			
Indicator (Minimum Compliance)	Evidence/Documentation (MDE examples of evidence- LEA may add additional examples)	Resources	Gold Standard (Best Practice)
<p>1. The LEA follows the MDE <b>common Entrance and Exit Protocol</b> for initial identification and placement of eligible English Learners (ELs) ages 3 to 21 including the provision of federally required notifications to parents or guardians of students identified as ELs.</p> <p><i>Title VI of the Civil Rights Act of 1964</i>  <i>Guidelines and Equal Educational Opportunities Act (EEOA)</i>  <i>ESEA Section 1112(e)(3); OCR EL Toolkit Chapter 1</i></p>	<p>EL Handbook:</p> <ul style="list-style-type: none"> <li>procedures for administering the home language survey explicitly outlined, including a training schedule for staff on the identification process and on how to assist parents or guardians, who are completing the home language survey (HLS), to understand the purpose of the HLS</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>copy of home language surveys</li> <li>procedures for identification and placement of potentially eligible ELs uses a home language survey (HLS) with the two questions approved by MDE</li> <li>parental notifications required by ESEA Sec. 1112(e)(3)</li> <li>documentation demonstrating information gathered from the home language survey</li> <li>list of all K-12 students with primary home language and native language</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MDE's Entrance and Exit Protocol</a></li> <li><a href="#">Office of Civil Rights (OCR) English Learner (EL) Toolkit Chapter 1</a></li> </ul>	<p>a. All staff related to the registration, screening, and placement of ELs are well versed in the LEA-wide identification and placement process.</p> <p>b. The process is written and easily located.</p> <p>c. There is a schedule for training all staff on the process that is iterative throughout the year.</p> <p>d. The process is communicated annually (and accounts for staff turnover, including those involved with registration).</p>
<p>2. The LEA has evidence that <b>every</b> K-12 student has completed a <b>home language survey</b>.</p> <p><i>Title VI of the Civil Rights Act of 1964; OCR Guidelines and EEOA obligations - OCR EL Toolkit Chapter 1; ESEA Section 1112(e)(3)</i></p>	<p>EL Handbook:</p> <ul style="list-style-type: none"> <li>describes the LEA-specific process for screening all students enrolling with the Home Language Survey, including who is responsible and how the process works from providing the HLS to how students are identified</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>copies of home language surveys</li> <li>a list of eligible ELs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Home Language Survey (English)</a></li> <li><a href="#">Home Language Surveys (multiple languages)</a></li> </ul>	<p>a. There is a written process communicated annually. The process is followed by all responsible for enrollment that requires every new enrollee to complete the home language survey.</p> <p>b. The process ensures that the questions are answered (not blank) and accounts for any discrepancies / need for clarification.</p> <p>c. The written process includes the responsibilities of the different positions as well as a description of the entire process.</p> <p>d. The HLS document is housed in the individual student's CA-60, including when done with online registration.</p>



# Updates to the PAM

Edit addendum document: “All other foreign students” p.32 of the PAM under the last statement: ~~strikeout: “A student with a high school diploma, or its equivalent, may not be counted in membership for state aid purposes.”~~ ADD “Foreign pupils with a high school diploma or its equivalent, who also meet age eligibility requirements, may enroll in high school because as long as the student does not have a diploma from a district within the United States they can be enrolled by the district for state aid.”

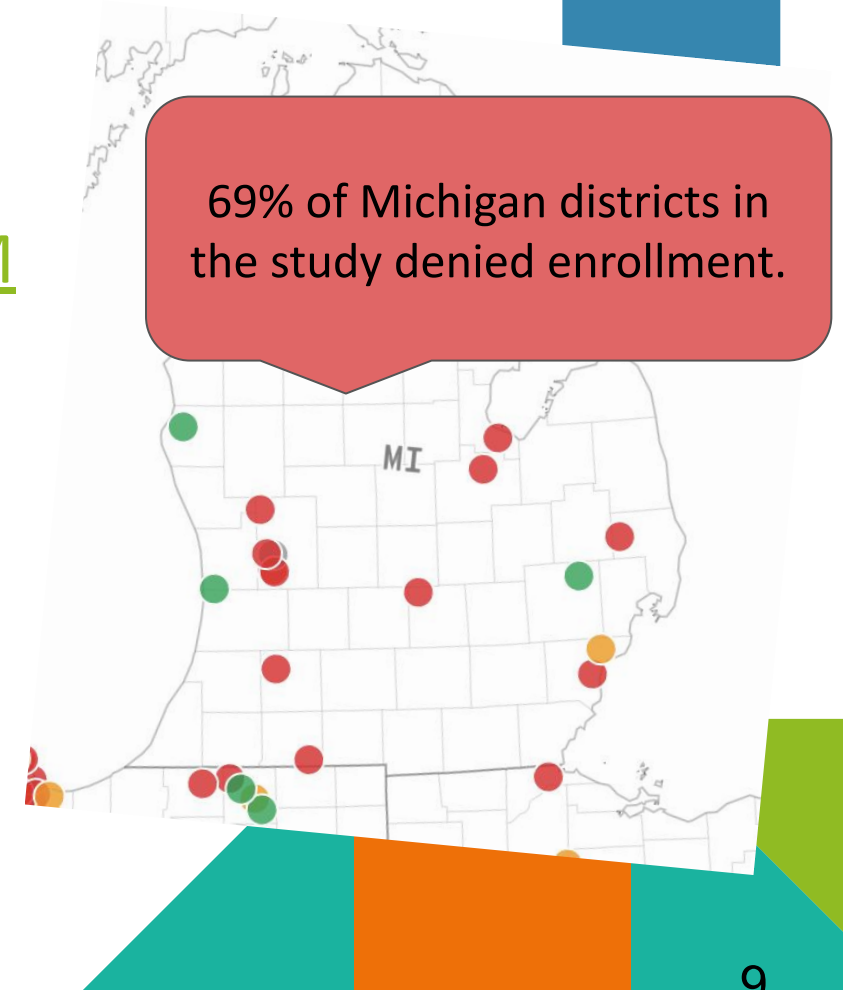
<https://www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/State-Aid/Pupil-Accounting/Foreign-Students-Enrolled-in-Public-School-Districts.pdf>

# In the News

KW

<https://www.the74million.org/about/>

[https://www.youtube.com/watch?v=hAUPn\\_ThjuM](https://www.youtube.com/watch?v=hAUPn_ThjuM)



# Equitable Intake

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## Starts with Establishing a District Team

- Pupil Accounting (Director, enrollment staff)
- English Language Development (Coordinator/Director)
- Family Liaisons
- Resettlement & other liaisons as appropriate
- Interpretation supports available

## Establish Clarification & Communication around Processes

Documentation of the Process (handbook, district procedures)

# Scenario 1

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An 18-year-old foreign pupil from Ukraine is seeking to enroll in District A at the traditional high school. Due to the ongoing war in Ukraine, his high school issued final diplomas to all students despite the school having been closed for several weeks already and classes were not resuming for the school year. The pupil has experienced extreme barriers to education in Ukraine due to the conflict. Can District A enroll him?

1. Is the student eligible to enroll?
2. Who might you need to talk to?
3. What additional information would be gathered?



# Scenario 1

KD

Answer 1: Yes, the pupil is eligible to enroll in District A and be counted in membership for state aid purposes. As long as the pupil does not have a diploma from a district within the United States they can be enrolled. The enrolling district would consider courses completed and create a new path to graduation using Personal Curriculum processes as they apply.

# Scenario 2

TK

An 18-year-old foreign pupil from Vietnam is seeking to enroll in District A at the traditional high school. The pupil has a diploma equivalent from her home country with transcripts. Can District A enroll her?

1. Is the student eligible to enroll?
2. Who might you need to talk to?
3. What additional information would be gathered?

# Scenario 2

TK

Answer 2: Yes, the pupil is eligible to enroll in District A and be counted in membership for state aid purposes. As long as the pupil does not have a diploma from a district within the United States they can be enrolled. A pupil who has a high school diploma (or its equivalent) from another country **is** eligible to enroll. The enrolling district would consider courses completed and create a new path to graduation using Personal Curriculum processes as they apply. She will be enrolled with age-appropriate peers at the high school.

# Scenario 3

KW

District B receives an enrollment request for a 17-year-old foreign pupil from Venezuela who has interrupted schooling and has not attended any high school courses. The district is concerned about the student meeting graduation requirements before reaching the maximum age eligibility for traditional high school. Can he enroll in District B?

1. Is the student eligible to enroll?
2. Who might you need to talk to?
3. What additional information would be gathered?

# Scenario 3

KW

Answer 3: Yes, the pupil is eligible to enroll in District B and be counted in membership for state aid purposes. He will be enrolled with age-appropriate peers at the high school. Upon meeting the age limit of the traditional high school, his graduation pathway plan may include the pupil coded as attending the alternative high school according to 3-3b of the PAM around extreme barriers to education.

# Considerations for the Family / Enrollee

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## FAQ Document Exploration

**CONSIDERATIONS**  
High School age student with a diploma,  
considerations to Inform an Enrollment Decision:

- Does my career goal require a U.S. diploma?
- Are there other factors contributing to this decision?
- Would access to high school curriculum and content support my career goals?
- Have I considered adult ESL, trade schools, community college, and/or University costs and programs?
- Would access to the high school English language development program support my future goals?
- Do the financial considerations of attending post-secondary school impact my decision to enroll in high school?
- Are there additional programs offered by the school district that would help support my goals?
- Is access to high school athletics and other extracurricular activities a priority?

# Enrollment & Placement Considerations

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[link to FAQ and explore the document](#)

# Post-Enrollment

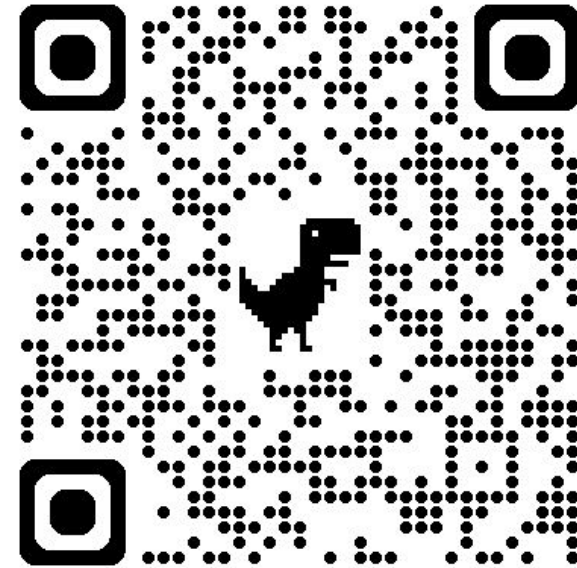
KW



# Q&A

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Click [here](#) to submit additional questions



# Closing

TK

What's your next step after this session today?

# Additional Resources

- Napolitano, Jo. (2024, June 17). Wrongfully refused entry to older, immigrant student. *The 74*. <https://www.the74million.org/article/hundreds-of-u-s-high-schools-wrongfully-refused-entry-to-older-immigrant-student/> Accessed 16 July 2024.
- Colorin Colorado. “Plyler vs. Doe: A Landmark Supreme Court Case.” *Colorin Colorado!*, <https://www.colorincolorado.org/video/plyler-vs-doe-landmark-supreme-court-case> Accessed 29 July 2024.
- US Department of Education [NCELA Newcomer Toolkit](#)
- Oakland Schools [Equitable Intake of ELs Guidance](#) Document
- Kent County Equitable Intake Guidance Document: ADD LINK
- [English Learner Family Toolkit](#) especially Chapter 1: Know your Rights
- Alvarez, K., Dumas, K., Kozlowski, C.T., Witt, K. (2024, September 15-18). Equitable Enrollment of Students from Abroad. For Michigan Pupil Accounting and Attendance Association (MPAAA) 2024, MI, United States.
- MDE [Personal Curriculum Parent and Educator Guide](#), (2015, July)
- MDE [English Learner Monitoring Indicators](#)

# Contact Us

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