



Commission to Study the Impact of Immigrants in Maryland

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Commission to Study the Impact of Immigrants in Maryland

Monday March 14th, 2011

9:00 a.m. to 1:00 p.m.

Maryland House of Delegates Office Building

Room 150

Annapolis, MD 21401

1. Introductions and Preliminary Discussion

2. Maryland State Department of Education
Susan Spinnato
Director of Instructional Programs
Cathy Nelson
Ilhye Yoon
English Learning Specialists

3. Frederick County Public School System
Kathy Hartsock
Supervisor for Student Services
Larry Steinly
English Language Learner Coordinator

4. Montgomery County Public School System
Karen Woodson
Director, EAOL/Bilingual Programs
Teresa Wright
Parent Outreach Services

5. Prince George's County Public School System
Alison Hanks-Sloan
Supervisor, ESOL Program
Beverly Pariser-Foster,
Student Counseling Specialist

Dianne Yohe
ESOL Enrollment Specialist
Patricia Chiancone
ISCO Outreach Counselor

6. The U.S. Government Accountability Office Report on E-Verify
Evi Rezmovic, Ph.D.
Assistant Director
Homeland Security and Justice
Sara Margraf
Senior Analyst
Homeland Security and Justice

Commission Meeting Concerning Education

Scope: With around one-fourth of children in Maryland having at least one immigrant parent, the future of Maryland will be influenced by the social development and success of immigrant-born children. Several issues, particularly those relating to the educational and social needs of immigrant families, need to be explored in order to grasp the full impact of immigration to Maryland. A few key issues include the following:

- Access to educational, recreational, and cultural programs for immigrant families and children at both the State and local level. *Include discussion on federal requirements under the No Child Left Behind Act and constitutional requirements under Plyler v. Doe.*
- Availability of resources and the potential cost to address educational and social needs of immigrant families, particularly those coming from less educated backgrounds. *Include discussion on current and projected enrollment trends for both immigrant and limited English proficient students; additional costs and needs associated with educating immigrant and limited English proficient students; and additional resources required to ensure that these students receive a quality education.*
- Achievement gaps among limited English proficient students, with a focus on above average high school dropout rates and low graduation rates among Hispanic students. *Include discussion on the factors contributing to the achievement gap and actions that are needed to improve the educational performance of limited English proficient and Hispanic students.*
- Access to affordable higher education for children from immigrant families, including those who are unauthorized. *Include discussion on the extent to which public school students in your county are unable to continue their education due to the inability to receive in-state tuition and whether the proposed DREAM Act would motivate students to further their education.*
- Availability of English language classes within immigrant community. *Include discussion on the demand for adult education programs for limited and non-English speakers and the impact on student performance when one or both parents are unable to speak English well.*
- Ensuring that public policies and education programs are relevant for children in immigrant families. *Include discussion on the steps being taken by the State and local boards of education to make their policies and programs accessible and relevant to immigrant families.*