

Pennsylvania Migrant Education Program

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Table of Contents

| | |
|---|----|
| Introduction | 5 |
| Overview..... | 6 |
| Definition of a Migrant Child | 6 |
| Goal..... | 7 |
| Purposes and Scope | 7 |
| Identification and Recruitment (ID & R) | 8 |
| Migrant Education Summer Programs | 9 |
| Parent Advisory Council | 9 |
| Priority for Service | 11 |
| Migrant Literacy Network | 13 |
| Comprehensive Needs Assessment (CNA) | 13 |
| Standards Aligned System (SAS)..... | 15 |
| Evaluation of the Pennsylvania Migrant Education Program | 15 |
| Records Transfer and Guidance | 17 |
| MIS2000 | 17 |
| Migrant Student Information Exchange (MSIX) | 18 |
| Commonwealth of Pennsylvania Access to Social Services (COMPASS)..... | 20 |
| Dollar-A-Day Program (LEA Reimbursement) | 22 |
| Supplement versus Supplant | 23 |
| Immigrant, Refugee and Migrant Definitions | 24 |
| Business Partnerships and the Migrant Education Program..... | 25 |
| Pennsylvania Migrant Education Program Contact Information | 26 |
| Regional Map and Project Areas..... | 31 |
| Educational and Instructional Services..... | 32 |
| Student Support Services..... | 32 |
| Preschool Programs | 32 |
| Summer School Programs and Special Summer Projects | 32 |
| Out-of-School Youth | 33 |
| Special Grants and Scholarships | 34 |

| | |
|---|----|
| Supplemental Services..... | 35 |
| Health Services | 35 |
| Nutritional Services..... | 35 |
| Parent Involvement..... | 35 |
| Foreign Students' Eligibility for Enrollment..... | 37 |
| Immigration Status..... | 37 |
| Plyler v. Doe | 37 |
| Foreign Students Holding F1 Visas | 38 |
| References..... | 39 |

Introduction

The goal of this toolkit is to provide assistance to school districts for when a migrant student enters its schools.

The Pennsylvania Department of Education (PDE) Migrant Education Program provides supplemental educational and support services to migratory children. The Pennsylvania Migrant Education Program (PA-MEP) assists local school districts with improving and coordinating the educational continuity for the children of migratory farm workers who have had their schooling interrupted. The PA-MEP works in close collaboration with school districts, intermediate units and community agencies to help migratory children meet the same high standards expected of all children, by coordinating and supporting services that sustain and accelerate their progress in school.

The Migrant Education Program is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). The Migrant Education Program provides formula grants to state educational agencies to establish or improve education programs for migrant children. These grants assist states in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging state academic content, and student achievement standards that all children are expected to meet and graduate from high school.

Overview

Definition of a Migrant Child

A migrant child is defined as a child age 3-21 who has moved within the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural, fishing activity, dairy work, the initial processing or production of crops, poultry, livestock, as well as the cultivation or harvesting of trees for wages or personal subsistence. The term migratory child, wherever used in this document, shall include any child domiciled temporarily in any school district for the purpose of seasonal or temporary employment, but not acquiring residence therein, and any child accompanying his/her parent or guardian who is so domiciled.

Services include the following:

- Tutorial programs
- After-school extended hours
- Summer programs (see below for more about summer programs)
- Health and social support services
- Parental involvement
- In-home programs
- Advocacy
- Language arts
- Enrichment

The PA-MEP Program exists to supplement the education of children of migrant workers, some of the state's highest-need students. The PA-MEP serves a varied population of children and their families in an effort to improve their educational outcomes, which are potentially jeopardized by obstacles such as poverty, high mobility, language barriers, cultural adjustment and limited access to health care. The PA-MEP is funded through a federal formula-driven allocation for the state and each project area, based on child count and mobility factors.

The PA-MEP divides the Commonwealth into nine project areas for the purposes of program implementation and management. Each project area has a project area manager (three project area managers manage more than one project area) to oversee all operations and reporting responsibilities. Project area managers' report to the Pennsylvania Department of Education (PDE). Each project area manager has a staff of individuals handling various aspects of program implementation, including student support specialists, data specialists and recruiters.

PA-MEP provides a wide range of services, such as: increased learning opportunities both during the school day and outside of school hours; in-home support services; language and cultural training; out-of-school youth intervention; preschool services; student leadership programs; adult education; postsecondary enrollment support; and efforts to increase parent involvement.

Students are identified and recruited to the program based on several eligibility criteria:

- The child is between the ages of three and 21 years old and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migrant worker or has a parent, spouse or guardian who is a migrant worker;
- The child has moved for economic necessity within the preceding 36 months in order to obtain employment or accompany/join a parent, spouse or guardian in obtaining/seeking temporary or seasonal employment in agricultural or fishing work; and
- The child has moved from one school district to another.

Goal

The goal of PA-MEP is to ensure that all migrant students achieve challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning and productive employment.

Purposes and Scope

The purpose of PA-MEP as stated by PDE is two-fold:

- Assist local school districts in improving the educational outcomes for the children of Pennsylvania's migrant farm workers who have had their schooling interrupted; and
- Help migrant children meet the same high standards expected of all children by coordinating and supporting services that help their progress in school.

Currently, PA-MEP serves 4,749 migrant-eligible children and their families from 53 counties of origin. The population served speaks more than 13 different languages, including Spanish, Nepali, English, Indonesian, Chin, Arabic, Karen, Burmese and Khmer are the top languages. PA-MEP is state-administered and locally-operated in the nine projects area regions throughout the state. The program has a presence in 417 Pennsylvania school buildings, providing enrichment programs, advocacy, social support services and a family-centered educational approach.

PA-MEP provides supplemental programs to increase learning opportunities for migrant children who face the challenges of poverty, high mobility and cultural and linguistic barriers. Under Title I Part C of the No Child Left Behind Act, state education agencies are required to deliver and evaluate the quality of services to migratory children based on a statewide Comprehensive Needs Assessment (CNA).

The CNA enables the program to take a critical look at meeting the unique educational needs of its migrant student population through data analysis and action planning. The purpose of the CNA is three-fold:

- Set priorities based on identified migrant student and family needs;
- Make informed, data driven decisions about program improvements; and
- Develop an action plan for implementing solutions, monitoring progress and evaluating effectiveness to serve as the framework for the service delivery plan.

Identification and Recruitment (ID & R)

The Office of Migrant Education (OME) has identified the need for special initiatives in three programmatic areas of the Migrant Education Program to help attain the goal of assisting migrant children in achieving challenging academic standards and graduate from high school. One of these areas is the program function of targeting. In general, targeting includes the:

- Proper and timely identification and recruitment of eligible students—especially those who are the most mobile;
- Selection of students for services based on priority for service and need; and
- Provision of services at a sufficient level of quality and intensity to give a reasonable promise of meeting the needs of the children being served.

The first component, identifying and recruiting eligible migrant children, is a cornerstone of the PA-MEP, and its importance cannot be overemphasized. Identification means determining the presence and location of migratory children within a state. Recruitment means describing the benefits of the PA-MEP to the child and his or her family and obtaining the necessary information to document the child's eligibility and enroll the child in the program. Identification and recruitment of migrant children are critical because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the state educational agencies failed to identify and recruit them into the PA-MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled within a community.
- Children cannot receive PA-MEP services without a record of eligibility.

Identification and recruitment are critical activities because each state education agency's MEP funding is based, in part, on its annual count of eligible migratory children. As each state education agency is responsible for the identification and recruitment of all eligible migrant children in the state, it is important for state education agencies to develop and implement policies and procedures that efficiently and effectively meet their responsibility to correctly identify and recruit all eligible migrant children residing in their state.

Migrant Education Summer Programs

Summer programming via the PA-MEP offers intensive instruction which focuses on both English language acquisition and enhanced learning in the content areas of mathematics, language arts, science, history, geography, social studies and Science Technology Education and Mathematics. Language arts includes the domains of speaking, listening, writing and reading which support all of the content learning throughout the student's academic career. Generally the summer programs operate for a minimum of five weeks in duration and provide for at least 110 hours of instruction. All classrooms are staffed with a highly qualified teacher and assistant, many of whom are fully bilingual and/or bicultural. Former migrant students and parents are strongly encouraged to apply for positions as diversity and the "authenticity" of teacher experience is highly valued by the PA-MEP.

All curriculums are centered on thematic units and aligned with school district materials, all of which incorporate the Pennsylvania State Academic Standards. In addition to a rigorous curriculum, students are afforded opportunities for experiential learning via field trips, school-wide presenters, community partners and cultural experiences. One such program is the MEP Binational Teacher Exchange Program. Teachers from Mexico spend their summer as instructors within the program, providing exposure to native customs, artwork, literature and music. Examples of other community partners include the local Boy and Girl Scout clubs, 4-H, Ag-Extension Programs, Big Brothers/Big Sisters, libraries, Hispanic leadership programs, Career Ladder Programs, YMCA/YWCA, and colleges and universities.

A significant number of PA-MEP summer programs also partner directly with school districts, specifically with other supplemental initiatives such as 21st Century Community Learning grants; Title I and Title III and also English as a Second Language programming. Support services such as transportation, parental outreach, health care referrals, social service referrals, student assistance and bilingual communications are critical to offering a holistic and balanced approach to educating the children.

Perhaps the most significant offering of PA-MEP is the combined total of the above ingredients to provide a caring and culturally responsive learning climate in which the children of migrant farm workers can thrive to learn and learn to thrive.

Parent Advisory Council

The Public Law 95-561 and Section 1304(c) (3) ESEA requires each operating Local Educational Agency (LEA) to actively solicit parental involvement in the planning, operation, and evaluation of the services provided by the migrant program. The Parent Advisory Council (PAC) is a vital component of the PA-MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop ongoing dialogues to improve student achievement.

Purpose

PAC advises the LEAs and their regional PA-MEP coordinators of concerns of migrant parents that relate to the academic success and/or performance of migrant children in their region. PAC

meetings are designed to achieve two objectives: (1) to develop leadership among migrant parents; and (2) to educate parents about topics they express interest in and/or educate parents on topics and concerns that may impact the academic success of their children. In addition, the LEA and/or its PA-MEP must consult with the PAC about: (1) the comprehensive needs assessment of needs of migratory children served; and (2) the design of the comprehensive service delivery plan.

Structure

PAC exists at both the state and local level. Every two years, each of the regions that are represented throughout the state elects a minimum of five officers for the State Parent Advisory Council (president, vice-president, secretary and delegates). The past president is encouraged to remain for an additional year beyond his term to provide guidance and assistance.

The local PACs throughout the state also hold their elections every two years as well but the amount of officers may vary by region. It depends on the size of the regions served and the amount of parents per project area. Local PAC meetings are held on a monthly basis. The amount of meetings may vary by area and/or county. In some cases, they are conducted in conjunction with local community organizations to give nonmigrant parents the opportunity to attend and become familiar with the program. All eligible parents are notified about the meetings in a language they can understand and can be elected to any available positions during the term for elections.

Each local PA-MEP project area together with the local PACs, are responsible for nominating two Local PAC representatives and/or guest parents from their area to attend the State Parent Advisory Meeting that is held twice per year (spring and fall). The workshop sessions and/or activities held at the Statewide Parent Advisory Meeting are planned and coordinated by the Statewide Parental Involvement Coordinator and the State Parent Advisory Council.

Meetings with the members of the State Parent Advisory Council occur at least four times per year. Depending on the concerns and issues that may arise, meetings may occur more frequently (via conference call, webinar, face-to-face, etc.).

Services

PAC seeks to provide parents with a variety of educational resources that are available to them in their communities to help them cope with special needs. In addition to sharpening parents' leadership skills, the PAC teaches parents how to become actively involved in their child's education, know their rights and learn how to become an advocate for their child.

Funding

Each LEA and/or its local PA-MEP must allocate one percent of their assigned federal funds towards parental involvement activities that follow the state guidelines.

Priority for Service

As per guidance from the Office of Migrant Education, Priority for Service (PFS) is an indication for students who have had their schooling interrupted due to the migrant lifestyle and are failing or at risk of failing state standards in reading or math. In addition, states may also align PFS criteria with their Comprehensive Needs Assessment (CNA). Students that are determined to be PFS are served first. A system of indicators will be used to calculate this designation and the calculated value of PFS will be associated with each enrollment period for a child. For example, at some point during their period of migrant eligibility they may be PFS, but later might not be and vice versa. The indication will not be a one-and-done indicator per child, but will be recalculated based on the criteria in effect for each enrollment.

K-12 PFS

For K-12 students, the basic criteria starts with identifying if a student has a school year interrupted (SYI). SYI will be indicated in one of three manners and it will be distinctly tracked which of the three criteria qualifies the student for SYI.

- A student moved during the school year, interrupting the education process;
- The student missed 10 consecutive days during the school year due to the migrant lifestyle; or
- The student moved during the summer, however it was determined that the continuity of summer education, as a part of that child's education, is critical to his/her success and as such he/she requires summer instruction/intervention and if the move interrupted his/her ability to receive the summer instruction, that would also be considered SYI.

In addition to meeting the SYI criteria, to be considered PFS, a K-12 student must meet at least one of the following that indicates failing or at risk of failing to meet state standards in reading or math.

- The child is recorded as being below proficient or advanced on the statewide PSSA testing or some other rigorous standard exam such as Keystones, DIBELS, etc. Other non-standard determination of not being math or reading proficient, such as non-standard tests, grades or teacher observation will not in itself qualify the student for PFS status.
- A grade 8-12 student is indicated as not being on track for graduation based on determination of a transcript, counselor determination, MSIX or state PIMS database.
- A student is not proficient in English or is not in the age appropriate grade or is flagged as being special education. Analysis of state assessment data for CNA and external evaluation show that when assessment results are disaggregated by English Language Proficiency, migrant students not proficient in English perform much poorer than their English-proficient migrant peers.

Preschool PFS

School readiness has been identified in PA-MEP CNA as one of the top and focused priorities in Pennsylvania. As such, if a preschool child meets any of the following criteria, he or she is determined to qualify as PFS:

- The student is at least three years old, not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in such program for at least three of the previous 12 months) and is not fluent in English or the student's parents have limited English proficiency.
- The student is at least three years old and has a documented or suspected developmental delay.
- The student is expected to start Kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

Out-of-School Youth PFS

Graduating high school or obtaining the equivalent GED is also an identified CNA priority, therefore an out-of-school youth that is not fluent in English and either enrolled in or shows interest in either an Adult Basic Education/GED program or enrolled in or shows interest in attending ESL courses would be considered PFS. An out-of-school youth who demonstrates interest in returning to school would also be considered PFS. Pennsylvania's CNA indicates that achieving high school graduation or a GED is a priority, and a student who shows interest in improving his/her educational status should have equal access to achieving a diploma or GED regardless of school enrollment status.

The out-of-school youth population is one of the most challenging migrant groups. Many come from Mexico or Central America with the idea of just working and may not have the time and/or interest in furthering their education. These youth are known as "here-to-work." There are some other out-of-school youth that have dropped out of school in the United States. These youth are known as "dropouts." Though the needs of these youth may be different, the main objective is to reconnect them to school or to GED courses. This option is always offered to these individuals, along with job training, English as a Second Language (ESL) and adult education classes. An effective way of working with these youth is to provide distance education lessons (mostly in ESL) through iPods, MP3s or CDs. The advantage of this delivery method is that the youth can listen to the lesson while working or during their free time. In some areas, students may participate in PA-MEP Technology Center for Adults and Families coordinated through the Migrant Program. It is also important to compile a list of available services in the community and provide them to the youth in their own language and English. It is also a good idea to have a good rapport with the youth so they can call the migrant office if they have any issues needing referrals to other agencies.

These youth need information on survival skills such as healthy lifestyle choices, substance abuse, STD/AIDS, getting a checking account, etc. One way to reach out to these youth is to provide trainings on issues that are important to them and taking them to places where they congregate, like camps or churches. It must be noted that delivery of services would be different for youth that live in labor camps versus those who live in the city. For those living in labor camps, it may be easier to provide short lessons on site. For those living in the city, it may be

necessary to find places where they congregate, like churches, to host meetings or to provide services one-on-one. It is important that student support specialists that work with this population have flexible schedules because these youth may only be available certain days or after typical work hours. Staff needs to also be mindful of safety when visiting the areas where youth work or reside. If possible, go in pairs and/or advise others as to your whereabouts. The student support specialist should use common sense if they think a situation is potentially dangerous.

The PA-MEP is involved in the Out-of-School Consortium Grant, now called Solutions for Out-of-School Youth. As part of the grant, PA-MEP has made changes to the individual needs assessment and requires monthly reports on provision of services to out-of-school youth, both qualitatively and collectively. PA-MEP continues to work with this consortium to increase the quantity and quality of services to these youth.

Migrant Literacy Network

The Literacy Education and Reading Network (LEARN) Consortium has developed lessons in literacy that may be accessed via www.migrantliteracynet.com. The goal of this consortium, to which Pennsylvania and 17 other states belong, is to assist migrant students in grades K-12 and out-of-school youth to become proficient in literacy (reading, writing and study skills) and overcome barriers to high school graduation. To that effect, there are several reading lessons already field tested in that are available for use on the Migrant Literacy Net website. The site is well organized with lessons that may be searched for based on the need of the student, with characteristics such as ESL status, grade and skill. Success plans are used to document student progress. Migrant and district staff are encouraged to go to the Migrant Literacy Net website and sign up for access. Lessons have been aligned with Pennsylvania standards. In the next phase of this consortium, LEARN-2-Succeed, online tutorials will be available on the Migrant Literacy Net website.

Comprehensive Needs Assessment (CNA)

In 2006, PA-MEP conducted a comprehensive needs assessment (CNA) as required by Title I Part C of the No Child Left Behind Act. PA-MEP used the three-phase model developed under the auspices of the U.S. Department of Education's Office of Migrant Education.

At the time of the CNA, PA-MEP served approximately 11,896 migrant students (2005-2006) with a diversity of ethnicities. These students spoke 13 different home languages, most of whom spoke Spanish (88 percent) and 72 percent with little or no English proficiency. PA-MEP provided enrichment programs, advocacy, social support services and a family-centered educational approach to meet the unique educational needs of these children. These needs relate to the seven areas of concern identified by the Office of Migrant Education: educational continuity; instructional time; school engagement; and English language development; educational support in the home; health and access to services. These seven areas provided a framework for PA-MEP to take a critical look at its student population and services through four focus areas—school readiness, mathematics, reading and high school graduation. A needs assessment committee with a breadth of expertise oversaw the analysis and decision making. The

CNA process enabled the program to examine both quantitative and qualitative data about Pennsylvania's migrant students and their families, and to create an action plan to address the specific needs that emerged from this analysis.

Major findings from the CNA include:

- *Migrant students score below their non-migrant peers in reading and mathematics achievement, particularly for English language learners (ELL).*
The CNA examined gaps in mathematics and reading based on the percent of students scoring proficient and advanced on the Pennsylvania System of School Assessment (PSSA) in grades 3-8 and 11 (migrants versus non-migrants and ELL subpopulations within each comparison group). ELL migrants had the lowest rates of proficiency. The median gap in mathematics achievement for the migrant ELL population as compared to the non-migrant ELLs was 12.3 percent. The median gap in reading achievement for the migrant ELLs versus the non-migrant ELLs was 5.7 percent. This data confirmed concerns that English language development is a barrier to learning core content in school. The CNA recommended focusing programmatic changes to address the needs of this migrant subpopulation first increase supplemental instructional time in reading.
- *PA-MEP needs to improve data collection efforts regarding migrant ELLs.*
The CNA process revealed areas in which data collection could be improved at the state level. PA-MEP definition of an ELL needs to be in alignment with the state's definition. In addition, the comprehensive needs assessment suggested setting up MIS2000 to enable staff to readily identify migrant students who score below proficient in mathematics and reading so that these students can be placed in supplemental services quickly. This change in the data system would help improve migrant student access to services with the goal of minimizing disruption and increasing educational continuity.
- *Migrant families need support in helping to prepare their preschool children for kindergarten.*
Qualitative data from parents confirmed the need to strengthen educational support in the home. The comprehensive needs assessment recommended examining the research base in early childhood education and drawing on the Pennsylvania Early Learning Standards to create a set of strategies for families to use with their children to develop a range of school readiness skills (e.g., physical and social-emotional development, pre-literacy, health and safety awareness, number concept development, etc.).
- *Migrant students and their families need support to help high school students graduate and move on to post-secondary opportunities.*
Migrant student high school graduation rates (61 percent) are below the state average (88 percent). The CNA considered solutions to improve migrant student engagement in classes, particularly social studies and science. CNA data revealed the need for better communication with parents in order to foster greater educational support in the home. Although migrant parents are familiar with requirements for grade promotion, attendance and grading systems, they are less familiar with policies and rules related to graduation and educational opportunities available to their children beyond high school.

PA-MEP continues to work with the Mid-Atlantic Comprehensive Center on the review of the CNA that will lead to a revised Service Delivery Plan (SDP). Surveys and data collection happened during the summer and fall of 2011. The data team met to determine whether needs statements were validated. We used the assistance of experts in the areas of secondary education (including parental involvement), math, out-of-school-youth and health at a meeting that took place on January 31, 2012. PA-MEP met a final time with the Needs Assessment Committee and a few experts to prioritize solutions that are realistic and doable. From there, CNA and SDP will be amended.

Standards Aligned System (SAS)

Much research has been conducted as to what makes a great school. There are many intangible components. However, research supports the notion that great schools and school systems tend to have six common elements:

- Standards
- Assessment
- Curriculum Framework
- Instruction
- Materials and Resources
- Safe and Supportive Schools

Pennsylvania standards describe what students should know and be able to do. The Standards increase in complexity and sophistication as students' progress through school. Using this tool, you can locate specific standards, anchors, and eligible content based on subject area and grade level or course. Select the subject area and grade level, or select the course to view the related standards.

The course-level standards are offered as a voluntary resource for Pennsylvania's schools.

The Standards Aligned System website is www.pdesas.org.

Evaluation of the Pennsylvania Migrant Education Program

Evaluation Design

The purpose of the evaluation of the Migrant Education Program in Pennsylvania is to examine program effectiveness and build capacity within project areas to examine results and make programming decisions based on data.

Findings

Through the data that was available, several key findings emerged to guide project recommendations and next steps for evaluation. A brief summary of findings and recommendations is provided here. Due to the many nuances of the PA-MEP, the nature and culture of the migrant population and the program's data collection, readers should refer to the full report for additional detail.

While the majority of academic data came from school district-administered assessments, PA-MEP administered the DIBELS assessment as part of its summer programming.

While it is important for students to demonstrate academic gains on assessments, it is also important, especially in the PA-MEP, for students to stay in school and graduate. Due to the nature of the migrant population and the probability of interrupted school years, moving to find work and possibly brief residency in any given area, migrant students in general have a higher risk of dropping out or not graduating.

The 2010-11 migrant dropout rates were 2.5 percent. The greatest number of dropouts was in grade 11 with a 5.1 percent rate. The state dropout rate for 2010-11 was 1.5 percent.

For graduation, evaluators found that students who make it to Grade 12 are very likely to graduate. Taking into consideration those students no longer eligible or enrolled at the time of graduation, PA-MEP has a graduation rate of 82 percent.

Next Steps for Evaluation

In the process of analyzing PA-MEP data and examining program outcomes, evaluators discovered areas of possible program refinement and brought these areas to the attention of PDE evaluators. PDE evaluators and program implementers are working collaboratively to examine program findings, consider evaluator recommendations, strategize for solutions and implement program refinements in order to improve migrant student outcomes. Specific evaluator recommendations can be found in the Summary of Findings section of the 2010-11 Evaluation Report at the PA-MEP office.

Records Transfer and Guidance

PA-MEP Records Transfer and Guidance

General Information and Background

Pennsylvania is a commonwealth with 499 school districts, where local control is the predominant factor in all decision making. And as such, PA-MEP must support and abide by the individual school district's record transfer policy many of which will only accept records directly from the former educating school. In addition, Pennsylvania law requires that school districts transfer student records. While the PA-MEP will do everything reasonably possible to ensure the proper education of migrant students, including assistance with records transfer as required in Section 1304(b)(3) of NCLB, program staff must be very careful that their efforts are not supplanting the responsibilities of the school districts.

Electronic Records Transfer

The PA-MEP uses MIS2000 as its records system. This system consists of five regional sites that upload daily to a central state database. In turn, key information is uploaded nightly to the MIS2000 locator that can be accessed by other states.

When a child moves into an area, the data specialist searches the local system to see if the child is registered in the system. The data specialist can also search the state system if he or she believes the child has been served previously in another part of Pennsylvania, and if so, they can download the information on the child directly into their system. In addition, he or she will contact the data specialist at the last site where the child was shown to be served to verify it is the same child and exchange information as appropriate.

Data from MIS2000 is uploaded daily to the federal MSIX system (see below). PA-MEP fully participates in the MSIX initiative by supplying all minimum required data elements to the system. PA-MEP also participates in the program by training all staff in how to use the system and providing education and assistance to districts with migrant students who want to use the system. Data specialists check MSIX to see if it contains any information on students who are identified in Pennsylvania.

MIS2000

MIS2000 is the primary data system used to track information on migrant students in Pennsylvania. Each of the regional migrant offices houses a computer where regional data is maintained. The data is overseen by a Data Specialist and a backup in each region. The data is uploaded daily to a central state database. In addition, field staff will be able to directly enter the Certificate of Eligibility (COE) and student data from tablet computers.

Data specialists enter various information as it is received:

- Certificate of Eligibility (certification the child/family is migrant)
- Demographic (name, birth, race, family, address information)
- Enrollment (which schools and/or programs students)
- Needs assessment (individual student/family educational or supportive needs/concerns)
- Service delivery, supplemental program, action codes (detailed records of the services students and families as it is received. The data is uploaded daily to a central state server that serves as the authoritative statewide source of migrant information)
- Assessment (PSSA, ACCESS, Keystones and any other standard assessments)
- Courses (courses being taken credits granted, current grades)

Migrant data maintenance is a partnership between school districts and PA-MEP. MIS2000 has incorporated the use of the PAsecureID to improve communication on these students. PA-MEP can provide districts with important information related to the student and the PA-MEP needs information from districts in order to properly serve these children and also meet federal reporting requirements.

“Migrant Eligibility” is also term specific. For example, if a student loses migrant eligibility at some point during the first semester of a school year, they are not considered “Migrant” during the second semester; except for free lunch purposes (see COMPASS – Free Lunch below). PA-MEP is the only entity that can make a determination that a child is migrant under strict federal guidelines. Below are three common mistakes made by districts:

- A child is Latino, so he or she must be migrant
- A child is NOT Latino, so he or she cannot be migrant
- A child was migrant last year or last semester, so he or she is still migrant.

School districts are not permitted to make this determination on their own and must contact the regional education office to determine student qualification as migrant.

Migrant Student Information Exchange (MSIX)

Pennsylvania also participates in the federal MSIX program. MSIX is a web-based database system where authorized users can search and access information on students on a nationwide basis. The purpose of MSIX is to ensure the timely enrollment of migrant students in school, provide for accurate placement in the proper grade and/or courses, and assist with accurate credit accrual towards graduation.

The system contains a mechanism to search for students based on various criteria and, once located, the user will have the ability to view historical information on the students’ immunizations, assessments and courses. The most important feature of MSIX is that it shows a trail of where the student has attended school and/or been served by migrant programs, and provides contact information for obtaining additional or confirmation information. The MSIX system is now fully operational and most states are participating in the system. The data available in MSIX will continue to improve over the next year.

The data from PA-MEP will be uploaded daily, directly and automatically from MIS2000. Regional MEP staffs have been granted access to the system. District staffs are also encouraged to become authorized users of MSIX.

MSIX is accessed by going to www.msix.ed.gov. General information about MSIX is available to non-users, but to obtain a user login to search for students a user must complete an application and be authorized. This process is started by contacting the regional PA-MEP office which can provide the form and must provide authorization before a user login can be assigned.

Support

School Districts having any questions about PA-MEP data should contact their local project area for assistance. Otherwise, any questions in reference to MIS2000 or MSIX may be directed to the CSIU Migrant Technology Support Team via email at MEPtechsupport@csiu.org or by calling 570-523-1155 ext. 2105, 2366 or 2320.

Commonwealth of Pennsylvania Access to Social Services (COMPASS)

Free Lunch Program

Students who are identified as being “Migrant” for at least one day during the fiscal year (July 1 – June 30) by the PA-MEP are categorically eligible to qualify for the free lunch program. Below is information on obtaining information on students who qualify under this program.

PDE’s Division of Food and Nutrition and Division of PA-MEP have worked with the Pennsylvania Department of Public Welfare to expand the functionalities of the Commonwealth of Pennsylvania Access to Social Services (COMPASS) to enable school districts to obtain their migrant list through COMPASS.

In the past, school districts received a list of migrant students from their currently, local migrant office. These students are automatically (categorically) eligible for free meals. This list can be obtained from COMPASS instead of through the local migrant office. The migrant list obtained from COMPASS is provided by the PA-MEP the same officials that have provided the migrant list in past years.

As in the past, whether completing a paper household application for free and reduced price meals or in COMPASS, families can self-declare themselves as migrant households. However, please remember, in order for students to receive free meals as a migrant student, the student’s name must appear on the migrant list provided to you by PA-MEP office through COMPASS. COMPASS does not have the ability to approve a student as migrant based on what a family declares on the household application. Only PA-MEP has that authority. Therefore, only those students on the migrant list may be eligible for free meals.

If a district has a self-declared migrant student or a student the district believes should be on the migrant list whose name does not appear on the list or through the migrant inquiry function in COMPASS, please contact PA-MEP. Notification can be sent to the migrant office using the “Migrant Student Not Found-send to MEP” function, or the district may call the local migrant office.

Due to the nature of the migrant population, the migrant list will change, especially during the months of August through October. The PA-MEP provides an updated list for COMPASS each week. As students are approved, the PA-MEP is updated with the current changes at the top of the “Get My Migrant List.” Please check this list on a regular basis. It may also be helpful to “search by county”. For additional information, please review the training materials, “COMPASS Training Guide for Food Service Directors and Staff”, previously provided to all school districts. If there are any questions as to eligibility, please contact the local PA-MEP Office, as the migrant program is the final authority as to whether a student is classified as migrant or not.

The migrant list provided is for the purpose of determining categorical eligibility for the National Student Lunch Program (NSLP). Although other programs in your school district may have a need for a migrant list for their area, their criteria for the students that should appear on the list may be different than NSLP criteria; therefore, they should obtain their own list through the local PA-MEP Office. If you have additional questions about COMPASS please contact the Food Services Offices at PDE.

Dollar-A-Day Program (LEA Reimbursement)

LEAs in Pennsylvania who educate migrant children are entitled to receive compensation towards student costs under Pennsylvania statute. Reimbursement for migratory children is determined by Section 2502.2 of the Pennsylvania School Code which provides that:

Every school district regardless of classification shall be paid by the Commonwealth for the school term 1958-59 and for every school term thereafter in addition to every other reimbursement by the Commonwealth, the sum of one dollar (\$1) per day not exceeding forty (40) days during any school term for each migratory child attending any of its public schools. "Migratory child" is defined as any child domiciled temporarily in any school district for the purpose of seasonal agricultural employment but not acquiring residence therein, and any child accompanying his parents or guardians who is so domiciled. 24 P.S. §25-2502.2

Annually, PA-MEP will provide all LEAs with a list of students who were enrolled in their LEA for at least one day in the previous year and met the definition of "migratory child". It is the responsibility of the LEA Chief Officer to certify that the students attended and how many days, up to the maximum of 40, and return the form to the regional PA-MEP office. LEAs that do not submit this request for reimbursement are subject to state audit exceptions for failure to claim all entitled reimbursement.

Supplement versus Supplant

PA-MEP is a supplemental program and, as such, coordination must occur between school districts and community programs before providing MEP-funded services. The term “Supplement, Not Supplant” refers to “the requirement that PA-MEP funds may be used only to supplement the level of funds that would, in the absence of PA-MEP funds, be available from non-Federal sources for the education of children participating in PA-MEP projects” (NRG Sec. X-A1). The Supplement, Not Supplant rule may also apply to Pre-K and out-of-school youth, if there are non-federally funded programs available to these children and youth (NRG Sec. X-A2). In Pennsylvania, tutoring during the school day is allowable as long as it is done during a student’s non-instructional time such as study halls in middle and high school or scheduled seat-work at elementary schools. Students may not be pulled out of content area instruction to provide in-school tutoring. For example, students may not be pulled out of math or social studies to be tutored by PA-MEP staff.

Immigrant, Refugee and Migrant Definitions

Immigrant

An immigrant is an individual who has migrated to another country in an effort to make that country their permanent residence.

Refugee

A refugee is an individual who has been displaced from their country. A refugee flees from their country of origin to escape extreme danger or persecution.

The key difference between an immigrant and a refugee is that an immigrant chooses to leave his or her country of origin while a refugee, on the other hand, is compelled to seek asylum in another country because of a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or political opinion; Is outside of the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.

Source: www.hsp.org

Migrant

A migrant is an individual who moves from place to place regularly in order to find work in harvesting crops or to work in another agriculturally related field.

International moves: If one of the purposes of the move was to seek or obtain qualifying work in agriculture and a worker moves from another country to the U.S., they may qualify for enrollment in PA-MEP provided that all other eligibility criteria are met.

Source: <http://stats.oecd.org/glossary>

Business Partnerships and the Migrant Education Program

The involvement between the PA-MEP and schools, businesses and community organizations are established by mutual agreements to establish certain goals and to construct a plan of action for achievement of those goals. These partnerships provide businesses with a new understanding of PA-MEP. For PA-MEP students partnerships provide opportunities for career exploration and the skill sets required of the private sector industry.

A partnership with PA-MEP can help your local businesses.

The Migrant Education Program can:

- *Help arrange English classes for employee* – helping employees learn English increases communication, creating a safer and more productive environment. Employees are better able to understand safety issues, directives and/or instruction related to their job and communicate better with co-workers and supervisors.
- *Provide support to workers and their families* – this program can help reduce stress, increase productivity and create stronger ties to the community. Employees are encouraged to remain employed for longer periods of time, which saves time and minimizes lost productivity instead of training new employees.
- *Make referrals to local agencies for those services it does not provide directly, (for example, GED classes)* – migrant program staff have established relationships with many community agencies that can help employees. Employees do not have to look for agencies in the community to meet their needs.
- *In many communities, provide a safe place for employees' children to go after school and during the summer months* – knowing their children are taken care of in a safe environment will help employees be focused in their tasks.

Pennsylvania Migrant Education Program Contact Information

Project Areas 1 and 3

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Satellite Offices

West Grove/Jennersville Migrant Education Office

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Project Area 2 – Lehigh Valley (Lehigh and Northampton Counties)

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Project Area 5 – Berks County
Team Leader (vacant)

Project Area 6

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Project Areas 8 and 9

Lincoln Intermediate Unit No. 12

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Franklin & Cumberland Counties

Eric Mandell, Student Support Specialist

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Phone: 717-267-6034

Lebanon County

Karen Gonzalez, Student Support Specialist

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Phone: 717-272-5836

York County

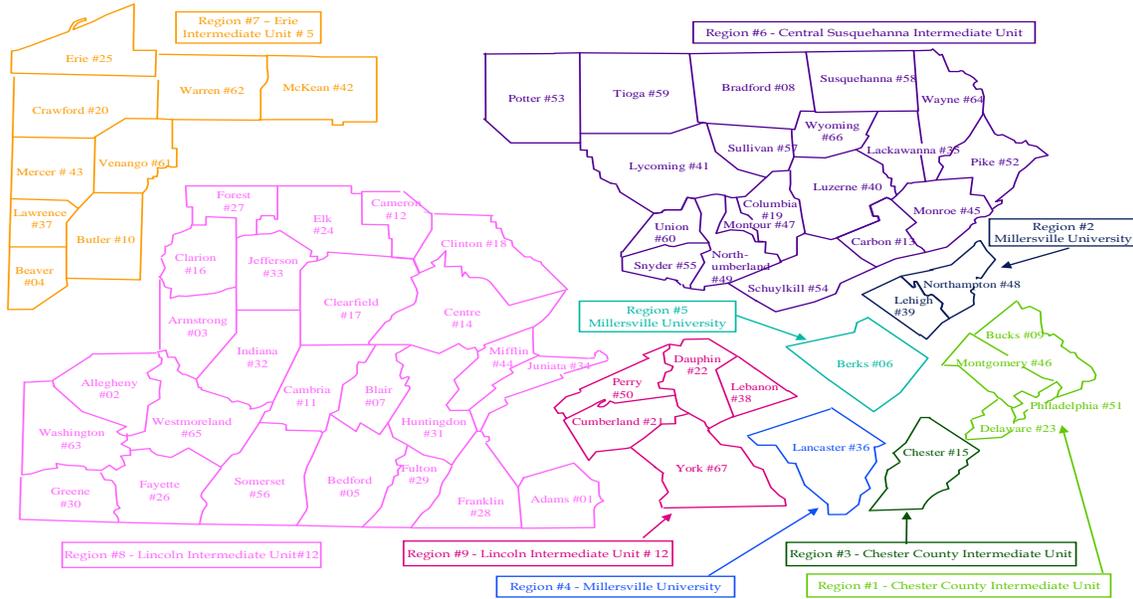
Kim Brett, Student Support Specialist

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Regional Map and Project Areas

Pennsylvania Migrant Education Regions



Educational and Instructional Services

PA-MEP offers the following supplemental educational services:

Student Support Services

PA-MEP student support specialists are highly trained advocates on behalf of migrant students and provide educational support and assistance. Student support specialists serve as the main link between student and their families and the schools and community agencies.

Preschool Programs

Preschool student support specialists work with families of preschool children ages three to five to place migrant children in early childhood programs like Head Start, Even Start, Early Intervention and Pre-K Counts as well as other high quality day-care or nursery school facilities. If a preschool child is not able to attend a campus-based program, PA-MEP in-home visitors provide school readiness learning programs to the child and parents.

Preschool Centers

Adams County Opportunity Center (Keystone Stars 2), licensed by the PA Department of Public Welfare, serves children ages 3-5 in a seasonal program that operates full time July-October near Bendersville, Pa. The Center provides a developmentally appropriate, interactive environment that promotes social, emotional, physical, language and cognitive development. Monthly evening family activities and home visits promote interaction and understanding between home and “school” environments.

Summer School Programs and Special Summer Projects

Summer programs for migrant students (Preschool through 11th grade) not served by school district programs are provided with campus-based programs that emphasis academic enrichment and remediation. Classes are offered in ESL, reading, writing, math, science, art and music. Curriculum-aligned field trips enhance the students’ experience in the summer programs. PA-MEP summer programs operate four days per week for 3to 5 weeks each summer.

Millersville University College Experience

High school students attend a week-long residency at Millersville University. They participate in workshops, computer classes, college preparation and English as a Second Language. They stay in the dorms and learn about college life.

Millersville Tech Camp

Migrant Education partners with the Millersville University Lego Robotics summer initiative to provide scholarships to migrant students. They attend sessions in which they use Legos to build mechanical devises and computers to control them. The purpose is to expose students to

manufacturing techniques and careers and, at the same time, bring them to a college campus to learn about college life. Students also participate in life skills workshops and stay in the dorms. This was a week-long program.

Thaddeus Stevens College of Technology

PA-MEP at Millersville University partners with Thaddeus Stevens College of Technology to develop a week long residency program during which the students learn about technical careers.

After-School/Extended-Day Tutorials

The PA-MEP provides after-school and Saturday programs for migrant students in school districts that do not offer their own extended-day supplemental programs. PA-MEP students are offered homework help, ESL/Reading/Math tutoring and graduation project assistance, among other topics. The PA-MEP staff members collaborate with community agencies and educational institutions such as Girl/Boy Scouts, 4-H Penn State Cooperative Extension, the Garage Teen and Community Center, After-the-Bell, 21to provide additional support services.

In-Home Support

In-Home services are provided to students who cannot attend summer programs or are not able to participate in other district/agency programs. In-home support includes ESL, math and reading academic support, and parent involvement activities.

Student Leadership

Middle and high school migrant students are invited to participate in a number of student leadership programs. These programs include the PA-MEP Student Leadership Institute, SLiCK,

Pre-College Club, Congressional Awards program, Youth Outreach Committee, 4-H, Diversity Institute, Upward Bound Math and Science, Latinos Unidos, las Hermanitas and las Soñadoras. Secondary student leadership opportunities such as these, serve to build the students' sense of self-worth and self-efficacy and to promote the exploration of productive postsecondary options.

College Assistance Migrant Program (Camp)

CAMP offers migrant students financial aid and academic support to attend the Pennsylvania State University (PSU). Students involved with CAMP receive individual guidance and support during their first year on PSU's main campus.

Out-of-School Youth

Out-of-school-youth students, between the ages of 17 and 21 inclusive, who are not attending and have not graduated from high school, are offered help finding ESL, Adult Basic Education and GED classes that are located within their communities. They are provided with support and information to re-connect them with supplemental educational services. Mobile Computer Labs have been established to provide computer training in various mushroom camps on a rotating basis.

Special Grants and Scholarships

PA-MEP at Chester County Intermediate Unit (CCIU) has secured several grants to expand and enhance services to migrant children and their families. Grants have been received from the Philadelphia Foundation, the Seybert Institute, the Douty Foundation, Genesis Healthcare, the Southeast Philadelphia Collaborative, and the Office of the Attorney General. Each year, student support specialists help migrant seniors secure scholarships to attend college, university or other training programs.

PA-MEP at Central Susquehanna Intermediate Unit (CSIU) has secured several mini grants to build partnerships with the local communities. Local business donations have also been secured from companies like, Dial Inc., Wal-Mart, and Barnes and Nobles bookstores. Community groups and Church's also provide support for the program. These grants and partnerships help the program expand its services to the migrant families.

Supplemental Services

Health Services

PA-MEP CCIU Migrant Education Program provides health referrals and information to students and families through a number of health care partnerships that include the following: Project Salud, La Comunidad Hispana, New Garden Pediatrics and Philadelphia Health Clinics. PA-MEP staff members assist students and families to receive physicals, immunizations, routine health care and medications.

PA-MEP at CSIU provides health referrals and information to students and families through a number of health care partnerships that include: Geisinger Health Systems, Keystone Migrant Health, the Leahey Clinic at the University of Scranton, and the State Health Department. Students and families receive physicals, immunizations, some routine health care and medications.

PA-MEP at Lincoln Intermediate Unit (LIU) provides health education and a variety of options for healthy living for migrant students and their families. In recent years, we have partnered with Wellspan Health to provide on-site career development opportunities for high school students; Wellspan Health also offers presentations to under-served populations in the area of childhood vaccinations, cancer prevention and screening; preventative health measures such as flu shots; diabetes checks and obesity counseling. The program also provides information about community health providers such as Wellspan, Mission of Mercy, State Health Department and Keystone Migrant Health. These frontline providers offer health services including physicals, immunizations, flu shots, routine health care and medications. LIU MEP helps to coordinate health services via referrals from school districts, community agencies throughout our geographical region and parental requests for assistance.

Nutritional Services

PA-MEP participates in the Summer Food Service Program which offers nutritious meals and snacks to students attending campus-based summer programs. The program ensures that it does not discriminate in programs, activities, or employment based on race, color, national origin, sex, age, disability, sex orientation, religion, ancestry, or other legally protected classification. PA-MEP at CCIU also participates in the Archdiocese of Philadelphia Summer Food Service Program.

Parent Involvement

PA-MEP has a long history of including parents in the planning, implementation and evaluation of its services. Local parent committees are elected and migrant parents serve on local and state PA-MEP parent advisory boards. PA-MEP Staff members give parents guidance on the expectations of school districts and what in turn they can expect from their local schools. They also work with the parents to help them understand their responsibilities in their children's education. The primary goals are for migrant parents to understand their responsibilities in their children's education and the Pennsylvania school system so they can become active participants in the educational lives of their children.

Pennsylvania Migrant Education

333 Market Street, 5th Floor • Harrisburg, PA 17126
Phone: 717-783-6466 • Fax: 717-783-4392



This form is to determine if your children (ages 3- 21) may qualify for the Pennsylvania Migrant Education Program and the free educational services we offer. We will contact you based on your responses.

Name Parent(s)/Guardian(s): _____

Name Child(ren): _____

Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

When did you move into the school district? _____

Do you currently work or have you ever worked in agricultural jobs such as vegetable, fruit or mushroom picking/processing, tree planting, greenhouse or nursery, meat packing/processing or similar types of work? Yes No

If you are a parent or guardian who has worked in a temporary or seasonal agricultural-related employment within the last three years and who has lived in the school district for less than three years, your children may qualify for free supportive educational services such as home/school support, after-school/Saturday/summer programs and pre-college activities that will assist them with their educational needs. Please call your project area for additional information.

Foreign Students' Eligibility for Enrollment

22 Pa. Code §11.11(d)

DATE OF ISSUE: Sept. 24, 2007

DATE OF REVIEW: Aug. 23, 2010

This Basic Education Circular (BEC) provides guidance regarding a student's immigration status and enrollment in Pennsylvania public schools and federal law requirements for F1 Visa students. It replaces the Foreign Student BEC and reflects current requirements of 22 Pa. Code and the Supreme Court's decision in *Plyler v. Doe*, 457 U.S. 202(1982). This BEC exists to ensure that public schools do not wrongfully prohibit enrollment of students because of a child's immigration status.

Immigration Status

22 Pa. Code § 11.11(d), prohibits school districts from making inquiries related to a student's immigration status for enrollment purposes. 22 Pa. Code § 11.11(d) specifically states:

- “A child's right to be admitted to school may not be conditioned on the child's immigration status.”
- “A school may not inquire regarding the immigration status of a student as part of the admissions process.”

Pursuant to the regulation, school districts may not ask any questions related to a student's immigration status or lawful presence in the United States in order to determine admission of a student in the public schools of this Commonwealth.

Plyler v. Doe

The U.S. Supreme Court in *Plyler v. Doe*, 457 U.S. 202 (1982), addressed the issue of the enrollment of undocumented children in public schools. In *Plyler*, the Supreme Court held that it is unconstitutional to deny free public education to children who are not legally admitted into or otherwise legally present in the United States.

Pursuant to the *Plyler* decision, a child who may be undocumented or otherwise unlawfully present in the United States, shall be admitted into Pennsylvania public schools as long as they meet the state law enrollment requirements that apply to all children in Pennsylvania as set forth in the Enrollment of Student's BEC found at the BEC Homepage.

Foreign Students Holding F1 Visas

Foreign visiting or exchange students holding valid F1 Visas who are enrolled in participating Pennsylvania public schools must comply with federal law regarding tuition payment as required in 22 Pa. Code § 11.11(d) which states that state regulation “does not relieve a student who has obtained an F1 Visa from the obligation to pay tuition under federal law.”

Pursuant to Federal law subsection 8 U.S.C.A § 1184(m)(1), foreign students may no longer obtain status as non-immigrants under section 1101(a)(15)(F)(i), (iii) of the Immigration and Naturalization Act for the purpose of studying at public elementary schools or in publicly funded adult education programs. Subsection 1184(m) (1) of the amended act does still permit a foreign student to obtain an F1 visa for the purpose of studying in a public secondary school but requires the student to demonstrate that he or she has paid the school district the full, unsubsidized per capita cost of the education that he or she will receive as long as the aggregate period of such status at such a school does not exceed 12 months. Therefore, students who participate in the F1 Visa program are required to pay tuition to the sponsoring district pursuant to federal law.

In order to be issued an F1 Visa, students must be part of the Student and Exchange Visitor Program (SEVP) and enroll in a participating SEVP school. Students with F1 Visas are part of the Student and Exchange Visitor Information System (SEVIS). The SEVIS system tracks and monitors schools and programs, students and exchange visitors throughout their participation in the U.S. education system. Districts interested in participating in SEVP can contact U.S. Citizen and Immigration Services or visit the website www.ice.gov/sevis/ to find out more information about SEVP and its requirements.

References

Bureau Office Contact

Bureau of Teaching and Learning
Division of Student Services
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717-783-6466

Federal Regulations

8 C.F.R. 214(b) (7)

Federal Statutes

8 U.S.C.A. §1101(a) (15) (F) (i), (J)
8 U.S.C.A. §1184(m) Title III of U.S.C.A. Supp.

Other

Plyler v. Doe, 457 U.S. 202 (1982)

Pennsylvania Code

22 PA Code § 11.11

Purdon's Statutes

24 P.S. §13-1302

Draft Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children (October 23, 2003)

www.ed.gov/programs/mep/mepguidance2003.doc

Federal Register Notice to clarify and improve MEP eligibility and fiscal accountability requirements

www.ed.gov/legislation/FedRegister/finrule/2008-3/072908a.html

Final Migrant Education Regulations (July 29, 2008)

www.ed.gov/legislation/FedRegister/finrule/2008-3/072908a.html

Pennsylvania Department of Education English Language Learner (ELL) Program

www.portal.state.pa.us/portal/server.pt/community/English_as_a_Second_Language/7529

Pennsylvania Homeless Children Initiative

www.education.state.pa.us/portal/server.pt/community/Homeless_Children's_Initiative_Projects/7491/

Pennsylvania Quality Control Procedures

www.mercweb.org/documentlibrary/DocumentDetails.aspx?id=32

