The Margaret and Gilbert Herrera Student Intake Center was re-opened on July 20, 2013. This was in response to a need reported by campus administrators to have a central intake center for newly arrived immigrants and refugees that have never been enrolled in a school in the United States. The Center’s staff provides support to families and students to begin the path toward academic success.

The main purpose of the Intake Center was student registration, orientation and assessment of all immigrants and refugees in grades kindergarten through 12 who have never been schooled in the United States. Each child was assessed with the Woodcock-Muñoz Language Survey-Revised (WMLS-R) to determine English proficiency status and for program placement decisions made by the Language Proficiency Assessment Committee (LPAC). Once the registration process was completed, each child received a backpack with school supplies and literacy materials.

Additional services included Newcomer parent support, literacy and language enrichment, campus support, and community outreach. A six week summer enrichment program, at several apartment complexes (with large number of recent immigrants) which feed into Skyline, Conrad, and Thomas Jefferson high schools, was started June 9, 2014.

The evaluation reviews and summarizes the services and activities performed by the Margaret and Gilbert Herrera Students Intake Center during the school year 2014-15. It also includes the actions taken by the Center in response to the TEA Audit and the results of the PBMAS report in relation to LPAC committees’ functioning.

Services provided by the Margaret & Gilbert Herrera Student Intake Center during 2014-15

The services provided to immigrant students and families new to Dallas ISD were:

- Student registration and parent orientation,
- Provision of supplies and literacy materials,
- Initial identification and program placement,
- Registration for adult ESL classes,
- Summer outreach program for students,
- Family Literacy Fairs throughout the year,
- Refugee awareness events for district staff,
- Immunizations through Parkland/Youth and Family,
- Partnership with community organization for uniform distribution,
- Professional development for LPAC members, and
- Continuous support to LPAC members.

Student Registration

The Student Intake Center has enrolled 3,347 students since reopening. In 2013-14 the total number of students registered was 1,600 and during 2014-15 it was 1,747, as shown in Figures 1 and 2. The largest number of students were registered in the ninth grade for both years. Of those students who registered during the current school year, 31.8 percent were from Mexico, 15.8 percent were from the United States, 14.8 percent were from El Salvador and 14.6 percent were from Honduras. These percentages account for over three-fifths of the students registered through the Center. The remaining students came from Africa and Asia.

Figure 1. Student Registration (August 2013-May 2014)
Figure 2. Student Registration (July 2014 – May 2015)

Parent Orientation

Part of the services the Center provided was parental orientation. Parents were given information about the district, the school in which students were being registered and the district expectations for the students. Of those families that registered their children through the Center, 80.6 percent speak predominantly Spanish at home.

Supplies and Literacy Materials

As part of the services the Center provided, students received school supplies, backpacks and literacy materials.

Required Test Administration Certification for Language Assessment Testers

Dallas ISD has selected the Online/PT Oral Language Proficiency Assessment for all potential English Language Learners (ELL) for the school year 2015-16. During the school year 2014-15, the Intake Center’s Office of Language Proficiency Testing trained test administrators at 10 pilot campuses and will continue to train administrators (via Moodle and face-to-face) as they prepare for district wide implementation.

Migrant-Refugee-Homeless Students Registered through the Student Intake Center

Since all migrant students are not necessarily new to this country few registered through the Student Intake Center. However, there were 184 refugee and 50 homeless students that registered at the Center.

Table 1: Migrant-Refugee-Homeless Students Registered through the Student Intake Center

<table>
<thead>
<tr>
<th>School Year</th>
<th>Migrant</th>
<th>Refugee</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14</td>
<td>3</td>
<td>210</td>
<td>59</td>
</tr>
<tr>
<td>2014–15</td>
<td>0</td>
<td>184</td>
<td>50</td>
</tr>
</tbody>
</table>

Mandatory LPAC Professional Development Trainings

The Intake Center offers Professional LPAC training four times throughout the school year. Training is offered at the beginning of the year, at mid-semester, at mid-year, and at the end of the year.

Table 2: Number of LPAC Members Trained by the Intake Center

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning of Year</th>
<th>Mid-semester</th>
<th>Mid-Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14</td>
<td>213</td>
<td>203</td>
<td>217</td>
<td>219</td>
</tr>
<tr>
<td>2014–15</td>
<td>221</td>
<td>222</td>
<td>223</td>
<td>229</td>
</tr>
</tbody>
</table>

LPAC training sessions varied depending on time of year. The beginning of the year training focused on topics such as: composition of the campus LPAC, how a student becomes an identified ELL, and proper procedures and documentation for parent notification. Mid-semester training covered such topics as documenting instructional interventions for struggling ELLs, maintaining, updating, and completing Student History Worksheets and procedures for monitored Year 1 and 2 students including documentation. Mid-year training consisted of a review of ELL STAAR participation and linguistic accommodation decisions, review of exemptions for qualifying unschooled asylees/refugees in their first year of enrollment in U.S. schools, documentation for STAAR participation and linguistic accommodation decisions by LPAC and instructional interventions for ELLs. Lastly, end-of-year training consisted of criteria and procedures for proper reclassification of ELLs who have met exit criteria, including documentation and proper coding, reviewing progress of monitored Year 1 and 2 students, examination of requirements for parent report of student progress and assignment of students to the Student Success Initiative as it relates to ELLs.

D-Tube Video LPAC Overview

A video with the purpose of informing and training LPAC members has been produced by the Center and uploaded to Curriculum Central for campus use.

Language Proficiency Assessment Committee (LPAC) Webpage

The Language Proficiency Assessment Committee (LPAC) Webpage provides the LPAC manual, the LPAC PowerPoints and documents from every Professional Development, as well as other useful supplemental resources and
checklists. The site can be found at the following link: https://sites.google.com/a/dallasisd.org/lpac/

Language Proficiency Assessment Committee (LPAC) Community Group

The LPAC Community Group provides the most up-to-date information from LPAC and the Student Intake Center. Access for the Group is provided via Curriculum Central under ‘Communities’ and also at the following link: https://plus.google.com/u/0/communities/118401050699505030358?cfem=1 (direct hyperlink)

TEA Audit Response - LPAC Ensuring Success Visits 2014-15

The following processes and systems were implemented with the intention of improving required ELL documentation for LPAC compliance as outlined in the TEA Audit Response. As a response to the TEA audit concerning LPAC committees throughout the district, the Center hired four LPAC/Intake Specialists to focus on keeping LPAC committee members current with their functions and the proper updating of students files.

There were two rounds of LPAC Ensuring Success Visits, the first of which commenced in December in order to allow time for follow-up visits in January if needed or requested by the campus. The visits were designed to support effective identification, placement, coding and documentation for all English language learners and consisted of reviewing the following documents:

- Documentation that campus LPAC members have been identified and trained.
- Campus LPAC binder, which contains documentation of a functioning campus LPAC.
- A sampling of LPAC folders and cumulative folders which contain required ELL documentation.

Following the review of the required documentation, compliance specialists met with the administration and the LPAC chairs to review the findings and provide feedback and support as necessary. The findings and action plans were shared with Principals, Executive Directors, and Assistant Superintendents via a google site developed specifically for this information. The site can be found at https://sites.google.com/a/dallasisd.org/lpac_ensuringsuccessvisits/

Year Round Campus LPAC Support

There are currently 4 LPAC Center Specialists who are assigned by divisions and offer support for campus LPAC chairs and LPAC administrators.

Summary and Recommendations

The Margaret and Gilbert Herrera Student Intake Center was re-opened in 2013 after principals and teachers requested to have their services reinstated. By registering, testing, orienting, training and supporting students and their families, the Margaret and Gilbert Herrera Student Intake Center facilitates the process of integration for migrant, refugee and homeless students as well as for newly immigrant students. During the school year 2014-15, the Center registered 1,747 students, provided parent orientation and supplies and literacy materials to students, tested students to determine their proficiency level in English by administering the Woodcock-Muñoz Language Survey and was instrumental in the acquisition and adoption of the Online/IPT Oral Language Proficiency Assessment. The Center was successful in obtaining training for all testers in the new Online/IPT Oral Language Proficiency Assessment.

The Center also provided adult ESL classes for parents, conducted the Summer Outreach program for students, instituted Family Literacy Fairs throughout the year and provided immunizations through Parkland/Youth and Family, and distributed uniforms and backpacks through partnership with community organizations. A total of 184 refugee and 50 homeless students were served by the Center.

As a response to the TEA audit concerning LPAC committees throughout the district, the Center hired four LPAC/Intake Specialists to focus on keeping LPAC committee members current with their functions and the proper updating of students files. The Center runs training for all LPAC committees at the beginning, mid-semester, middle of the year and end of the year. As an additional resource for LPAC committee members and school administrators, the Center developed web sites with detailed information about proper administration of LPAC committees. The LPAC/Intake Specialists audit
all LPAC student files to ensure that records are properly kept.

It is recommended that the district continues supporting the functioning of the Margaret and Gilbert Herrera Student Intake Center, especially to provide year round support to LPAC committees. There is a need to increase the number of LPAC/Intake Specialists and provide updated information available to all LPAC committee members and school administrators.

For more information contact Program Evaluation at 972-925-6547.