



**Roadmap Phase II**  
**Vulnerable Populations**  
**(Special Education, EL, Migrant, etc.)**

**Prompting Questions, Responses and Resources**

## **Special Education**

*When designing your educational program, how are you ensuring the needs of students with disabilities are met?*

[PaTTAN - Resources for Supporting Students with Disabilities in Virtual Environments](#)

*When designing your educational programs, how are you meeting the needs of students with complex learning needs?*

[PaTTAN - Supports for Educators](#)

*When designing transition programs for students with disabilities, how are you ensuring a delivery of services within varying learning platforms?*

[GetAmazonFile.aspx \(pattan.net\)](#)

## **English Learners (ELs)**

### District and School Administration

- *Are ELs provided with equitable services during virtual learning as they would during in-person learning (time, instruction, curriculum, accommodations)?*
- *Are ELs provided with equitable resources to facilitate virtual learning (laptops, wifi services, etc.) as the LEA provides to their English-speaking peers?*
- *When in-person screening is not feasible, is virtual screening of incoming ELs being implemented and completed for provisional identification and placement in LIEP?*
- *Are families of ELs provided the same services of translations and/or interpreters in their preferred language of communication?*
- *Are teachers of ELs and content area teachers given time in their schedule to allow for meaningful collaboration?*

- *Are expectations for meeting the needs of ELs in all classes and for collaboration between ESL and content teachers made explicit to staff and enforced?*
- *Is Title III funding being used to supplement, not supplant, resources?*

General considerations for all teachers:

- *What are the proficiency levels of my ELs (in each domain – listening, speaking, reading, and writing)? You need this information to tailor instruction and assessment according to their developmental language levels.*
  - This information is available from the annual English language proficiency assessment (ACCESS for ELLs) report. This information may be contained in your local student information system (SIS) or the student’s cumulative folder. You can also contact your EL program coordinator for this information.
- *What challenges do ELs face with the use of technology, and what am I or my district doing to help overcome those challenges?*
  - This may be out of your control, but you should consider ways to mitigate these challenges if they cannot be overcome. For example, if your ELs have limited experience with technology, can you provide extra support for using it? If they do not have access to WiFi, can you send home packets for students to complete and then conference with them by phone to offer support?
- *How am I engaging the parents/guardians of ELs in the education of their students?*
  - *Am I engaging parents of ELs at the same levels as non-ELs?*
  - *Do parents require interpretation or translation? If so, what resources are available in my district that I can take advantage of?*

Content teachers:

- **Analyze the language you are using for instruction/assessment** - Examine the standards that you are teaching or curriculum that you are using. What type of language are you using to teach the standards or deliver the curriculum? What language do you expect students to use to demonstrate understanding of the content? Consider your expectations for non-ELs when analyzing language needs before thinking about how this will be different for ELs.
- **Match the instruction/assessment to your ELs’ ELP levels** - Review the [WIDA Can-Do Descriptors](#) and/or Performance Definitions for [receptive language](#) and [productive language](#) to see if there is a mismatch between the language you are using to teach and assess your students and what they are able to do at their current proficiency level. If there is a mismatch, consider what you can do to lower the language demand **without lowering the cognitive expectations or**

**altering the standards being taught.** You may consider some of the *examples of modifications/supports* provided in the next section below. You may also consider taking the following actions:

- Collaborate with an ESL specialist to align your instruction and assessment with the students' developmental language levels. An ESL specialist can give you ideas about how to scaffold instruction, be a thinking partner when evaluating standards or lessons, and offer advice concerning instructional strategies for your ELs. Try to meet as often as necessary to ensure that you are providing the necessary supports in all of your lessons.
- Take advantage of professional learning opportunities available from PDE. Visit the ESL Portal at [www.eslportalpa.info](http://www.eslportalpa.info) for more information. These opportunities are free of charge, but are only available on a first come, first served basis.
- Check to see if your district offers any professional learning opportunities related to the education of ELs.
- Review the *resources* section below to see if anything is useful in planning instruction and assessment.
- Search the web for ideas.

ESL teachers:

- *Do my lessons align to content being taught in other classes?*
  - You should make an effort to align your language instruction to content currently being taught in other classes so that language learning is contextualized and students can make connections to relevant academic topics.
- *Am I collaborating with my content colleagues?*
  - You should be collaborating with your content colleagues to satisfy two objectives:
    1. Ensure that you are aligning your language instruction to content topics
    2. Assist your content colleagues as they modify their instruction and assessment so that it is meaningful for ELs (sharing tips and ideas as well as information about their ELs).
- *Am I providing direct ELD commensurate with what ELs were receiving before the school closure?*
  - If ELs were receiving direct ELD (ESL class or pull-out instruction prior to the school closure, are you providing the same amount of direct ELD instruction in the current virtual environment? NOTE: This is only required if all students are being provided with instruction in core content areas.

- *Am I encouraging my students and their families to engage in language development at home?*
  - You should encourage students to read and discuss academic topics at home with their families if possible. Don't limit these activities to English only. ELs benefit greatly from reading and discussing in their native language. Consider supplying them with native language literature or web resources if possible.
- *To what extent am I emphasizing the use and development of oral language in my virtual instruction?*
  - Think about ways to incorporate oral language in a virtual setting. Can you use breakout rooms in your virtual platform so that students can discuss with each other? Are you engaging them in discussions during instruction? If a synchronous online platform is not available, can you send home packets with discussion topics that they can practice at home? Can you engage students over the phone in discussion of material sent home in packets?

**Division of Student Services**

**21<sup>st</sup> Century Community Learning Centers, Homeless Children and Youth, Teen Pregnancy and Parenting Program, Children and Youth in Foster Care, Education for Migrant Children and Youth**

**Division Chief:** Carmen M. Medina, [cmedina@pa.gov](mailto:cmedina@pa.gov)

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## 21<sup>st</sup> Century Community Learning Centers

1. *What supplemental programs do you have in your school to support learning such as afterschool, summer programs, before school?*
2. *Did you know that the 21<sup>st</sup> CCLC programs (afterschool programs) are funded through federal grants and that PDE (Pennsylvania Department of Education) serves as a pass-through organization for these grants?*

To view how the 21<sup>st</sup> CCLC grant program operates, access the PDE website link:  
<https://www.education.pa.gov/K12/21st%20Century%20Community%20Learning%20Centers/Pages/default.aspx>

3. *Do you have a 21<sup>st</sup> CCLC (Century Community Learning Centers) program in your school? If so, do you know the primary contact (program director)?*

4. *Did you know that 21<sup>st</sup> CCLC programs provide educational services to parent/family members of eligible students?*

These activities target adult family members of eligible 21<sup>st</sup> CCLC students. Activities must be ongoing and sustained to achieve the acquisition of knowledge that is meant to be imparted through participation in the service or activity. Some examples are GED, effective parenting series, and resumes development.

5. *Did you know that a primary purpose of the 21<sup>st</sup> CCLC programs is to provide opportunities for academic enrichment, including tutorial services to help students, particularly student who attend low-performing schools, to meet the challenging state academic standards?*

This is a mandate from the federal government covered under Every Student Succeeds Act (ESSA) which was signed by President Obama on December 10, 2015. ESSA reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA) - the nation's national education law and longstanding commitment to equal opportunity for all students.

The 21st CCLC programs provides academic enrichments including tutorial services to help students, particularly student who attend low-performing schools, to meet the challenging state academic standards. Also, it provides activities targeted to adult family members of eligible 21st CCLC students. Activities must be ongoing and sustained to achieve the acquisition of knowledge that is meant to be imparted through participation in the service or activity. Some examples are GED, effective parenting series, and resume development.

For further information see the USDOE web link:

<https://www.ed.gov/essa?src=rn>

Web sites:

- PDE site location: <https://www.education.pa.gov/K-12/21st%20Century%20Community%20Learning%20Centers/Pages/default.aspx>
- Community Learning Centers site (CSC): <https://21stcclc.center-school.org/?pageid=4242>
- Pennsylvania Statewide Afterschool Youth Development Network (PSAYDN) <http://www.psaydn.org/>
- National After School Association (NAA): <https://naaweb.org/>
- USDOE "Every Student Succeeds Act (ESSA): <https://www.ed.gov/essa?src=rn>

**PDE Contact Person:** Craig Scott, [nscot@pa.gov](mailto:nscot@pa.gov), 717346-3251

## **Education Leading to Employment and Career Training (ELECT) Teen Pregnancy and Parenting Program**

1. *What services does the ELECT program provide?*

<https://elect.center-school.org/>

The ELECT [program](#) provides assistance to eligible pregnant or parenting youth remain in school, maintain regular attendance, obtain a high school diploma or High School Equivalency (HSE) certificate and securing post-graduation employment, education, or training.

2. *Who can you contact in your school district to find out more about the ELECT program?* <https://elect.center-school.org/elect-programs/>

Not all school districts in the Commonwealth of Pennsylvania are required to have an ELECT program, please consult the map at the above link to determine if you school district or intermediate unit provides ELECT services.

3. *What can I do if I believe one of my students is pregnant or parenting?*

<https://elect.center-school.org/elect-programs/>

Please contact your local ELECT Program Coordinator and make a referral, this can be done verbally when speaking with the Program Coordinator. They may ask that you complete a referral form after speaking with them on the phone.

4. *What information do I need to provide at the time of referral?*

Please have the following information ready when speaking with the Program Coordinator:

- Childs Full Name
- Childs Contact Information (current address & current working phone number & email)
- Childs Date of Birth
- How you know the child is pregnant and/or parenting.
- If you have spoken to the child regarding the program.

- What assistance the child needs currently. (academic, transportation, mental health support etc.)

**PDE Contact Person:** Lisa Lockwood, [llockwood@pa.gov](mailto:llockwood@pa.gov), 717-783-9294

## Education of Children and Youth Experiencing Homelessness (ECYEH)

### 1. *What services does the ECYEH program provide?*

The ECYEH [program](#) provides assistance with the identification, enrollment, and transportation of students experiencing homelessness. The program assists with uniforms and academic-related materials as needed for students experiencing homelessness. <https://www.education.pa.gov/Policy-Funding/BECS/uscode/Pages/EducationforHomelessYouth.aspx.aspx>

### 2. *Who can you contact in your school district to find out more about the ECYEH program?*

All school districts in the Commonwealth of Pennsylvania are required to have a homeless liaison that can give you more information about the McKinney-Vento law, available services, and supports. Ask your school administrator to connect you with your local liaison. You can also contact your regional coordinator, listed on the ECYEH map. <https://directory.center-school.org/homeless/liaison/>.

### 3. *What can I do if I disagree with the school district's decision on the homeless status of my child?*

Please contact your local liaison or regional coordinator and request a formal dispute. The dispute can be initiated by the homeless dispute form, or a letter by the parent/guardian or unaccompanied youth.

<https://directory.center-school.org/homeless/liaison/>.  
<https://www.education.pa.gov/K12/Homeless%20Education/Pages/DisputeResolutionProcess.aspx.aspx>

**PDE Contact Person:** Storm Camara, [scamara@pa.gov](mailto:scamara@pa.gov), 717-772-2066

# Foster Care Provision under Title 1

1. *Did you know that federal law guarantees protections to ensure educational stability for children and youth in foster care?*

Foster care placements are sometimes geographically located outside of the student's current local education agency (LEA)/school of origin. The Every Student Succeeds Act (ESSA) requires LEAs to work with county children and youth agencies (CCYAs) to enable children and youth in foster care to remain in their school of origin if determined to be in their best interest. This includes providing transportation from the child's foster care placement to the child's school of origin if needed to maintain school stability.

When a school move is determined to be in the best interest of the student, LEAs must immediately enroll students in foster care, regardless of the availability of records normally required for school enrollment.

The United States Department of Education provides guidance and regulatory information on ensuring educational stability for youth in foster care. You can find the federal guidance [here](#).

2. *Did you know your LEA has an identified Foster Care Point of Contact (POC)?*

All LEAs in Pennsylvania are required to identify a Foster Care Point of Contact (POC). The POC serves as a bridge between state, regional, and local education and child welfare systems to ensure educational stability for students in foster care. The POC coordinates and participates in best interest determination (BID) meetings, which determines the LEA that will educate the student, assists in transportation coordination when needed, ensures immediate enrollment, and removes other barriers to education for students in foster care.

To find the contact information of a POC, visit the statewide directory [here](#). For more information about the POC, visit the POC Roles and Responsibilities overview [here](#).

3. *Did you know that you can contact a Regional Foster Care Coordinator or the statewide Point of Contact (POC) with questions about school stability for students in foster care?*

To prioritize the educational stability for children and youth in foster care, PDE established eight Educational Stability for Children and Youth in Foster Care



Regional Offices throughout Pennsylvania. Regional Offices are equipped with a Regional Coordinator who is available to help LEAs navigate questions, concerns, and provide training on ensuring educational stability for students in foster care.

The contact information of Regional Offices can be found [here](#).

4. *Did you know that PA has a website and a variety of resources to assist LEAs in ensuring educational stability for children and youth in foster care?*

PDE works in collaboration with the Center for Schools and Communities to provide a comprehensive website, [pafostercare.org](http://pafostercare.org), which houses a variety of tools, guidance, resources, and directories to ensure educational stability for children and youth in foster care.

At [pafostercare.org](http://pafostercare.org), you can find:

- Overviews of the school stability protections for students in foster care and the importance of these provisions.
- [Directories](#) of LEA Points of Contact, CCYA Education Liaisons, Higher Education Points of Contact, and Neighboring State Point of Contact information.
- Forms, tools, and infographics related to ensuring school stability, the best interest determination (BID) process, and providing transportation.
- Announcements regarding professional development opportunities as well as archived events and webinars.
- Links to other resources to assist LEAs in ensuring school stability for children and youth in foster care.

**PDE Point of Contact:** Matthew Butensky, [mbutensky@csc.csiu.org](mailto:mbutensky@csc.csiu.org) or (717)763-1661 ext. 171.

## **Migrant Education Program:**

1. *What is the goal of the PA Migrant Education Program (PA-MEP)?*  
<https://www.education.pa.gov/K-12/Migrant%20Education/Pages/default.aspx>  
<https://mep.center-school.org/>

Pennsylvania's Migrant Education Program (PA-MEP) is a federally funded program that supplements educational support services for migratory children. The PA-MEP assists school districts and charter schools in coordinating the continuity of educational services for children who have had their schooling

interrupted, and provides formula grants to state educational agencies to establish or improve education programs for migrant children.

2. *How do I know if a student is in the PA-MEP?*

District staff should contact their local MEP office, there are program offices located around the state. These local offices can verify if a student is enrolled in the program and connect the district with staff who work directly with migrant students and their families. To find a local MEP office, use the following link:

<https://mep.center-school.org/resources/regional-offices/>

3. *What type of services the PA-MEP provide?*

The PA-MEP services include:

- Tutorial programs
- After-school extended hours
- Summer programs
- In-home programs
- Health and social support services
- Family Engagement
- Advocacy
- Language Arts
- Enrichment

4. *What do MEP provide when remote instruction schedules are concerned?*

Migrant Education Program staff may also assist eligible migratory children and their families in accessing and understanding the school's instructional content—e.g., by loaning the necessary equipment, providing instructions, and following up to support the child's continued engagement. This will help ensure that migratory students are able to participate in any instruction or services provided by their school and that the MEP is supplementing those services.

5. *How are the supplemental services provided during COVID?*

Supplemental Services are provided outside of the normal school hours for migrant students. MEP staff may provide virtual services to students during the day if the school is closed. Teachers may also provide packages and materials to the students and MEP can assist the children after school hours or if the school is closed. Several opportunities have been extended from MEP and the Consortia Grants. Many of these opportunities have also been compiled in the [PA-MEP COVID-19 Resources Padlet](#).

6. *Can we support/assist with children and families of uncommon languages?*

Teachers should provide services first using all translation services that are provided by the school district. If there are not any services provided, then Migrant Educational Program staff may provide the services because the MEP program is a federally funded grant that provides supplemental services. Supplemental services are services in addition to any services provided by the school District. MEP staff can not provide the services that the school provides during school hours because that is supplanting, and supplanting is not allowed.

7. *Did you know that Migrant Education Program has its own Parent Advisory Councils (PACs) at the State and Local level?*

The PAC is a vital component of the Pennsylvania Department of Education's Migrant Education Program (PA-MEP). The PA-MEP has parent coordinators throughout the 9 program regions. These parent coordinators can be the liaison between the migrant families and the schools. 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. 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.

8. *What is MSIX and how can LEAs use it?*

MSIX (Migrant Student Information eXchange) is a web-based federal database that tracks over 70 data elements on all migratory students across the country, including those in Pennsylvania. Available data includes demographic, enrollment, assessment and for secondary students, also course history. Authorized MSIX users have full access to search for students and view their information.

9. *How do I become an authorized MSIX user?*

Because of the FERPA protected information in MSIX, only authorized users can have access and potential users must perform the following process—

- Complete an MSIX User Application
- Review the CyberSecurity Training Document

- Complete the CyberSecurity Certificate annually
- Have the Application Approved by your supervisor authorizing your need for access
- Forward the Application and CyberSecurity Certificate to your Regional Migrant Office
- The Regional Migrant Office will approve and forward to the PA MSIX Team who will create your account and you will receive emails with login information and a temporary password
- If you have further questions on becoming an MSIX user or if you need the materials mentioned above, contact the PA MSIX Team:
  - Nikki Lady – [nlady@csiu.org](mailto:nlady@csiu.org) 717-712-2902 or
  - Vaughn Murray – [vaughn.murray@csiu.org](mailto:vaughn.murray@csiu.org) 570-768-6092

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