

**MEMORANDUM**

November 24, 2021

TO: Health and Human Services Committee  
Education and Culture Committee

FROM: Linda McMillan, Senior Legislative Analyst

SUBJECT: Newly arriving migrant and asylum-seeking children, youth, and families in  
Montgomery County (Newcomers)

PURPOSE: Update and Discussion

Expected for this session:

***County Government:***

Dr. Raymond Crowel, Director, Department of Health and Human Services (DHHS)  
JoAnn Barnes, Consultant to DHHS  
Monica Martin, Administrator, Child/Adolescent School and Community-Based  
Services, (DHHS)  
Luis Cardona, Administrator, Positive Youth Development (DHHS)  
Diane Vu, Director, Office of Community Partnerships

***Montgomery County Public Schools:***

Damon Monteleone, Assistant Chief, Office of Teaching, Learning, and Schools (OTLS)  
Everett Davis, Acting Associate Superintendent, Student, Family, Support and  
Engagement (SFSE)  
Margarita I. Bohorquez, Acting Director, Student, Family, and School Services/International  
Admission and Enrollment (SFSE)  
Dr. Jennifer Norton, Director, Department of English Learners & Multilingual Education  
(DELME), Curriculum & Instructional Programs (CIP)

***Community Partner Representatives:***

Diego Uruburu, Executive Director, Identity, Inc.

At this session the Joint Committee will receive an update on the trends in Newcomers arriving in Montgomery County and on the implementation of the efforts to implement a comprehensive response system of support and assistance. The Joint Committee last received a situation update on July 22. This was followed by the Council approval of a \$5.4 million special appropriation to support positions and program funding in MCPS, DHHS, the Department of Recreation, and the Office Community Partnerships. Portions of the funding were for MCPS and County Government positions and programs and a portion to expand services and programs with contractors and community partners.

**The expected structure for this session:**

- Opening comments from DHHS, Mr. Uriburu, and MCPS (approximately 5 minutes each - 15 minutes total)
- Presentation from DHHS and MCPS (approximately 20 minutes each – 40 minutes total)

*The presentation slides are attached to this memo at © 1-40. In order to manage time, DHHS and MCPS will not go over each slide in detail but can respond to any questions about any of the slides.)*

- Joint Committee discussion and questions.

**Notes from the Presentation**

According to the federal Office of Refugee Resettlement (ORR), 1,230 unaccompanied children were released to sponsors in Montgomery County between January and September 2021. Montgomery County, Prince George’s County, Fairfax County, and the District of Columbia have received a total of 4,575 children during this same period. (© 3) In addition, there are an unknown number of children who are arriving with parents or caregivers that cannot be tracked.

The special appropriation provided for several new positions. DHHS has hired a Newcomer Coordinator, Tania Alfaro, and 3 Family Support Workers (all contractors). The merit positions for the Department of Recreation, Legal Services Coordinator, and Positive Youth Development are expected to be hired after the January as discussed during the July review. MCPS is in process to hire a Newcomer Transition Coordinator and has hired 5 ESOL Transition Counselors and 3 SLIFE Coaches. (© 5)

**Goal 1: Communications** – Information at © 7-8 on the range of communications tools being used and feedback from focus groups. Spanish and Mayan language public service announcement are being created and metrics are being developed to measure the effectiveness of strategies. First deliverables for the campaign are due December 1.

**Goal 2: Navigation, Case Management, Health & Mental Health** – Information on © 9-15 which provides a listing of the community-based partners that have joined the initiative, CASA navigators assisting at Rocking Horse Welcome Center, expanded capacity for case management

through Identity and High School Wellness Centers and expected with Linkages to Learning. Highest referrals are for healthcare and food. Many people need clothing, financial, and legal assistance. From January to September, 724 children that came via ORR were enrolled in Care for Kids. The highest percentage in the 6-12 age group (44%), 25% were 13-19 years old, 24% 3-5 years old, and 7% aged 2 and under.

Circle page 14 discusses the professional development including training on Human Trafficking and efforts to implement integrated systems for enrollment in supports.

**Goal 3: Legal Services** – Information at © 16-17. The Legal Coordinator position should be hired after the first of the year as planned. The contracts have been awarded for the additional \$250,000 in legal services funding.

**Goal 4: Positive Youth Development and Recreation** – Information at © 18-19 discusses the youth conference and expansion of High School Wellness Center hours, Imagination Stage’s Oyeme program, Soccer4Change, and Street Outreach Network.

**Goal 5: Anti-Discrimination, Public Safety & Trafficking Prevention** – Information at © 20-21. Interagency group will be meeting monthly and SAFE Center is providing training on trafficking. There is concern about the adequacy of current school-based supports for newcomer well being and safety and support for reporting crime victimization.

Circle 22 highlights some of the additional issues identified for FY22 regarding these first five goals.

**Goal 6: Education and School Based Services** – Information from MCPS is provided at slides 23-39. International enrollment has cleared 2,183 intakes from July to date – substantially more than last year and higher numbers have been coming in later in the fall. About 1/3 of all international enrollments are identified from ORR. Circle 26 provides a process map for enrollment and assessments. So far, ninth grade has the highest number of enrollments. (©28) Circle 31 provides information on priority schools for supporting newcomers and © 32-33 describe some of the academic and professional supports. Circle 35 describes targeted training. It notes that the first cohort of La Cultura Cura training for 20 ESOL Transition Counselors was completed in October and cohorts 2 and 3 will be completed in January 2022. There is also professional learning on cultural competency with DHHS and the Mayan League scheduled in December. Circle 38 provides information on Parent Academy Workshops and © 39 school-based partnerships.

### **Potential Discussion Issues:**

Reaching children and families that do not register for school with MCPS – The data is showing that many children who are being placed through ORR are not coming forward to register with MCPS. There could be many reasons for this. Families may not know or feel comfortable registering for school, older children may be trying to earn money, children may be enrolling in non-public school, a small number of children may be too young for MCPS pre-K or

kindergarten. The communications campaign will be critical in doing this outreach but there will also need to be strategies to find ways to follow-up with children and families that do not present at MCPS. Recreation and Positive Youth Development will also play an important role in reaching newcomer youth.

Will there be a common welcome and information session for all students and caregivers no matter which school they attend? It is very important that all children and caregivers get common basic information on services and community linkages. Not all schools have METS or Linkages to Learning. How can this be achieved?

What is the best way to focus on the critical issue of student safety in order to prevent crime victimization, make sure there is a safe way to report a victimization, and provide positive supports to newcomers who may become targets of bullying to prevent them from seeking help and protection from negative sources? As noted earlier, an interagency group has convened but the Joint Committee may want to discuss more how this issue will become front and center.

The presentation raises three issues that have been identified by the Steering Committee and are already under discussion.

- How to meet the educational needs of children with high school diplomas from their country of origin that do not meet residency requirements for Montgomery College.
- How to meet the needs of children faced with being put out by their sponsor that do not meet the normal criteria for Services to End and Prevent Homelessness.
- Meeting the health needs of CREA students who may not have access to services High School Wellness Centers.

As mentioned, solution for each of these is under discussion already.

# Newly Arriving Migrant and Asylum-Seeking Children (Newcomers)

**Montgomery County's Response**

**November 29, 2021**

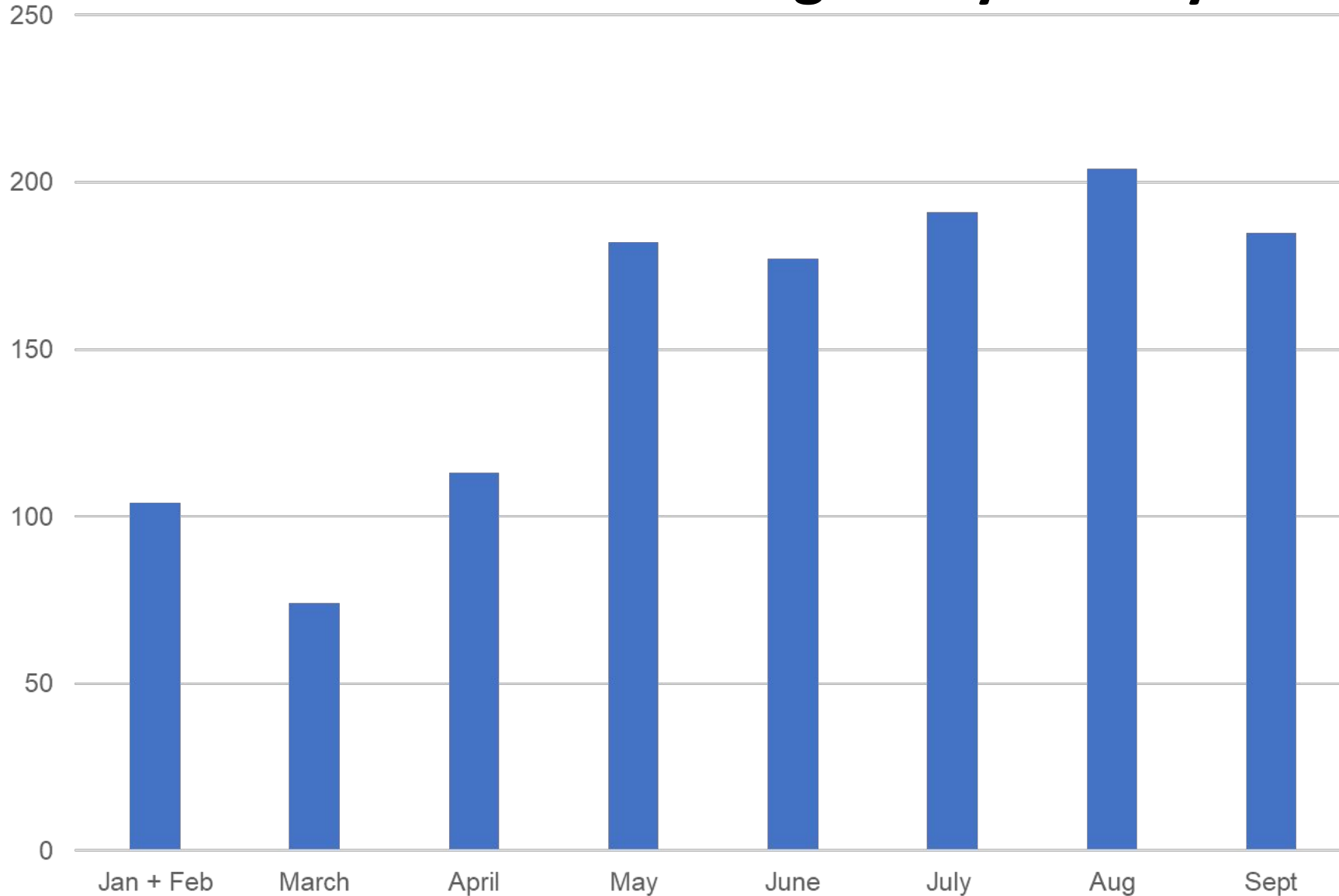
# Situation update – Montgomery County

- Montgomery County is a **primary destination** for unaccompanied children seeking to unify with families/sponsors.
- Between 2014-2021, Montgomery County was the **11th highest receiving county** in the nation.
- According to ORR, **1,230 unaccompanied children** were released to sponsors in Montgomery County in FY 2021 (through September 2021).
- In addition to unaccompanied children released to sponsors in Montgomery County, an **unknown number** of children are arriving with parents or other caregivers. There is no mechanism to track the numbers of migrants and asylum-seekers arriving in each state or county.

# Unaccompanied Children Released to Families/Sponsors in our Region

	FY 2019	FY 2020	FY 2021
Montgomery	1,168	214	1,230
Prince Georges	1,557	263	1,678
Fairfax	1,318	226	1,360
D.C.	322	48	307
	4,365	751	4,575

# Unaccompanied children released to families/sponsors in Montgomery County



**1,230**  
unaccompanied  
children were  
released to  
families/sponsors in  
Montgomery County  
in Federal Fiscal  
Year 2021





# Montgomery County's Status on Hiring

On July 22nd, the Montgomery County Council's joint Health and Human Services and Education and Culture Committee approved a \$5.4 million supplemental funding request to support newly arriving migrant and asylum-seeking children, youth, and families.

- DHHS - CYF
  - Child/Adolescent School & Community-Based Services
    - Hired a contract Newcomer Coordinator - Tania Alfaro began November 15th
    - Hired 3 contract Family Support Workers in Cluster Projects
  - Positive Youth Development - merit positions to be hired after January
  
- MCPS
  - Identified a [Newcomer Transition Coordinator](#) on November 17, hiring process in progress
  - Hired 5 ESOL Transition Counselors & completed second round of interviews on November 19
  - Hired 3 SLIFE Coaches supporting elementary and CREA students
  
- Recruitment for merit positions is in process for a Legal Services Coordinator at the Gilchrist Immigrant Resource Center; 4 Community Services Aides in PYD; and for positions in the Department of Recreation to oversee program enhancements.

# Interagency Implementation Plan

An interagency team comprised of county government and community stakeholders have worked together to develop an implementation plan. The plan includes the following action areas:

1. Communications
2. Navigation and case management (including access to health and mental health)
3. Legal services
4. Positive youth development and recreation
5. Anti-discrimination, public safety and trafficking prevention
6. Education and school-based services

1

# COMMUNICATIONS

**Our goal:** Newcomers receive welcoming messages in their own languages with timely and accurate information to help them access education, social services, and other supports.



Use range of media strategies to reach Spanish- and Mayan-speaking newcomers and receiving communities county-wide, building on the success and lessons learned from Salud y Bienestar. **(Communications Shop)**

Promote the Spanish-language hotline **(301) 270-8432** linking to navigation and case management services. **(CASA)**



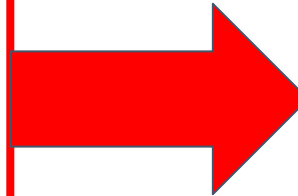
Promote the Spanish-language WhatsApp Group: **(240) 447-1862**. **(Office of Community Partnerships)**

Assess primary language preference and ensure Maya language access and cultural competency. **(DHHS, MCPS, Office of Community Partnerships)**



### Input from focus groups with newcomers and service providers

- Newcomers experience challenges finding work, enrolling in school and navigating the culture and language.
- Many newcomers do not speak English or have internet access. Outreach campaigns need to keep this in mind.
- It is important to include the perspectives of community leaders who were once also newcomers.
- Engage newcomers and families/sponsors in sharing information about resources and services.



### Progress

- The Communications Shop is developing a branding and communications campaign to direct newcomers to resources and services. First deliverables are due December 1, 2021.
- Spanish and Mayan language public services announcements are being created for video, social media, and radio.
- Partners are strengthening their capacity to meet the needs of indigenous language speakers through contracted language lines.
- The Communications Sub-committee is working on metrics to determine the effectiveness of the strategies put in place.
- **Challenges:** finding more culturally competent resources, addressing literacy levels, and our ability to connect with newcomers. (8)

# NAVIGATION, CASE MANAGEMENT, HEALTH & MENTAL HEALTH

**Goal:** Coordinate and implement a culturally proficient system of engagement via a “Navigation Network”, a team of community- and school-based partners who work together to ensure newly arriving migrant and asylum-seeking children and families/sponsors are provided needed support services.

## Created Network



### ▣ Added additional partners not involved in original planning:

- Adventist Community Services
- AsylumWorks
- Catholic Charities
- CASA
- CHEER
- DHHS
  - Behavioral Health and Crisis Services
  - Children, Youth and Family Services - Child/Adolescent School & Community-Based Services, Child Welfare Services & Positive Youth Development
  - Food Security Plan (includes contract manager for Consolidated Service Hubs)
  - Public Health Services
- Identity
- International Mayan League
- MCPS Office of Student and Family Support and Engagement
- Office of Community Partnerships
  - Gilchrist Center

### Engagement & Navigation



- Outreach & education regarding community resources
- Facilitating referrals, direct application assistance & warm hand-off to services
  - CASA Navigators
    - Assisting with school enrollment and navigation at MCPS Rocking Horse Welcome Center
    - At COVID Testing sites (URSC & Dennis Ave.)

### Case Management

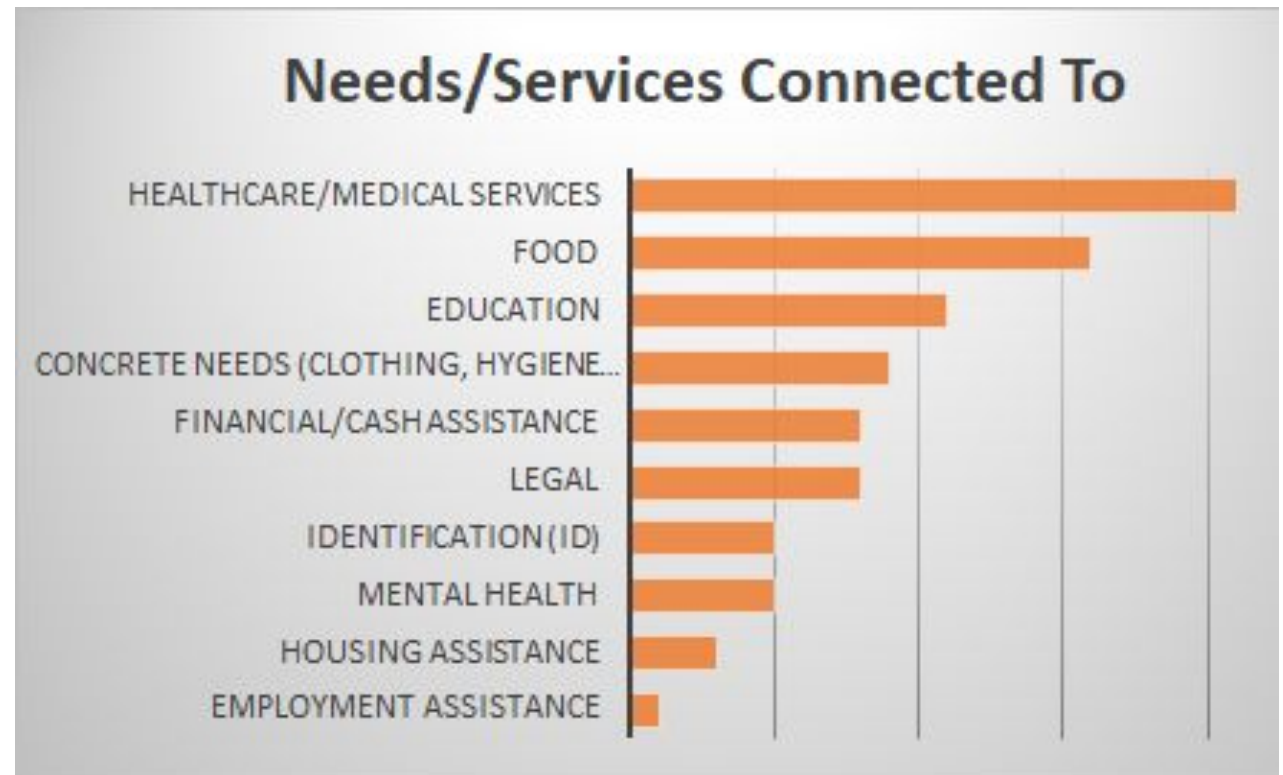


- Includes comprehensive assessment
- Ensures ongoing follow-up so needs are met
- Assesses change in conditions
- Expanded capacity:
  - Identity - HSWCs and community referrals
  - Linkages to Learning - METS schools (underway)

## SEPTEMBER DATA - NAVIGATION & CASE MANAGEMENT

### 1,024 total individuals from 347 *newcomer households\** served

- 560 adults, 344 minors (age not captured for 120)
  - 119 female POC, 94 male (134 not captured)
- Countries of Origin:
  - 44% Not Captured
  - 14% El Salvador
  - 14% Honduras
  - 7% Guatemala
  - 2% Nicaragua
  - 2% Peru
- Cities of Residence:
  - 40% Not Captured
  - 31% Silver Spring
  - 10% Gaithersburg
  - 8% Rockville
  - 5% Germantown
  - 2% Montgomery Village
  - 2% Takoma Park

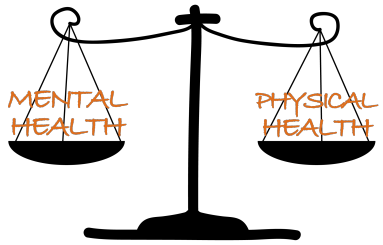


\*Newcomer household is defined as any family/household with at least 1 member (child or adult) that arrived in Montgomery County since January 1, 2021

Partners Reporting to Date: CASA, Catholic Charities, DHHS Cluster Projects, Identity, Gilchrist Center

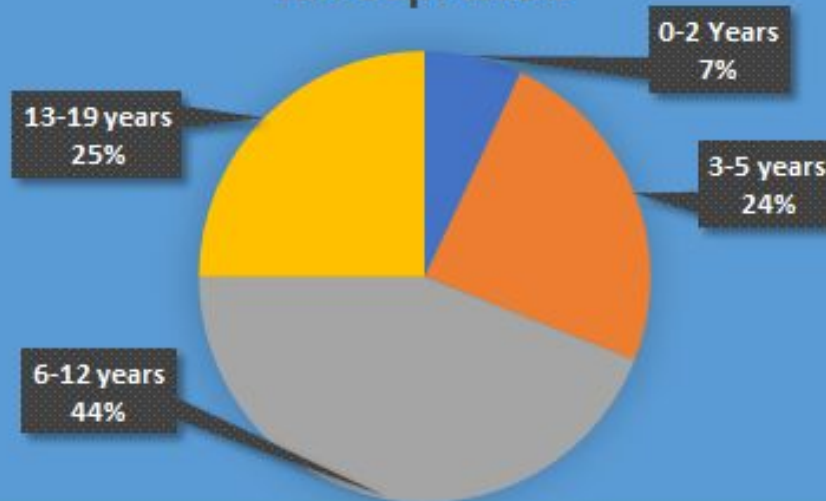


## Wellness

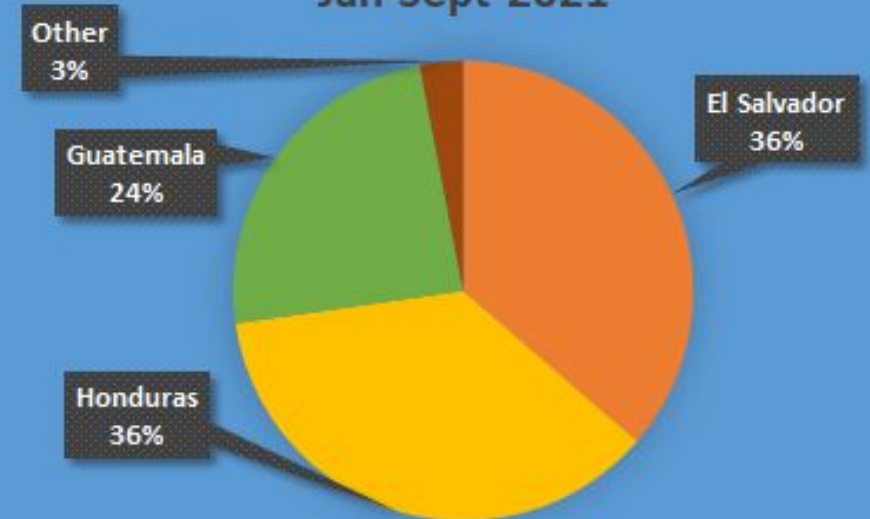


724 Children (that entered via ORR) enrolled in Care for Kids Jan - Sep 2021

CFK Ages Enrolled from ORR  
Jan-Sept 2021



CFK Country of Origin Enrolled from ORR  
Jan-Sept 2021





## INFRASTRUCTURE *IN DEVELOPMENT* - METS/CREA SCHOOLS

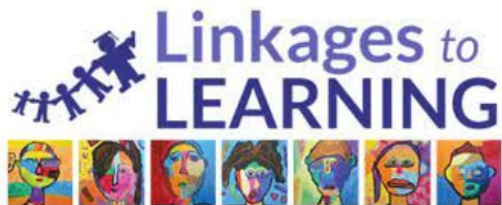


DEPARTMENT OF HEALTH AND HUMAN SERVICES

### School Based Health and Wellness Centers

First Resource at:

- Gaithersburg HS
- Northwood HS
- Watkins Mill HS
- Wheaton HS



First Resource at:

- Eastern MS
- Gaithersburg MS
- A. Mario Loiederman MS

Albert Einstein HS

- Case Management - Identity
- Mental Health - SCYS (EveryMind on-site)

Bethesda Chevy Chase HS

- Case Management - Identity
- Mental Health - DHHS/Sheppard Pratt

Julius West MS

- Navigation - CASA
- Mental Health - SCYS (City of Rockville)/DHHS CABHS

Montgomery Blair HS

- Navigation - CASA
- Mental Health - SCYS (YMCA Youth & Family Services on-site)

Montgomery Village MS

- Watkins Mill Cluster Project
- Mental Health - SCYS (Sheppard Pratt on-site)

Neelsville MS

- Mental Health - SCYS (Sheppard Pratt on-site)
- Watkins Mill Cluster Project
- Case Management - Identity

Quince Orchard HS

- Mental Health - SCYS (Sheppard Pratt)/DHHS CABHS

Richard Montgomery HS

- Navigation - CASA
- Mental Health - SCYS (City of Rockville on-site)

Rockville HS

- Navigation - CASA
- Mental Health - SCYS (City of Rockville on-site)

Seneca Valley HS

- HSWC somatic healthcare started
- PYD & current access to Watkins Mill Cluster Project

Sligo MS

- Navigation - CASA
- Mental Health - SCYS (YMCA Youth & Family Services)/DHHS CABHS

Springbrook HS

- Paint Branch-Springbrook Cluster Project
- Mental Health - SYCS (YMCA Youth & Family Services on-site)

Takoma Park MS

- Navigation - CASA
- Mental Health - SYCS (YMCA Youth & Family Services)/DHHS CABHS

Thomas Edison High School of Technology

- CREA students - DHHS PYD

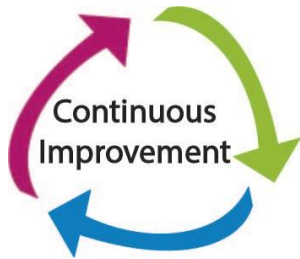
White Oak MS

- Paint Branch-Springbrook Cluster Project

Wood MS

- Navigation - CASA
- Mental Health - SCYS (City of Rockville)/DHHS CABHS

**Process &  
Systems  
Improvement**

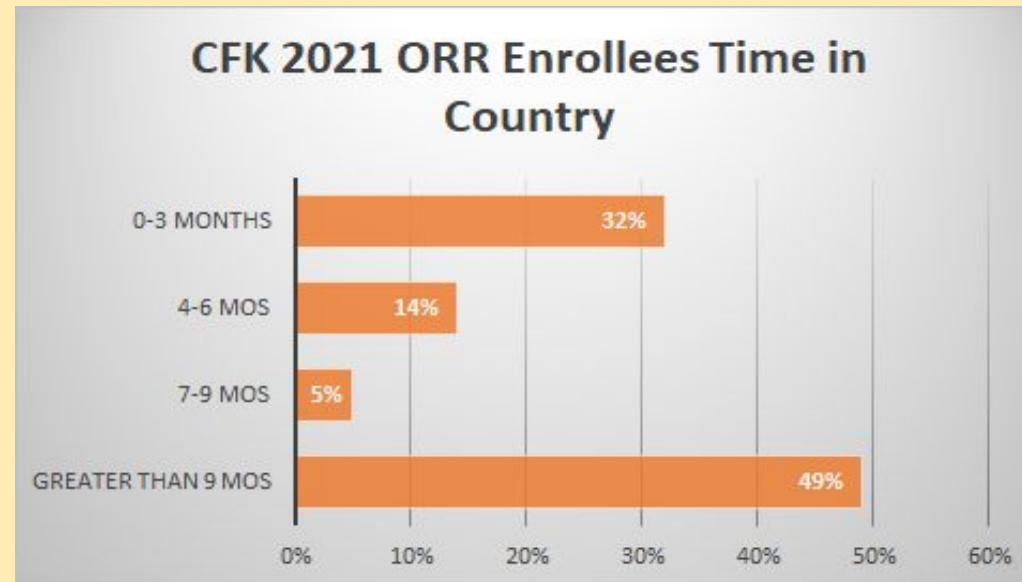


□ **Professional Development:**

- 11/12/21 - *Human Trafficking Identification & Response*
- Upcoming - *Unaccompanied Minors - the Case of Indigenous Children in DC Metro Area*
- Under consideration - *UNICEF Learning Series*

□ **Identification of systems and policy barriers:**

- Enrollment in multiple supports not yet integrated at MCPS International Enrollment (as opposed to just navigation). Example - Outreach for enrollment in CFK started at end of MCPS enrollment process (not concurrent)



- Efforts to address this challenge: DHHS, MCPS, PCC, CASA, & Identity integrating concerted earlier outreach and concrete enrollment support to parents/guardians/sponsors

**Process &  
Systems  
Improvement**



□ **Identification of systems and policy barriers (continued):**

- Meeting education needs of newcomers with a HS diploma from their country of origin
  - Do not meet residency requirements for in-state tuition at Montgomery College
  - Efforts to address this challenge: Steering committee examining policy issues and potential solutions
- Housing/shelter supports for youth being “put out” by sponsors
  - Efforts to address this challenge: CYF & SEPH coordinating exceptions to 9-month residency requirement while tracking volume to assess need for additional resources
- Addressing somatic healthcare needs of CREA students
  - Unable to access somatic health services in the evening (not available during the evening at HSWCs)
  - Edison HS CREA program does not allow students access to somatic health services at Wheaton HSWC
  - Efforts to address this challenge: PYD & PHS exploring policy changes, working with MCPS to use student enrollment data to help inform short and long term strategies

### 3

## LEGAL SERVICES

**Our goal:** Provide comprehensive legal screenings, services and representation for unaccompanied children, families and/or sponsors through support to legal immigration service providers.



Hire a legal services coordinator, housed at the Gilchrist Immigrant Resource Center, to coordinate referrals, liaise with legal service providers, and develop/implement a public-private partnership to increase funding for legal immigration services.

Increase the capacity of legal service providers, all of which are currently at capacity. The County currently funds 4 legal service providers that provide both legal screenings and direct legal representation to people in deportation and removal proceedings at a total cost of \$670,000. In July, the County Council appropriated an additional \$250,000 to increase legal service providers' capacity. These funds will be programmed through Gilchrist/Office of Community Partnerships.



**Gilchrist Immigrant Resource Center: (240) 777- 4940**

### Progress

- Catholic Charities' Legal Orientation Program for Custodians of Unaccompanied Minors (LOPC) provided legal orientations to 347 guardians in August and 357 in September.
- Currently, there are four contracts in place with legal immigration service providers to provide eligibility screening and direct legal representation of low-income county residents in deportation and removal proceedings. HIAS, Ayuda, KIND, and FIRN/Luminus have provided services 275 clients in 2021; 106 were unaccompanied minors. Due to capacity constraints, some of the service providers have referred clients out after initial screenings.
- Additional \$250,000 allocated in FY22 through grants process: four legal service providers for legal services and/or legal representation to newly arriving migrant and asylum-seeking children, youth and families. Ayuda, AsylumWorks, HIAS and UMD SAFE Center estimate they will be able to provide direct representation to between 43-47 clients in a 12-month period and services to an additional 180-200 people. Additional services will include legal screenings, education services, legal preparedness, referrals and full legal representation. This grant will also allow legal service providers to represent guardian or other adults who are seeking custody of the child for the limited purpose of seeking Special Immigrant Juvenile Status.

### Constraints

- Even with the additional \$250,000 to support legal services for newcomers, providers are over capacity and unable to meet current needs.

## 4

# POSITIVE YOUTH DEVELOPMENT & RECREATION

**Our goal:** Strengthen protective factors for newcomer children, youth and families.

- Increase the capacity of family reunification support programs. **(Identity)**
- Convene youth leadership conferences for newcomers. **(DHHS/PYD/MCPS + community partners)**
- Extend the hours at 5 high school Wellness Centers to facilitate targeted services and programs for newcomers, including behavioral health and family reunification support, legal orientation, and resource workshops. **(DHHS/PYD + partners)**
- Expand Imagination Stage's Oyéme program in MCPS (reaching 6 schools/360 students). Oyéme uses evidence-based and culturally-sensitive arts programming to address trauma, build resilience, and support community. **(Imagination Stage + MCPS)**
- Increase the capacity of the Street Outreach Network (SON) **(DHHS/PYD + MCPS)**
- Expand Soccer4Change to include a middle school league – 6 boys and 4 girls teams, reaching 120 youth. **(MCDR).**





## Progress

- Hours at all four high school Wellness Centers have been expanded to provide programming and services for newcomers.
- First annual youth leadership conference for newcomers will be November 22nd at Montgomery College Cultural Arts Center. Partners include Catholic Charities, DHHS, Identity, Latino Health Initiative, National Center for Children and Families, Montgomery College, and Wellness Centers.
- Soccer4Change added a middle school league (10 teams) to serve newcomers. 134 youth from 8 middle schools registered. In addition, MCPS ETC's and PCC's will be present at the Winter futsal league to engage with students and help connect to resources.
- Imagination Stage Oyeme Program has been placed on non competitive contract list and will start in January.

**Our goal:** Prevent and respond to public safety risk factors for newcomer children, youth and families.



Establish an interagency group to meet on a monthly basis to identify gaps or emerging needs for newcomer children or youth that are vulnerable to crime victimization.

This group provided general capacity-building training for MCPS and MCPD school security staff prior to schools reopening in August 2021.

In light of recent incidents the group is convening to develop a short- and long-term multi sector strategy to help reduce victimization of newcomer children and youth.

**Partners:** DHHS/PYD, Montgomery County Human Trafficking Prevention Committee, MCPD Community Outreach, MCPS School Security, States Attorney's Office, and Identity

Meet with trafficking prevention providers, assess needs, design and implement human trafficking prevention/screening training for all stakeholders.



UNIVERSITY OF MARYLAND  
**SAFE CENTER**  
FOR HUMAN TRAFFICKING SURVIVORS  
MPOWERING THE STATE

SUPPORT, ADVOCACY, FREEDOM, AND EMPOWERMENT CENTER

**Montgomery County Human Trafficking Prevention Committee and SAFE Center**



### Progress

- DHHS/Positive Youth Development, Montgomery County Human Trafficking Prevention Committee and UMD SAFE Center provided general background training on newcomer youth and trafficking prevention to MCPS Security Officers and MCPD Community Engagement Officers in September. The same training will be provided to all MCPS secondary school administrators.
- UMD SAFE Center provided training for the Navigation Network - Human Trafficking Identification and Response: Supporting Unaccompanied Migrant Youth and Other Survivors in Our Community on November 12th.



The sub-committee has expressed concern related to the lack of school-based supports for newcomer students' well-being and safety related to reporting crime victimization.

# Additional issues identified for FY22

## Enhance Admin support in CASCBS related to Newcomer Coordination

- Currently assessing whether CASCBS can cover this in FY22 with a contractor
- Needed to support the overall newcomer efforts and expanded newcomer direct services to METS sites

## Continue Navigation Services

- Continue services for the 2nd half of FY22 and determined if need will continue into FY23

## Provide Safe Center Training for Practitioners and Legal Services for Human Trafficking

- Unaccompanied youth make up almost half of the HT cases since January 2021

## Immediate steps to engage youth in positive behaviors

- Immediate steps must be taken to strengthen youth safety and resilience for newcomers

## Continue to Support Legal Services to Address the increasing volume

- Will watch this closely because the volume is increasing rapidly.
- Once the coordinator is in place, will revisit.

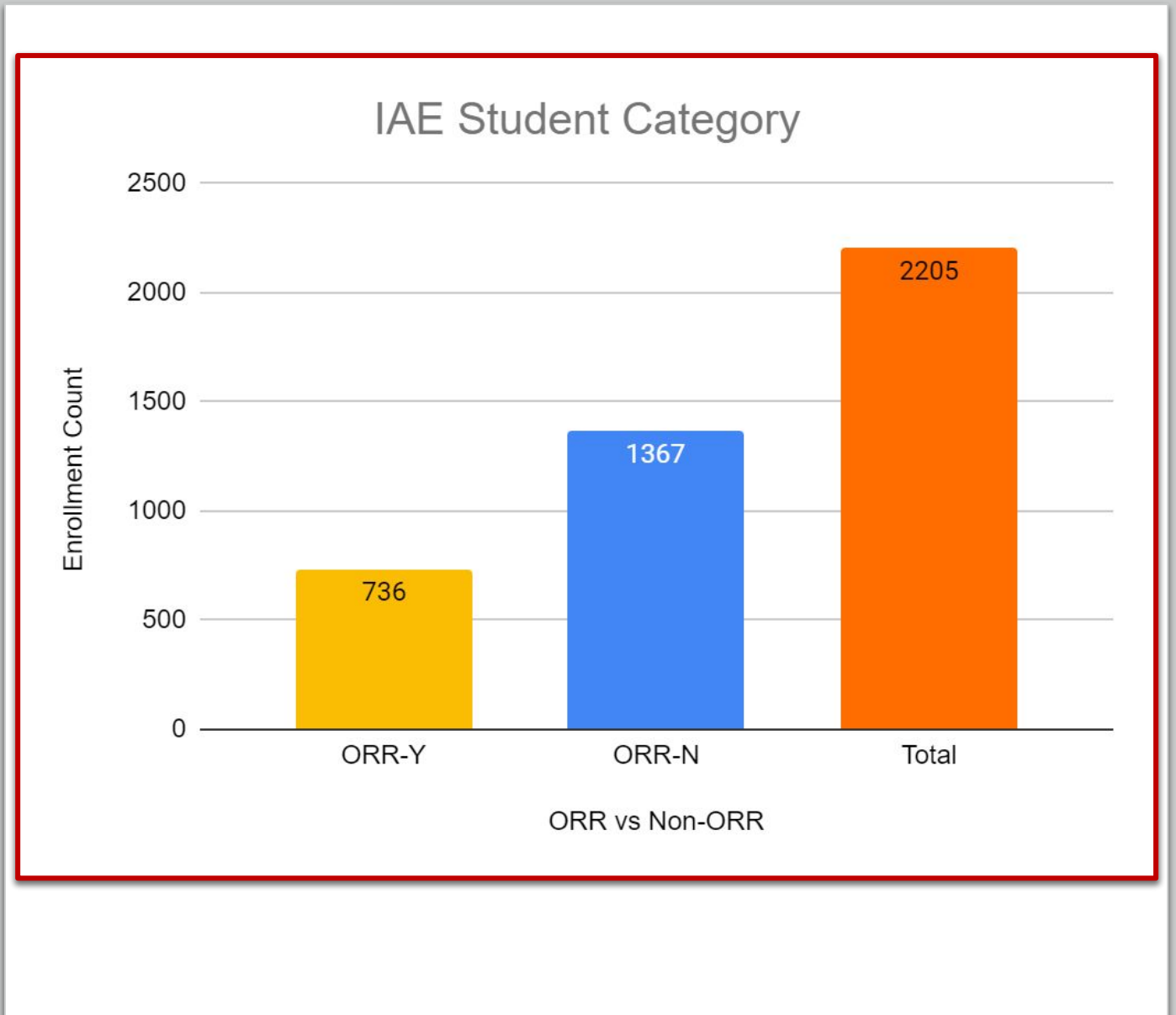
Montgomery County  
Public Schools  
(MCPS)  
International  
Admissions and  
Enrollment



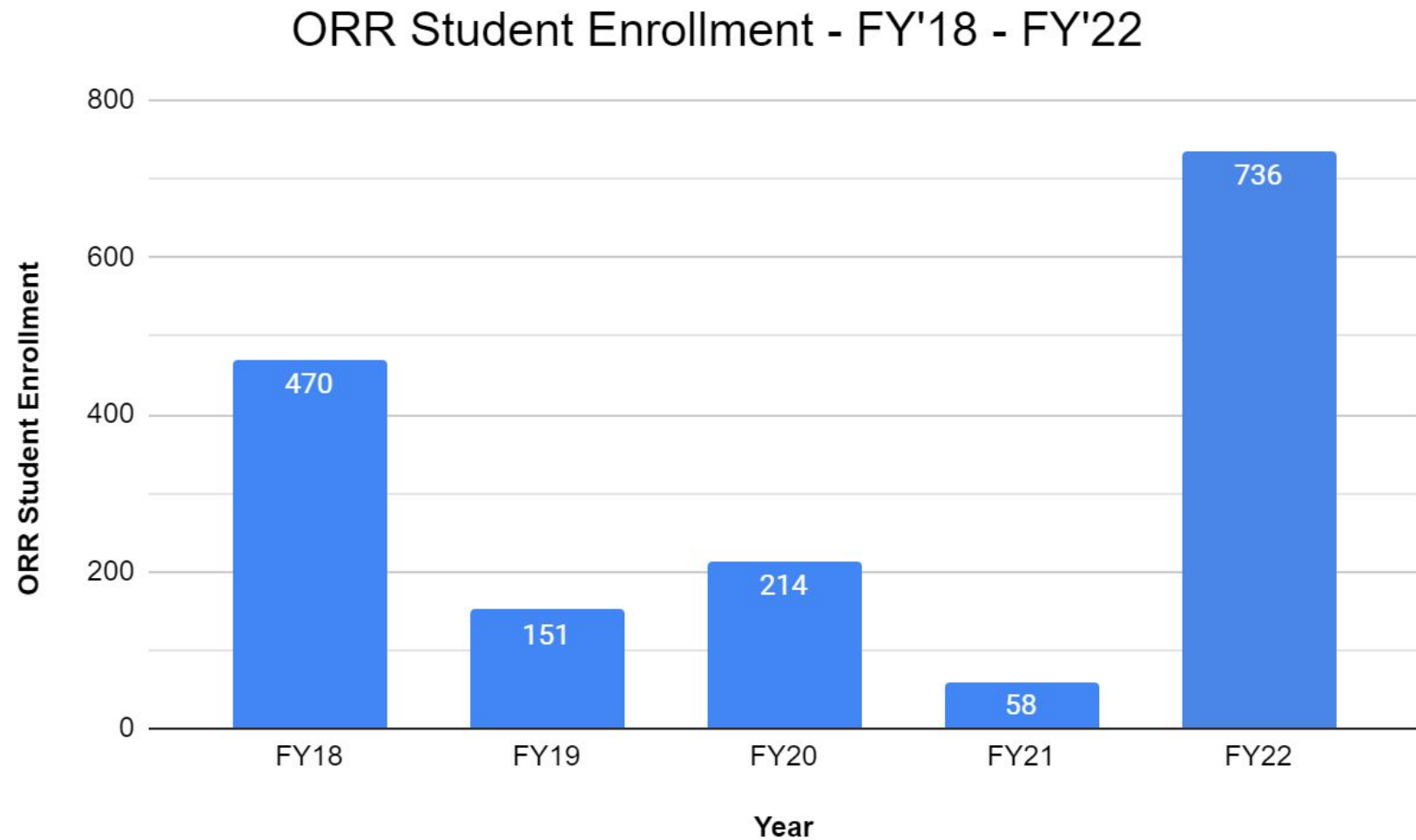
Month	Number of Student Intakes 2017-2018	Number of Student Intakes 2018-2019	Number of Student Intakes 2019-2020	Number of Student Intakes/Cleared 2020-2021	Number of Student Intakes/Cleared 2021-2022
July	366	271	515	1	88
August	869	748	1174	228	395
September	362	748	1104	186	600
October	213	430	571	78	577
November	127	250	227	62	523
December	155	210	211	56	
January	242	359	361	43	
February	186	342	228	82	
March	195	328	82	98	
April	198	349	5	97	
May	146	343	42	81	
June	156	240	10	74	
<b>TOTAL</b>	<b>3215</b>	<b>4618</b>	<b>4530</b>	<b>1086</b>	<b>2183</b>

## MCPS - Office of Refugee Resettlement (ORR) Newcomers Enrollment

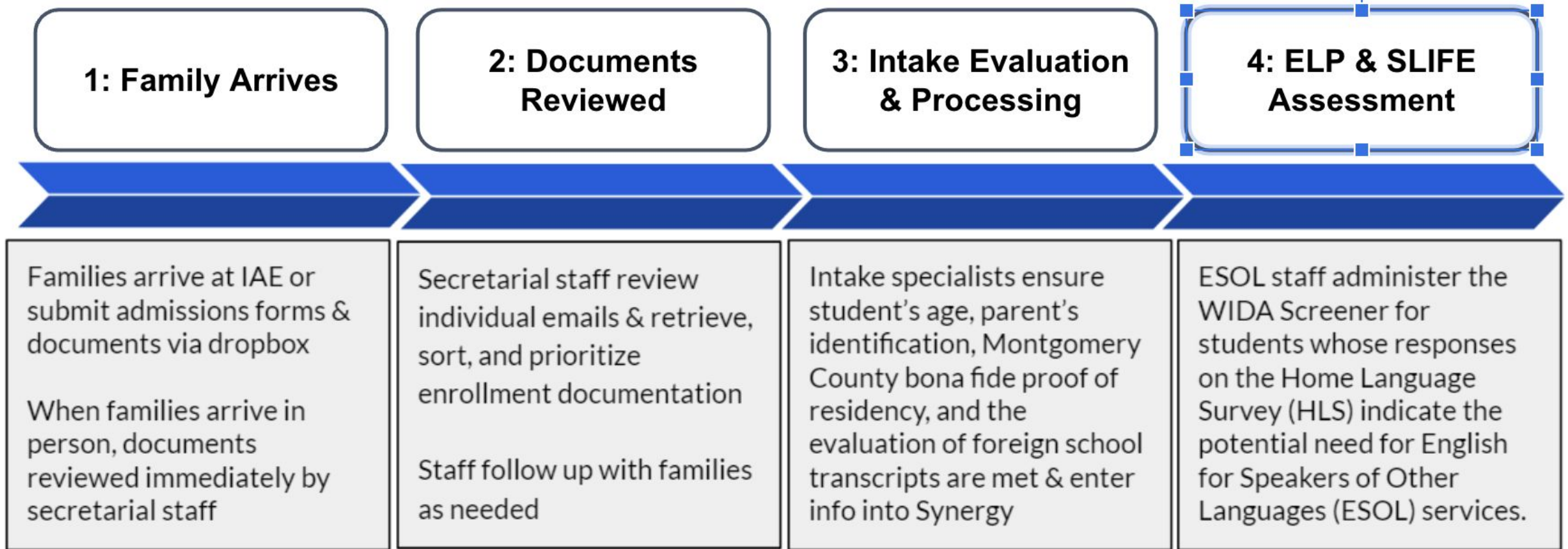
**34% of all cleared  
newcomers are ORR  
students.**



**Our goal:** Create an environment for newcomer students and families that is welcoming, and where their social emotional needs and trauma are addressed, so that they are available to learn and engage in the community

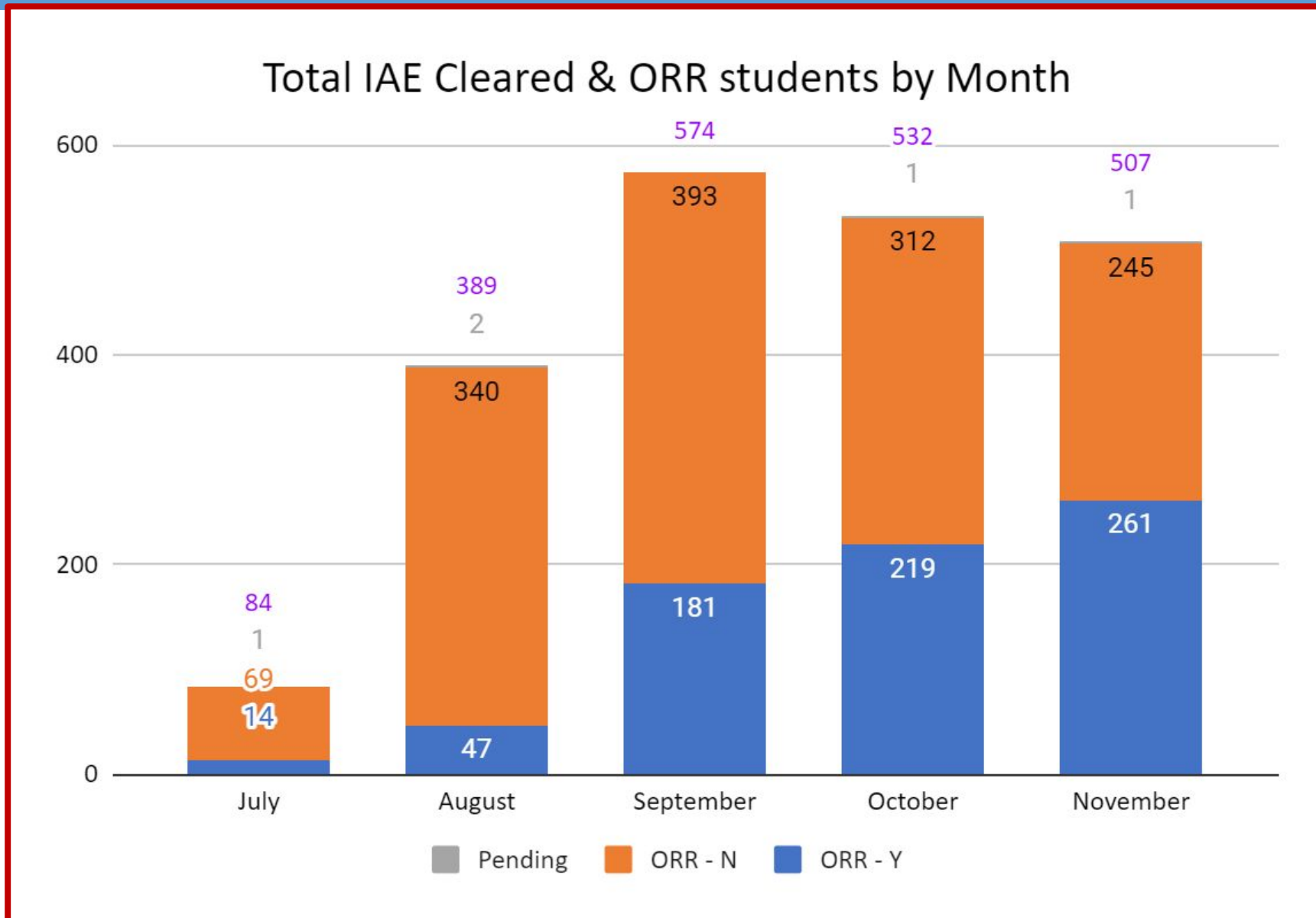


## EDUCATION AND SCHOOL-BASED SERVICES: Enrollment

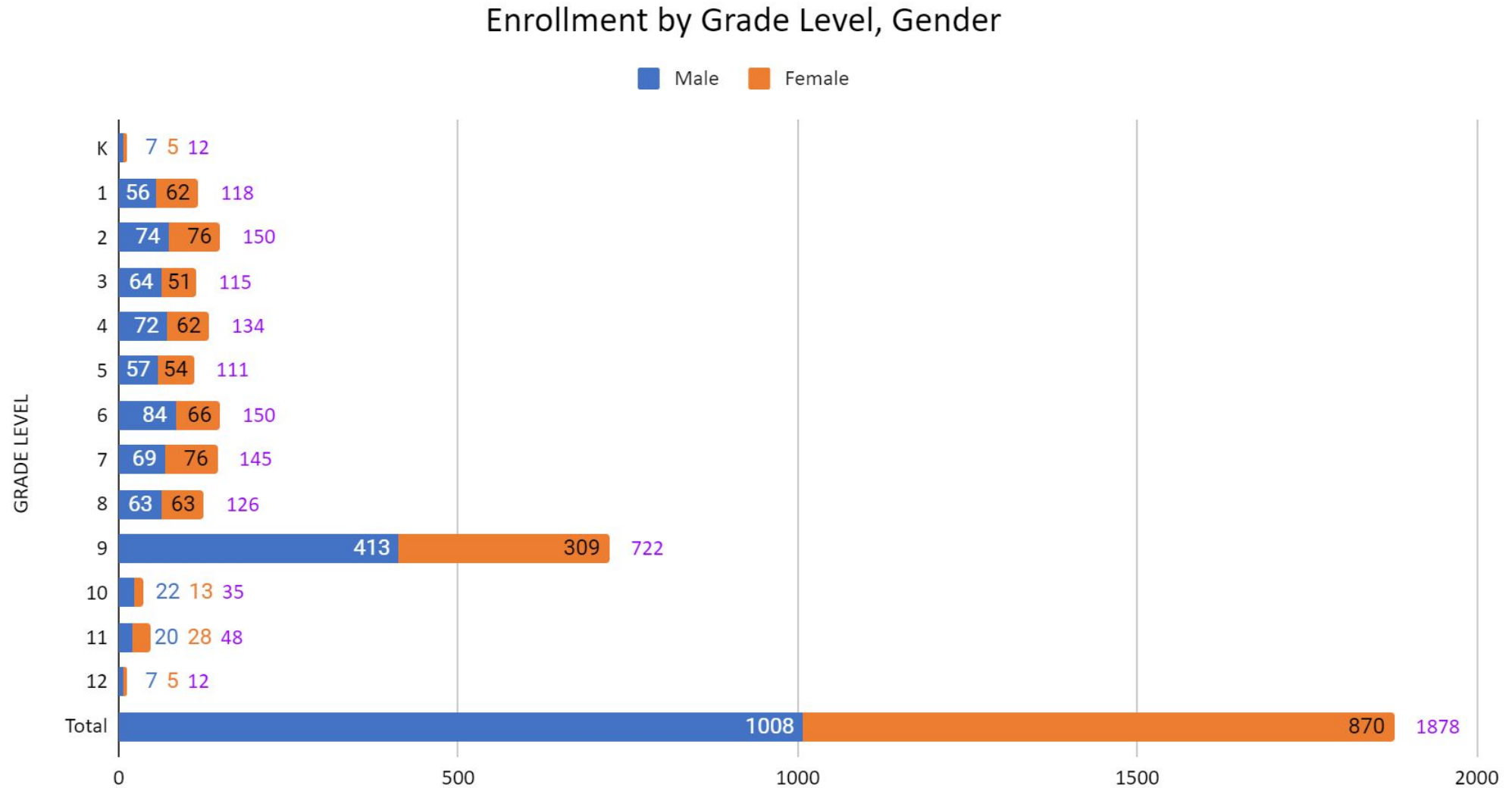


*After Phase 4, IAE staff export student files to local school dropboxes for course enrollment and course registration*





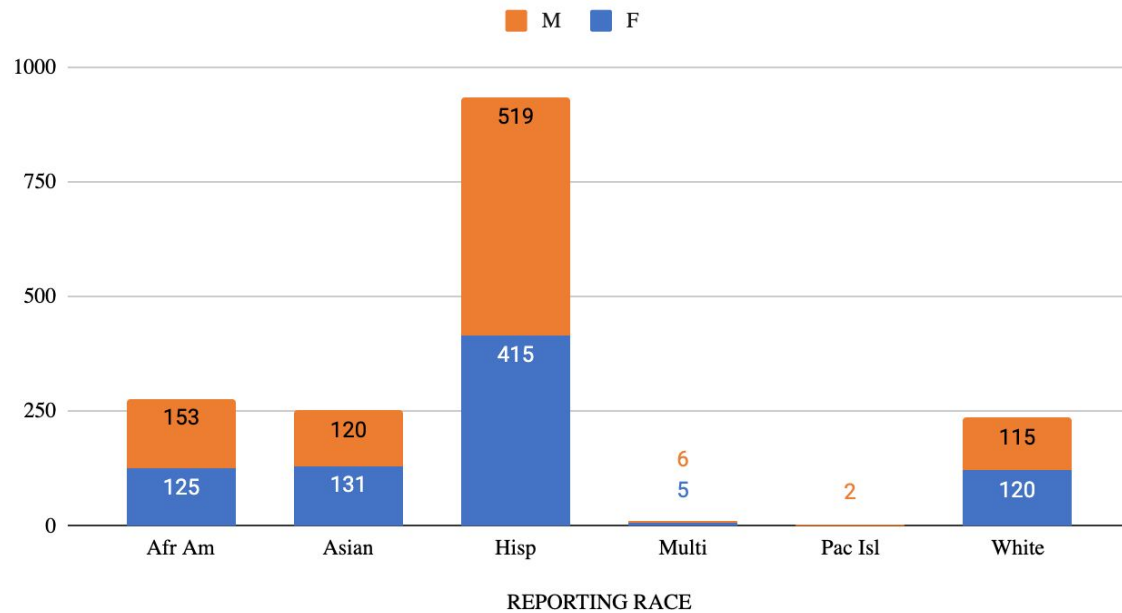
# EDUCATION AND SCHOOL-BASED SERVICES: Enrollment By Level & Gender



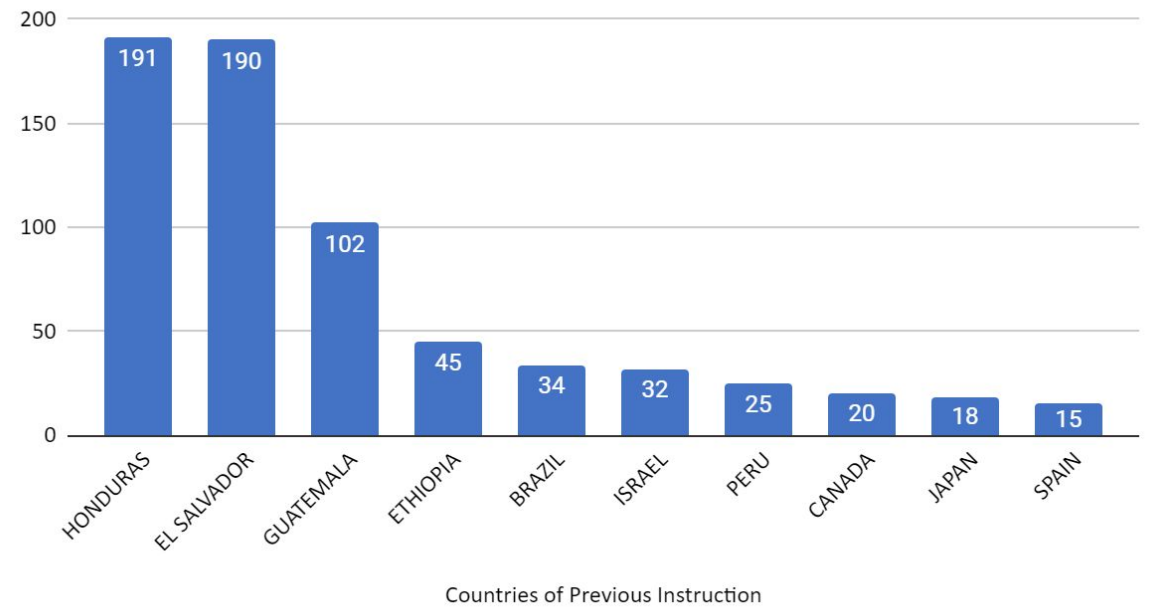


# EDUCATION AND SCHOOL-BASED SERVICES: Enrollment by Gender & Ethnicity and by Country of Instruction

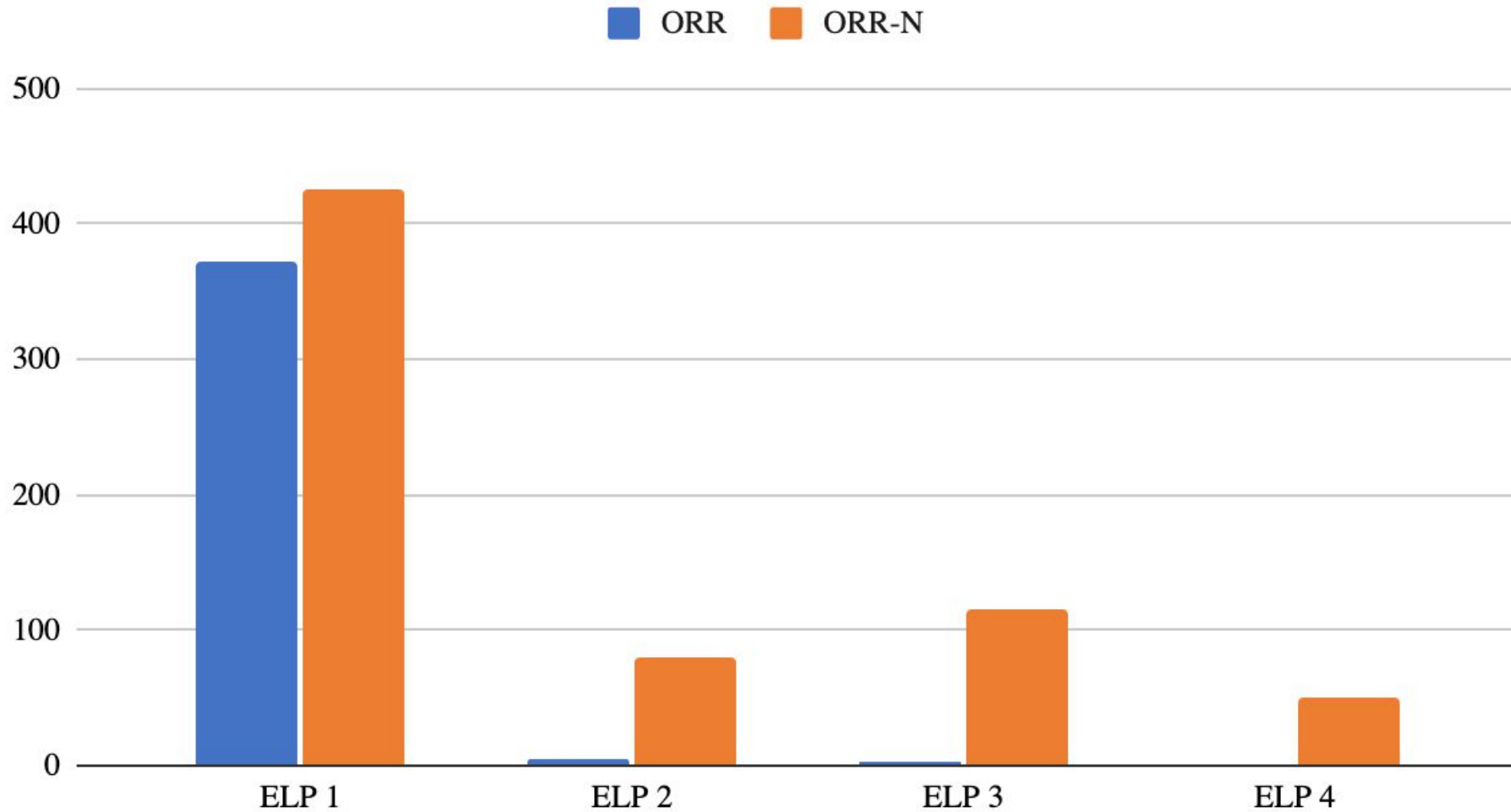
### Newcomers by Gender and Ethnicity



### Top 10 Countries of Previous Instruction



Newcomers by ELP Level





## Schools Welcoming Students in SLIFE/METS

### Supports/Special Programs:

- ESOL Transition Counselors (ETCs)
- Parent Community Coordinators (PCCs)
- Pupil Personnel Workers (PPWs)
- School Based ESOL Counselors (SBECs)
- METS/SLIFE Program
- Student Well-Being Teams
- Restorative Justice
- Social Emotional Learning/Leader in Me

\*Wellness Centers

\*\*Conflict Resolution Center

Elementary Schools (44)	Middle Schools (91)	High Schools (337)
44 elementary students with limited or interrupted formal education are supported by SLIFE Coaches in their designated home schools (27).	<ol style="list-style-type: none"> <li><b>Eastern</b></li> <li><b>Gaithersburg</b></li> <li>Loiderman</li> <li><b>Montgomery Village</b></li> <li>Neelsville</li> <li>Takoma Park</li> <li>Julius West</li> <li>Sligo</li> <li>White Oak</li> <li>Wood</li> </ol>	<ol style="list-style-type: none"> <li><b>Montgomery Blair</b></li> <li>Career Readiness Education Academy</li> <li>Einstein**</li> <li><b>Gaithersburg* **</b></li> <li>Richard Montgomery</li> <li><b>Northwood*</b></li> <li>Quince Orchard</li> <li>Rockville</li> <li>Seneca Valley*</li> <li>Springbrook</li> <li><b>Watkins Mill * **</b></li> <li>Wheaton*</li> </ol>

New Staffing Designated to support these sites (Newcomer Coordinator, ETCs, and PCCs)

## ELEMENTARY Academic Supports

- Students identified as English learners/emergent multilingual learners (EL/EML), receive English language development (ELD) services at their school
- Students who are EL/EML and have limited and/or interrupted education (SLIFE) are supported by SLIFE coaches who also build the capacity of teachers to accelerate learning

## Professional Learning

- SLIFE ELA & Math PLCs for classroom teachers, ELD teachers, Reading Specialists, Math Representatives. Professional learning include topics such as trauma-informed practices, co-planning, accelerating learning, foundational skill building.
- Partnership with English Learner Portal & Immigrant Connections for learning around Supporting SLIFE, Active Learning for Early Literacy, & Active Learning for Writing Across Disciplines
- Examples of co-teaching models and roles in lessons

## SECONDARY Academic Supports

- Students identified as English learners/emergent multilingual learners (EL/EML), receive English language development (ELD) services at their school
- Students who are SLIFE enroll in the Multidisciplinary Education, Training, and Support (METS) program for up to two years and receive instruction in developing English language proficiency and basic literacy and academic skills
- METS programs are located in 10 middle schools and 12 high schools.

## Professional Learning

- Professional learning on teaching foundational skills
- Professional learning on co-teaching and collaboration

## EDUCATION AND SCHOOL-BASED SERVICES: Academic Progress Monitoring

	Tool/Assessment	Purpose	Growth Target
Elementary	Imagine Language and Lit Intervention	Literacy growth	Increase Lexile levels Increase English proficiency level, as measured by ACCESS assessment
	DIBELS assessment	Literacy measure	Varies by grade level and based on student baseline
	Eureka Math: Monitoring Tool	Math growth	Demonstration of stronger readiness for grade level learning per tool evaluation
Secondary	<a href="#">System 44</a> Intervention	Literacy growth	Increase quantile performance to move into grade-level end of year range
	Math 180 Intervention	Math growth	Increase quantile performance to move into grade-level end of year range
	District English Proficiency Progress Assessments	English proficiency growth	Increase English proficiency level, as measured by ACCESS assessment

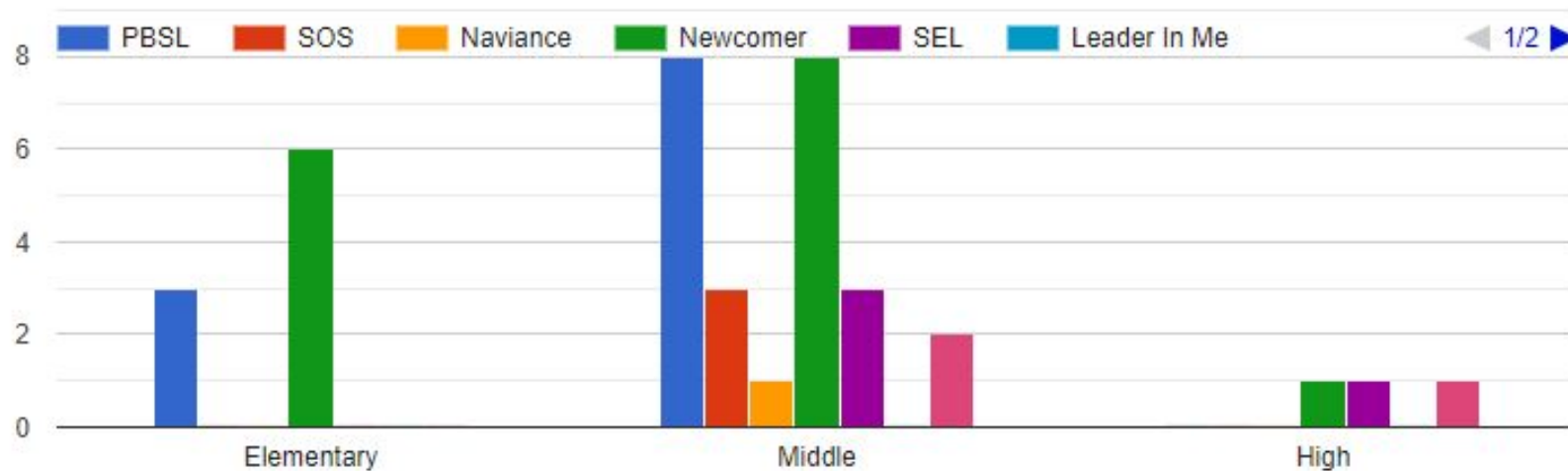
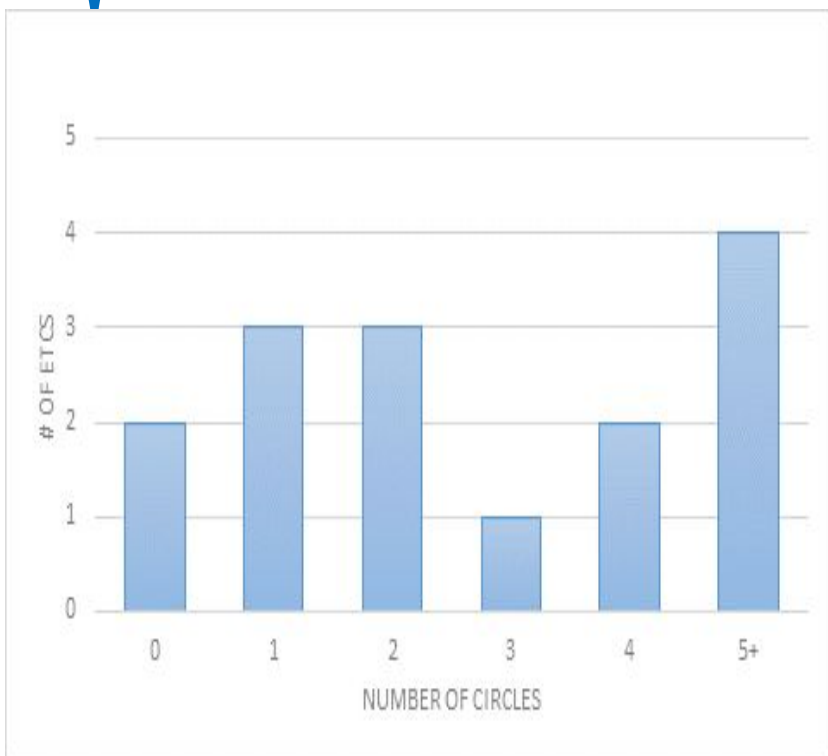
## EDUCATION AND SCHOOL-BASED SERVICES: Targeted Social Emotional Support Training for Key Personnel



- **Professional learning on cultural competency for indigenous peoples** in collaboration with DHHS and the International Mayan League scheduled in December 2021. Teams from priority schools, ETCs, PCCs, PPWS, SBECs are included, as well DHHS partners.
- **First cohort of Cultura Cura training** for 20 ETCs was completed in October, and cohorts 2 & 3 to be completed by January 2022 (ETCs, SBECs, resource counselors, specialists and ESOL staff)
- **Neurosequential Model for Education** for 14 ETCs (in progress)

ESOL Transition Counselors, School Based ESOL Counselors, Pupil Personnel Workers, Parent Community Coordinators

## EDUCATION AND SCHOOL-BASED SERVICES: Social Emotional Support Activities in Schools







School Support & Improvement

Curriculum & Instructional Programs

Student, Family Support & Engagement

**Professional learning on supporting immigrant students.** Over 100 staff members from priority schools enrolled in *“Supporting Unaccompanied Immigrant Youth in US Schools”*, focused on what brings children to the U.S., what happens when they get here, and how do they end up in our classrooms? What type of education, if any, do they receive in ORR custody and how can we support these students when they enroll in our schools? *Multiple professional learning opportunities offered, including cultural competency training, indigenous peoples and newcomers in general in collaboration with DHHS for priority schools (in progress)* (37)

## Parent Academy Workshops

Presented in Multiple Languages

Parent Community Coordinators-  
Multilingual

Over 300 families served

Over 22 different topics including:

- Multilingual Chats- Community Building
- Technology Supports
- Social Emotional Learning
- Mental Health Supports
- Parenting Chats
- Career and College Planning
- Two Way Communication via Language Line, What's App, Talking Points, Text



# EDUCATION AND SCHOOL-BASED SERVICES: Collaboration





## KEY CONTACTS

DHHS Lead	<b>Tania Alfaro</b> , Newcomer Coordinator, Child/Adolescent School & Community-Based Services, <a href="mailto:Tania.Alfaro@montgomerycountymd.gov">Tania.Alfaro@montgomerycountymd.gov</a> (in transition from <b>Monica Martin</b> )
MCPS Lead	<b>Margarita Bohorquez</b> , Acting Director, Student, Family and School Services/International Admissions & Enrollment, <a href="mailto:Margarita_i_bohorquez@mcpsmd.org">Margarita_i_bohorquez@mcpsmd.org</a> (Newcomer Transition Coordinator in transition)
<b>Sub-committee chairs</b>	
Communications	<b>JoAnn Barnes</b> , DHHS part-time consultant, <a href="mailto:JoAnn.Barnes@montgomerycountymd.gov">JoAnn.Barnes@montgomerycountymd.gov</a> <b>Nestor Alvarenga</b> , Communications Shop, <a href="mailto:Nestor@communicationsshop.us">Nestor@communicationsshop.us</a> <b>Dr. Michelle LaRue</b> , CASA, Director of Health and Social Services, <a href="mailto:mlarue@wearecasa.org">mlarue@wearecasa.org</a>
Navigation, case management, health and mental health	<b>Tania Alfaro</b> , Newcomer Coordinator, Child/Adolescent School & Community-Based Services, <a href="mailto:Tania.Alfaro@montgomerycountymd.gov">Tania.Alfaro@montgomerycountymd.gov</a> (in transition from <b>Monica Martin</b> ) <b>Fresia Guzman</b> , Identity, <a href="mailto:fguzman@identity-youth.org">fguzman@identity-youth.org</a>
Education and school-based services	<b>Everett Davis</b> , Acting Associate Superintendent, Student and Family Support and Engagement <a href="mailto:Everett_M_Davis@mcpsmd.org">Everett_M_Davis@mcpsmd.org</a> <b>Margarita Bohorquez</b> , Acting Director, Student, Family and School Services/International Admissions & Enrollment, <a href="mailto:Margarita_i_bohorquez@mcpsmd.org">Margarita_i_bohorquez@mcpsmd.org</a> <b>Dr. Jennifer Norton</b> , Director, Department of English Learners and Multilingual Education <a href="mailto:Jennifer_C_Norton@mcpsmd.org">Jennifer_C_Norton@mcpsmd.org</a>
Legal services	<b>Yi Shen</b> , Office of Community Partnerships, <a href="mailto:Yi.Shen@montgomerycountymd.gov">Yi.Shen@montgomerycountymd.gov</a>
Positive youth development and recreation	<b>Leslie Reyes-Rosa</b> , DHHS, Positive Youth Development, <a href="mailto:Leslie.Reyes-Rosa@montgomerycountymd.gov">Leslie.Reyes-Rosa@montgomerycountymd.gov</a> <b>Marhonda Williams</b> , MCDR, <a href="mailto:marhonda.williams@montgomerycountymd.gov">marhonda.williams@montgomerycountymd.gov</a>
Anti-discrimination, public safety and trafficking prevention	<b>Luis Cardona</b> , DHHS, Senior Administrator, Positive Youth Development, <a href="mailto:Luis.Cardona@montgomerycountymd.gov">Luis.Cardona@montgomerycountymd.gov</a> <b>Jodi Finkelstein</b> , Montgomery County Human Trafficking Prevention Committee, <a href="mailto:Jodi.Finkelstein@montgomerycountymd.gov">Jodi.Finkelstein@montgomerycountymd.gov</a>