

Note: This staff report is revised to include a response to question #24 included at © 11.

MEMORANDUM

February 3, 2022

TO: Health and Human Services Committee
Education and Culture Committee

FROM: Linda McMillan, Senior Legislative Analyst

SUBJECT: Bienvenidos: ¡Aqui Para Ti! (Welcome – [We are] Here for You!!)
Newly arriving migrant and asylum-seeking children, youth, and families in
Montgomery County (Newcomers)

PURPOSE: Update and Discussion

Expected for this session:

County Government:

Tania Alfaro, Newcomers Coordinator, Department of Health and Human Services (DHHS)
JoAnn Barnes, Consultant to DHHS
Dira Treadvance, Chief, Children, Youth, and Family Services, DHHS
Sonia Mora, Assistance Chief Administrative Officer
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:

Oscar Alvarenga, Newcomer Transition Coordinator
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 Urriburu, Executive Director, Identity, Inc.

The Joint Committee received its last 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. At this session, the Joint Committee will:

- Receive an update presentation from DHHS and MCPS
- Receive comments from Mr. Uriburu
- Joint Committee questions and discussion – including discussion of responses to questions from the November 29 session.

Communication Strategy and Branding

Attached at © 1 is a memo from Dr. Crowel, Director of DHHS, sharing that the Newcomers assistance initiative will now be known as **Bienvenidos: ¡Aqui Para Ti! (Welcome – [We are] Here for You!)**.

This will be used for public service announcements and other communications efforts and was developed with input from public and non-profit stakeholders.

The memo notes that Abuelina (of Salud y Bienestar) will also be a part of this initiative. The Joint Committee will hear more about this in the presentation from DHHS and MCPS.

Data from the federal Office of Refugee Resettlement (ORR)

The following is data from the ORR website. Federal Fiscal Year 22 is for two months of October-November. These are only the current that come through ORR and are released to sponsors. The data does not include children who arrive by other means with parents or caregivers or to live with family members and are not tracked through ORR.

Unaccompanied children placed through Office of Refugee Resettlement

	Federal FY19	Federal FY20	Federal FY21	Federal FY22 (Oct-Nov)
Montgomery	1168	214	1231	252
Prince George’s	1557	263	1678	359
Fairfax	1318	226	1360	295
D.C.	322	48	307	89
Total	4365	751	4576	995

Follow-up from November 29 Session

At the November 29 session, the Joint Committee was joined by members of the Board of Education. There were several follow-up issues and questions raised. Council staff provided this information to DHHS and MCPS and they have provided responses that are attached at © 2-14. The presentation/update from DHHS and MCPS will not review all the questions/responses in this document, but to the extent the Joint Committee members want, the panelists are prepared to discuss the responses.

Some summary points from the responses:

- The METS Intake Specialist in International Admissions & Enrollment orients each family at the end of the enrollment intake process and coordinates the enrollment with their METS location. Once officially entered into the METS program there are additional literacy and/or math supports based on the results of the assessment. The courses use evidenced-based programs. Formal data discussions are held once a year to discuss progress and course placement or possible exiting status for the following year. It is a holistic data review process and essential that these assessments are administered to inform progress and decision making. (©2)
- MCPS is developing a Newcomer orientation for implementation at all schools as they receive students. MCPS will be adapting the U.S. Department of Education Newcomer [Tool Kit \(PDF\)](#) to meet the unique needs of Newcomer families in Montgomery County and drafting best practices and guidelines document for schools to follow. The newcomer coordinator, in collaboration with an achievement specialist in School Support and Improvement (SSI) and other key staff will establish a timeline for completion, dissemination and school training on the new MCPS newcomer orientation. (©4)
- Students identified as Newcomer families receive specialized support for a wide range of challenges including trauma, reunification and acculturation issues from SFSS, including the Newcomer Transition Coordinator, ESOL Transition Counselors and Parent Community Coordinators. Information is collected by school, staff member, crisis/concern, etc. so that appropriate decisions can be made regarding future staff assignments or additional school support. (©3)
- There is discussion in the responses on ©3-4 about how the Navigation/Case Management Subcommittee is working to improve cross collaboration between MCPS, DHHS, and community-based organizations and to connect Newcomers to services and supports.
- In response to concerns raised about the vulnerability of Newcomers to be preyed on by traffickers, the response notes the August human trafficking training for MCPS school safety Officers and the November training provided by the SAFE Center to the Newcomers Network. Trainings for 2022 have not been scheduled yet. (©5)

- In response to the question about how the Street Outreach Network can be expanded, it is noted that the new positions that were funded through the August special appropriation were funded for one-half year and are in the hiring process. Also, at © 10-11 there is information about the potential to create additional youth programs at several high schools including Blair and Einstein that would work to strengthen cohesion between METS students and U.S born Latino and African American youth.
- MCPS provided the following policy, based on COMAR, for students that come to register with a high school diploma. (©6)
 - Students with a high school diploma or equivalency are not enrolled in MCPS.
 - Students between the ages of 18 and 19 years old that have some credits toward a high school diploma from a foreign educational institution, are assessed capable of completing all high school diploma requirements by 21 years of age and wish to register at MCPS full time are enrolled and assigned to a high school with a METS program.
 - Students between the ages of 18 and 19 years old that have some credits toward a high school diploma but are assessed unable to complete all high school diploma requirements by 21 years of age, and/or need to work part-time but still express a wish to enroll at MCPS are referred to the CREA Program.
 - Students and/or families unable to register at MCPS but that express a desire to pursue educational opportunities are referred to Montgomery College for enrollment there. About 40 students were referred to Montgomery College. This number includes newcomers from countries beyond Central America.
- In response to questions about students enrolled in 9th grade the response says (© 10): students (14 or older) who enroll in MCPS and provide foreign transcripts are temporarily placed in 9th grade until a credit evaluation is completed and sent to the school for final credit determination. Once the school reviews the credit evaluation and awards the credits earned, the registrar adjusts the student's grade level. This adjustment is usually made within one month of enrollment. Students who do not earn high school credits abroad are placed in 9th grade regardless of age given that promotion through the grades are based on credits earned and not the student's age.
- The Steering committee is concerned about the options and pathways available to young people who are not enrolling in school because of age and the need to work to pay off debts or protect their families. We have created a Youth Workforce Development subgroup within the Education committee that will focus on strengthening vocational and tech career options available through Montgomery College, with transitional supports (GED programs with a combination of tutoring, ESOL, case management, health and wellness, job-seeking and securing assistance) by several workforce development partners. (©6)
- The Joint Committee discussed the expansion of Wellness Centers and access to Wellness Centers by CREA students. The responses (©7-8) note that the CREA day students will have

full access to the Wellness Center at Seneca Valley. CREA day and evening students at Edison have partial access to the Wheaton Wellness Center but are not currently eligible to receive health services if Wheaton High School is not their home school. Staff are exploring potential changes to this “school of enrollment policy.” Other wraparound services, provided by Identity, are available to CREA students at the Wheaton Wellness Center. The Special Appropriation included funding to expand the hours at the 5 Wellness Centers by 5 hours per week. Additionally, the responses note that operating cost for a Wellness Center is \$1.1 million and that it would cost about \$8.8 million to operate Wellness Centers at 8 additional METS high schools. This does not include any capital cost.

- A summary of the Youth Leadership Conference is included at ©9. Tentative date for the second conference is March 12, 2022.
- Circles 9-10 include comments on the need for better information from ORR and the impacts of not being able to have this information to provide the appropriate supports. Also, on © 11, it is noted that work with the International Mayan League will make it more likely that indigenous Maya Newcomers will self-disclose information that could help better provide services.
- Circles 13-14 include responses to the issues raised about the cultural competence of MCPS Central Staff and ESOL staff and experience working with migrant and asylum-seeking youth; that MCPS is investigating newcomer schools in other jurisdictions to learn more about what makes them effective; and current barriers to pursuing mobile service teams of county partners that could provide a range of culturally competent services (legal, recreation, therapeutic, etc.) and the intent of the Newcomer Coordinators to revisit these protocols.

Background – Presentation from November 29, 2021 session

The presentation from the November 29 session is attached at © 17-56 for reference. There are six basic goals/program areas:

Goal 1: Communications – Including outreach materials in Spanish and Mayan language that will include public service announcements. Development of metrics to measure the effectiveness of strategies.

Goal 2: Navigation, Case Management, Health & Mental Health – Coordination of a system of community-based partners that have joined the initiative, CASA navigators assisting at Rocking Horse Welcome Center, enrollment in Care for Kids, expanded capacity for case management through Identity and High School Wellness Centers and expected with Linkages to Learning. November information said that highest referrals are for healthcare and food and many people need financial and legal assistance. Professional development including training on human trafficking and efforts to implement integrated systems for enrollment in supports.

Goal 3: Legal Services – Hiring of a Legal Coordinator position in the Office of Community Partnerships and contracts with organizations to provide legal support and representation targeted to these newcomers.

Goal 4: Positive Youth Development and Recreation – Youth conferences 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 – Interagency group will be meeting monthly and SAFE Center is providing training on trafficking. At the November session it was noted that there is concern about the adequacy of current school-based supports for newcomer well-being and safety and support for reporting crime victimization.

Goal 6: Education and School Based Services – International enrollment has been 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. A process map was included for enrollment and assessments (© 42). Ninth grade had the highest number of enrollments. Efforts include targeted training, including La Cultura Cura, professional learning on cultural competency with DHHS and the Mayan League, and Parent Academy Workshops.

As a part of the NEW information, included at © 15 is a display summarizing the range of school-based services by high school cluster.




DEPARTMENT OF HEALTH AND HUMAN SERVICES

Marc Elrich
County Executive

Raymond L. Crowel, Psy.D.
Director

MEMORANDUM

January 18, 2022

TO: Our Partners in the Newcomer Initiative
FROM: Raymond L. Crowel, Psy.D., Director 
SUBJECT: Communication of Resources for Newcomers
Bienvenidos – ¡Aquí Para Ti!

As part of our work to provide access to resources to youth and families crossing the border from Central America seeking asylum in Montgomery County, we convened a group of public and non-profit stakeholders who are focusing on navigation, case management, health, mental health, legal resources, youth development and safety supports for this targeted population. A sub-committee has worked on messaging of our existing resources to facilitate our goals of access and equity. I am pleased to announce the branding for our network of resources as “Bienvenidos: ¡Aquí Para Ti!” (Welcome – [We are] Here for you!!)



Over the next few weeks, we will be launching a series of Public Service Announcements (PSAs) through several venues and distributing posters and fliers throughout the community. In addition, we have expanded the use of the Salud y Bienestar character, Abuelina, to reach the Latinx community as well as materials translated for indigenous populations in a few videos that will be released soon. We are excited to share these tools in the community and additional information will be sent to all on the Newcomer Initiative Mailing List once the final products are ready.

The Newcomer coordinators for the County and MCPS have jointly participated in several interviews for La Jefa and El Zol radio stations that will be aired in the community and we will make digital copies of those interviews available as well.

Thank you for your continued support to serve families with dignity and respect.

Office of the Director

**Follow-up Questions and Updates from the
November 29, 2021 – Joint HHS and E&C Meeting**

**Newly Arriving Migrant and Asylum-Seeking Children and Families
(Newcomers Initiative)**

1. When a student leaves international admissions and is going to a METS (Multidisciplinary Education, Training, and Support) school, what point(s) of contact are the student and the family given for their assigned METS location?

A METS memo is generated and sent to key staff (principal, AP, Resource Teacher/Content Specialist, ESOL Transition Counselor, and the PCC) regarding the screening and placement of the student in the METS program. The home school is copied in the memo when applicable. The METS Intake Specialist in International Admissions & Enrollment (IAE) orients each family at the end of the enrollment intake process and coordinates the enrollment appointment with their METS location. Due to the pandemic, families are given the school's name and phone number for follow-up, but IAE staff facilitate an enrollment appointment once the student completes the English proficiency assessment.

[Click](#) here for details on school contacts.

pdfhttps://docs.google.com/presentation/d/197E0fzggU2UNlcBGFsrXyWm2LGmGKenK_zrmYYu-I68/edit#slide=id.g1bdabf1cf_0_5

2. How is information on student needs tracked?

Once officially entered into the METS program, students are placed in additional literacy and/or math support courses dependent on the results of their METS intake assessments administered at the MCPS IAE office. These courses use System 44 and Math 180, which are evidence-based programs proven to yield positive results if used to fidelity and personalized to the current academic needs of the student. These are Multi-Tiered System of Supports programs approved by MCPS and are used by the Special Education, Math and English/Language Arts Departments. These programs have been in place for two years. Students take reading, phonics and math inventories to measure student progress. Formal data discussions are held once a year with the MCPS Department of English Learners and Multilingual Education and School Teams typically in February through March, to discuss student progress, course placement for the following school year, and possible exiting status for the next school year. The school-based teams invited to these data discussions include the English language development (ELD) Resource Teacher or Content Specialist, ELD teachers teaching METS courses, ELD Programming School Administrators, school counselors and PCCs. Data reviewed include: HMH Inventories, MAP-R and M, ACCESS, and MCPS Progress Checks. It is a holistic data review process. It is essential that these assessments are administered to inform student progress and decision making.

Additional information can be found in our Secondary DELME METS Data and Progress Monitoring Guidelines.

Students identified as newcomer families receive specialized support for a wide range of challenges including trauma, reunification and acculturation issues from Student, Family and School Services (SFSS) staff, including the Newcomer Transition Coordinator, ESOL Transition Counselors (ETC) and Parent Community Coordinators (PCC). Both ETCs and PCCs document all social-emotional and parent engagement support in respective databases. Information is collected by school, staff member, crisis/concern, etc. so that appropriate decisions can be made regarding future staff assignments or additional school support.

SFSS is planning to implement the use of student and caregiver surveys to collect student and caregiver voice data regarding the impact of ETC and PCC support. Data points including engagement, attendance, and academic progress (marking period grades and GPA) will also be monitored.

3. Not every METS program is the same and they are inconsistent in how they provide information on connections with community-based supports like DHHS and Identity. (There was discussion at the work session but please provide a written response.)

METS program refers to the foundational literacy and math courses that students take at their school to accelerate their learning. These foundations are consistent across the METS sites. We know that our PCC and ETC are the first in line in providing our students with community-based support. We continue to work with Tania Alfaro, DHHS Newcomer Coordinator, in updating the matrix that has all the services that are available. This is a living document that will be updated bi-weekly and every METS site, PCC, ETC and community-based support entity (like DHHS or Identity) will have access to it.

4. How can information sharing and cross collaboration among MCPS and student serving organizations be encouraged?

The Navigation/Case Management Subcommittee, which includes MCPS, DHHS, and the primary student serving organizations serving newcomers within this initiative, will facilitate this process across the network. This group will also keep standards up to date about expectations for sharing and cross collaboration between MCPS ESOL student service personnel and DHHS or CBOs at designated school sites (FERPA and HIPAA permitting, per parent/guardian/sponsor consent). Where necessary, we will explore strategies to simplify the consent processes required by FERPA and HIPAA regulations.

5. Need to track to make sure that they are connected to school and services such as Care for Kids, Soccer 4 Change.

MCPS is part of the Navigation Network in order to work closely with DHHS programs and community partners. ESOL Transition Counselors connect newcomers to the appropriate organization for services and support. For health insurance coverage, this tracking begins at International Enrollment – for example in collaboration with DHHS (Care for Kids, Montgomery Cares Program and Salud y Bienestar). Resources available at each site and county-wide will be collated and published on the *Bienvenidos - Aquí Para Ti!* website (coming soon). Another example of where this is working is the collaboration between PYD and the ETCs who are now present at Soccer 4 change events at Blair HS and Einstein HS to share resources with youth and families. Our intent is to make sure that ETCs, PCCs, SON staff and PYD partners are connecting with families and sharing resource information.

6. What can be done to have consistency in onboarding and orientation?

An orientation is provided to newcomers and their families at the end of the enrollment intake process at Rocking Horse Road Center (RHRC). The orientation includes information regarding school processes, Free and Reduced Meals (FARMS) applications, transportation services, adult English class information and other community services available to newcomers.

MCPS is developing a newcomer orientation for implementation at all schools as they receive students. We will be adapting the U.S. Department of Education Newcomer [Tool Kit \(PDF\)](#) to meet the unique needs of newcomer families in Montgomery County and drafting best practices and guidelines document for schools to follow. The newcomer coordinator, in collaboration with an achievement specialist in School Support and Improvement (SSI) and other key staff will establish a timeline for completion, dissemination and school training on the new MCPS newcomer orientation.

MCPS is conducting research on newcomer student cultural orientation curriculum for in-school and after-school programming that could be provided to students as both initial orientation as well as ongoing support throughout the year. Staff would be needed to implement the curriculum at scheduled times during and/or after school. We are investigating options and costs.

7. What peer-to-peer resources are available both during school hours and outside of school time? (There was discussion that many schools have programs and activities at Richard Montgomery but there is not a systemwide peer to peer program. There is some discussion about developing consistent peer to peer support and perhaps student service hours for peers. Please provide a written response.)

The HHS - OYEME contract has been executed. However, considering the recent spike in COVID cases, the service implementation has been briefly delayed; Imagination Stage is now working with the MCPS Newcomer Transition Coordinator to help expedite that process.

MCPS is investigating options for expanding peer-to-peer support for newcomers and emergent multilingual learners. There are various elements we are looking into, including whether the

initiatives would be school-based or county-run; staff-sponsored or student run, and compensation for staff. Student service-learning hours could be sought for initiatives that are supervised by a staff member. Work is ongoing in this area.

8. There is inconsistency when students don't have access to Linkages to Learning or a Wellness Center. Is there written information or a summary sheet of services?

MCPS generated a school-based services document to identify what services and support are available at each school (see attachment).

Tania Alfaro the Newcomer Coordinator with DHHS and Oscar Alvarenga, MCPS Newcomer Transition Coordinator, are updating a comprehensive matrix that lists all services (including those in the community) that are specifically available to newcomers. This is a living document that will be updated bi-weekly; every METS site, PCC, ETC and navigation network partner will have access to it.

9. Newcomers continue to be preyed on by human and sexual traffickers. School Resource Officers were a great lifeline to these students, and we need to be sure that these lines of communication have not been severed and continue in the restructured program. Provide written information on the training that is being provided to staff by the SAFE Center and the dates of the training. Provide a summary of the strategies and resources discussed in the subgroup referenced by Luis Cardona.

Information about the trainings held thus far:

- August 25, 2021: Human Trafficking 101 training for MCPS School Safety Officers - 165 participants
- November 12, 2021: Human Trafficking Identification & Response: Supporting Unaccompanied Migrant Youth and Other Survivors in Our Community was provided by the SAFE Center to the Newcomers Network of providers (including MCPS ESOL personnel)

Trainings for 2022 have not been scheduled yet. We are currently coordinating with MCPS so that we can expand these trainings to all secondary school administrators. A general overview for school administrators will include overviews on newcomers, PYD strategies working with youth and the impact of Human trafficking on this target population.

10. How and where can the County increase the capacity of the Street Outreach Network?

The initial approval of funding for the initiative included four new positions for the PYD team that will target activities for this population focused on alleviation of conflict between peers. Those positions were funded for a half year and are currently in the queue for advertisement by OHR.

11. Provide written answers for: how are students that come to register with high school diplomas evaluated and are they being enrolled in MCPS? How many have been enrolled and how many have been rejected?

It is MCPS policy, based on COMAR that:

- Students with a high school diploma or equivalency are not enrolled in MCPS.
- Students between the ages of 18 and 19 years old that have some credits toward a high school diploma from a foreign educational institution, are assessed capable of completing all high school diploma requirements by 21 years of age and wish to register at MCPS full time are enrolled and assigned to a high school with a METS program.
- Students between the ages of 18 and 19 years old that have some credits toward a high school diploma but are assessed unable to complete all high school diploma requirements by 21 years of age, and/or need to work part-time but still express a wish to enroll at MCPS are referred to the CREA Program.
- Students and/or families unable to register at MCPS but that express a desire to pursue educational opportunities are referred to Montgomery College for enrollment there. About 40 students were referred to Montgomery College. This number includes newcomers from countries beyond Central America.

12. We should also be discussing newcomers who do not enroll at MCPS when there is a follow-up meeting.

The Steering committee is concerned about the options and pathways available to young people who are not enrolling in school because of age and the need to work to pay off debts or protect their families. We have created a Youth Workforce Development subgroup within the Education committee that will focus on strengthening vocational and tech career options available through Montgomery College, with transitional supports (GED programs with a combination of tutoring, ESOL, case management, health and wellness, job-seeking and securing assistance) by several workforce development partners (Identity, CASA, Achieving the Promise Academy among others), including WorkSource Montgomery. Montgomery College will also have representation in this subgroup. We have a strong group of county leaders ready to participate and build out resources for young people who are not enrolled in MCPS. Oscar Alvarenga, Newcomer Transition Coordinator at MCPS will be the bridge for students from MCPS to Montgomery College, and is working to create a system to provide this “warm hand-off” to Montgomery College of students wishing to enroll at MCPS but unable to do so. Transitional supports will play an increased role in ensuring this warm hand-off. This subgroup of the Education committee will be led by Jessy Mejia Terry, Latino Liaison at OCP. The first meeting of the subgroup will be held in mid-February.

13. Respond to issue about CREA student access to High School Wellness Centers. Both day and evening CREA (Career Readiness Education Academy) students should have full access to High School Wellness Centers. Are Edison and Seneca Valley CREA students able to fully access the Wellness Center?

14. Agree about the expansion of Wellness Centers. How can we expand them and increase the number of people served?

CREA day students at Seneca Valley High School have full access to the Seneca Valley Wellness Center. Seneca Valley CREA students have already been enrolled in the Health Clinic and are actively receiving medical services. We have been assured that CREA students at Seneca Valley will also have full access to additional wraparound services once they become available.

CREA day and evening students at Edison High School have partial access to the Wheaton Wellness Center. CREA students are not currently eligible to receive health services at the Wheaton Wellness Center unless Wheaton High School is also their home school. CREA students are MCPS students from all parts of Montgomery County and only 7% of current students have Wheaton as their reporting school. DHHS, Wellness Center, and MCPS staff are exploring potential policy adjustments regarding the “school of enrollment” requirement so that CREA students can receive health care at the Wheaton Wellness Center. The adjustment would include somatic health services to CREA students at the Edison Campus, as well as offer somatic health services in the evening by adding to the contract scope for the Wheaton Wellness Centers. In general, the group, including OMB, needs to meet with the Wellness Center Advisory group to discuss the idea of Wellness Center expansion.

Other wraparound services, provided by Identity, are available for CREA students at the Wheaton Wellness Center. CREA staff currently refers students to the Wheaton Wellness Center for case management, youth development opportunities, and mental health services. Additionally, the Wheaton Wellness Center has extended hours on Monday and Thursday to provide these services to evening students. Given the steady increase in CREA evening enrollment and the high need for health and wraparound services, we need to explore increasing evening capacity to four nights a week.

The July appropriation included \$500,124 to expand access by extending the operating hours of current 5 Wellness Centers by 5 hours per week. Seneca Valley is expected to open this year with the additional hours included. This will help serve youth who are unable to access during regular school hours and CREA day and evening students.

15. Given the demographics of the student population, shouldn't there be a new approach, such as making sure that every METS school has a Wellness Center?

The total funding for a Wellness Center including case management, positive youth development and somatic health is approximately \$1.1 Million. To add 8 additional Wellness Centers to High Schools with METS sites would cost approximately \$8.8 Million annually to operate, but this does not include the capital expense to create adequate space in the schools. As we continue to look at models across the country, we can explore options such as a combination of additional wellness centers at the High School level, scaling up the International Admissions and Enrollment Center, developing a welcome center or mobile resource team that serves targeted schools.

16. Should the County consider a newcomer high school? (Gabe Albornoz agreed the County should be looking at centralized models and best practices in other jurisdictions, such as the Carlos Rosario School.)

17. Need to put better outcomes and accountability in place for these students. Traditionally they have low graduation rates.

18. Evidence -based best practices are clear -- dedicated Newcomer schools, Newcomer programs, Newcomer orientation. MCPS lacks all of these. Why isn't MCPS taking a serious look at the evidence-based best practices being implemented in other systems?

MCPS is currently investigating newcomer school models. There are six school districts in the local region that have a school dedicated to serving English learners or dedicated to serving students who are specifically newcomers with limited or interrupted formal education. We have reached out to these schools to learn more about the features of these programs and what makes them effective, as well as challenges in implementing this type of model. Although we prefer that students who are emergent multilingual learners participate in school alongside peers in an integrated content and language instructional experience, with socio-emotional support, we recognize that the four-year graduation rate for our English learners, 52.8% in 2019, must be addressed. We are researching curricula for initial and ongoing cultural orientation and supports and ways to expand the METS programs beyond the two foundational literacy and math classes. We will be examining the current enrollment of students who are newcomers to indicate which schools have the highest need for expanded newcomer programming.

We have reached out to the Internationals Network, Prince George's County, and Oakland International so we can learn from those programs.

19. Provide a summary of the feedback from youth at the Leadership Conference? What did youth say and what issues did they bring up?

On Monday, November 22, 2021, the Department of Health and Human Services (HHS) Positive Youth Development (PYD) Program in partnership with Montgomery College, Identity, the National Center for Children and Families, Catholic Charities, the Latino Health Initiative, Por Nuestra Salud y Bienestar, Child and Adolescent Services, and Behavioral Health Services, Montgomery County Public Schools (MCPS) International Admissions Office, CREA, ESOL/METS, Montgomery County Department of Recreation Soccer for Change, and the Gilchrist Center, organized the first newcomer youth leadership conference of the year with recently arrived youth who participate in the programs and services of the Wellness Centers at Gaithersburg, Northwood, Watkins Mill and Wheaton High School.

The event was held from 1:00 – 5:00 p.m. on a half day from school at the Cultural Arts Center at the Takoma Park Campus of Montgomery College. Students received a warm welcome to Montgomery College and a wide variety of information on community and school resources from participating organizations and heard about the objectives of the conference. Montgomery College was emphasized as a welcoming and inclusive space for newly arrived and undocumented youth, and participants were encouraged to view the College as one of the many paths available to them after high school.

Students then moved to classrooms to participate in small groups that provided a safe space to build relationships and share about what newcomer youth need in their schools, homes and in the community to be successful.

Out of the 100 students in attendance 71 completed a brief survey that sought to get a solid picture of the needs of the students, their interests, and their thoughts on the customer service response to the Conference. A summary of key data points will be included in the slideshow. The tentative date for a second conference is March 12, 2022.

20. What are the challenges to “connecting with newcomers” that was noted in the presentation? How can we get more help from the federal government to know who is coming to Montgomery County through the Office of Refugee Resettlement?

We have no way of knowing who has arrived in the County unless they self-identify as newcomers. The Department of Health and Human Services/Office of Refugee Resettlement (HHS/ORR) tracks only the number of unaccompanied minors released to sponsors by state and county. There is typically a two-month data lag. There is no further information shared. The Migration Policy Institute also tracks high-receiving counties and states. This is where you can see that Maryland is the 6th highest receiving state and Montgomery County is the 11th highest receiving county in the nation.

HHS/ORR does not facilitate any kind of warm hand-off to county services. This is a nationwide problem. The Migration Policy Institute (MPI) report Strengthening Services for Unaccompanied Children in U.S. Communities documents this challenge.

In addition to unaccompanied children, family units and single adults continue to approach the border in high numbers. Most continue to be pushed back under Title 42, although some families with children under age 7 have been allowed to enter the United States. Some children and adults cross the border undetected by immigration authorities and are not included in numbers reported by DHS/CBP or HHS/ORR.

Without information about who is arriving when and where, our goal has been to (1) get information to the right places, (2) make sure that we have language and cultural capacity (including Mayan languages), and (3) build newcomers' trust in government services by strengthening partnerships with community programs that have established trust with the newcomer community.

It is important that Montgomery County briefs its state and federal delegation to get support for our local response. Movement on this briefing has been hindered by competing priorities at all levels. We are working with the Office of Intergovernmental Affairs to arrange this meeting.

21. Provide additional information on what happens to students that are enrolled in 9th grade? This is the most for any grade but is not by age. How are students evaluated and adjustments made to grade level?

Students (14 or older) who enroll in MCPS and provide foreign transcripts are temporarily placed in 9th grade until a credit evaluation is completed and sent to the school for final credit determination. Once the school reviews the credit evaluation and awards the credits earned, the registrar adjusts the student's grade level. This adjustment is usually made within one month of enrollment. Students who do not earn high school credits abroad are placed in 9th grade regardless of age given that promotion through the grades are based on credits earned and not the student's age.

22. The conflict between new immigrants and American born or long-term residents who are Black and Brown has to be addressed. Gangs step in to protect people who are being threatened which leads to dangerous situations. Must find ways to bring Black and Brown youth together to see that they have so much in common. Proposal is going to the County Executive.

23. There is a need to bring Black and Brown students together to explore shared commonalities, build bridges, and diffuse tensions.

A recommended public safety strategy that involves the expansion of HHS PYD services consisting of partnerships with MCPS ESOL Transition Counselors, Maryland Multicultural Youth Center, SON/Safe Space and Identity at several schools with METS sites that target both METS students and US born Latino and African American youth to help strengthen cohesion with one another. DHHS would create additional youth programs at several high schools. Blair

and Einstein HS will be the first two schools which students will be targeted for this effort that seeks to strengthen cohesion between newcomer students and US born students.

24. Youth and their families and sponsors need legal representation and legal education.

With the \$250,000 appropriation included in the initiative, Montgomery County legal service providers will be able to serve an additional 230-250 clients. This includes direct legal representation to 45 clients and other legal immigration services such as screenings, education, and referrals to 180-200 clients.

25. MCPS must become more innovative and improve the speed with which they can respond. DHHS is able to respond quickly as situations arise because they have long-standing partnerships with community non-profit organizations. MCPS is not the same.

We anticipate that with both Newcomer Coordinators in place that we will be able to collaborate and respond more quickly.

26. Need to change how students/families are asked about information. For example, most families will not say that they are Mayan speakers – they do not see this as an option.

This is a key tenet of a training in development with consultants from the International Mayan League (IML) – how to create systems and/or approach our newcomers in such a manner that, if they are indigenous Maya, are more likely to self-disclose such. Members of the IML have been part of the Communications Committee and have provided valuable insight to inform our efforts to reach the Mayan community and ensure that our materials “speak” to them.

Funding and Budget (multiple Councilmembers)

27. What funding is needed for the remainder of FY22?

28. It was mentioned that the funding for navigation services is through February 2022. Is funding needed for other FY22 services?

29. What funding is needed in FY22 to address the conflict between new immigrant youth and American born/long term resident youth?

Combined Budget Responses

At the November Council Update, we addressed several needs for the balance of FY22:

- ❖ Navigation/Case Management;
- ❖ Positive Youth Development Violence prevention activities; and
- ❖ University of Maryland Safe Center for training related to Human Trafficking among newcomer youth.

We are working to determine the level of appropriation that is required to provide these services.

Additionally, we needed administrative support for the Newcomer Coordinator, those funds were found within the CYF budget.

30. Status of vacancies for SLIFE coaches and the additional 10 teachers for ESOL students contained in the supplemental appropriation (ESSER III funding). It was noted that there are two SLIFE coach vacancies and no applicants.

Updates on new positions are included in the slides prepared for the HHS Committee meeting on February 7, 2022. Currently, 2 SLIFE Coach positions remain vacant. The additional teachers are requested through the FY22 ARP Supplemental Instruction grant.

31. Point of Contacts for Newcomer students in their schools:

- **Since our Newcomer students are scattered to many different schools, some in METS, some in CREA, some in ESOL, how are we ensuring there is ONE point of contact at every school who is very knowledgeable about MCPS and county services, and can serve as a resource?**

See #1 and the attachment.

- **Are the POCs in all of the schools that receive Newcomers participating in the county-wide Navigation Network, and able to connect students and families to that Network?**

Assigned ETCs, School Based ESOL Counselors (SBEC) and PCCs are participating in the county-wide Navigation Network and are able to connect students and families to a variety of services and resources.

Cultural competence and MCPS implementation (follow-up to comments from Diego Uriburu):

32. What are the qualifications required in the MCPS job descriptions for ESOL Transition Counselors and School-Based ESOL Counselors? Are they bilingual -- particularly in Spanish?

See job descriptions linked below:

[ESOL Transition Counselor](#)

Parent Community Coordinator

Parent Community Coordinator, ESOL

Many of our ETCs are multilingual in Spanish and other languages.

- 33. Are MCPS Central office ESOL staff multilingual and culturally competent?? Do they regularly connect with school-based staff to learn from them, and ASK them how to serve students better--- instead of TELLING them what to do? What experience do they have serving migrant and asylum-seeking youth?**

MCPS central office staff in the Department of English Learners and Multilingual Education have experience teaching students who are immigrants and English learners across different grade levels. Staff speak languages including Spanish, French, German, Japanese, and Korean. The department connects regularly with school-based staff, not only by offering professional learning opportunities, but also by asking how to serve students better. Examples include offering monthly office hours, offering support sessions with school-based teams to gather input and provide resources, participating in the Latino Student Advocacy and Action Group, and meeting with the Councils on Teaching and Learning. The department solicits feedback in these sessions and during professional learning opportunities to help continually refine supports to schools.

Evidence-based Practice (follow-up to comments from Councilmember Navarro)

- 34. The January 2021 UNICEF report, multiple convenings on serving migrant and asylum-seeking youth (Oakland Unified, LA Unified, Migrant Policy Institute) have been shared with, and in some instances attended by, MCPS staff. Board Member Harris has read/attended. Mostly we see MCPS just using the same scattered approach it has used for years, which our data tells us is NOT working well for many. 22 METS sites -- none with comprehensive services, some with next to none -- and we're still rolling out the professional development needed by staff working with Newcomers.**

MCPS has hired a Newcomer Transition Coordinator (NTC) and is in the process of hiring 23 additional ESOL Transition Counselors (ETCs), 15 Parent Community Coordinators (PCCs), 10 ESOL Teachers, and 6 SLIFE coaches. The addition of these critical staffing positions will allow us to coordinate our approach and services in a more systematic way throughout all METS sites. Newcomer professional development opportunities have been offered and completed by METS sites staff and key central office personnel including Neurosequential Model in Education (NME), La Cultura Cura, and Supporting Newcomer Immigrant Youth in U.S. Schools training.

- 35. Moving to more centralized programs and support for Newcomers -- each fully staffed with appropriately prepared professionals and with all necessary services onsite - is the ideal. Do more with less.**

As mentioned in item #18, MCPS is currently investigating newcomer schools. There are six school districts in the local region that have a school dedicated to serving English learners or dedicated to serving students who are specifically newcomers with limited or interrupted formal education. We have reached out to these schools to learn more about the features of these programs and what makes them effective, as well as challenges in implementing this type of model.

36. Since MCPS is not doing that that [moving to more centralized programs and support for Newcomers], many have urged - in the breach -- comprehensive Mobile Service Teams - staffed up with county partners who provide legal services, therapeutic recreation, culturally competent after school and leadership programs, wellness service, connection to housing supports, adult ed opportunities, etc. Why is MCPS resistant to that approach? So far -- MCPS won't agree to let the partners onsite. MCPS should be collaborating to support creation of those Mobile Teams, create an effective and predictable weekly schedule for each of them, and ensure Mobile Service Teams spend an entire day every week at every METS school, and every school with a high number of Newcomer students/families.

Initial discussions about a Mobile Resource Team were hindered by the COVID protocols as we moved through the public health recovery phases. The resources to create mobile teams exist within the network funding and are currently working at various assigned schools and locations throughout the community. Legal education would need to be added, but again, we have some resources available. The Newcomer Coordinators will revisit the protocols for when and where it is appropriate to assemble a mobile team and work with MCPS to ensure that protocols for using a Mobile team in schools is no different than what the Wellness Center, Linkages or Street Outreach staff currently have inside of MCPS.

Newly Arriving Migrant and Asylum-Seeking Children (Newcomers)

Montgomery County's Response

November 29, 2021

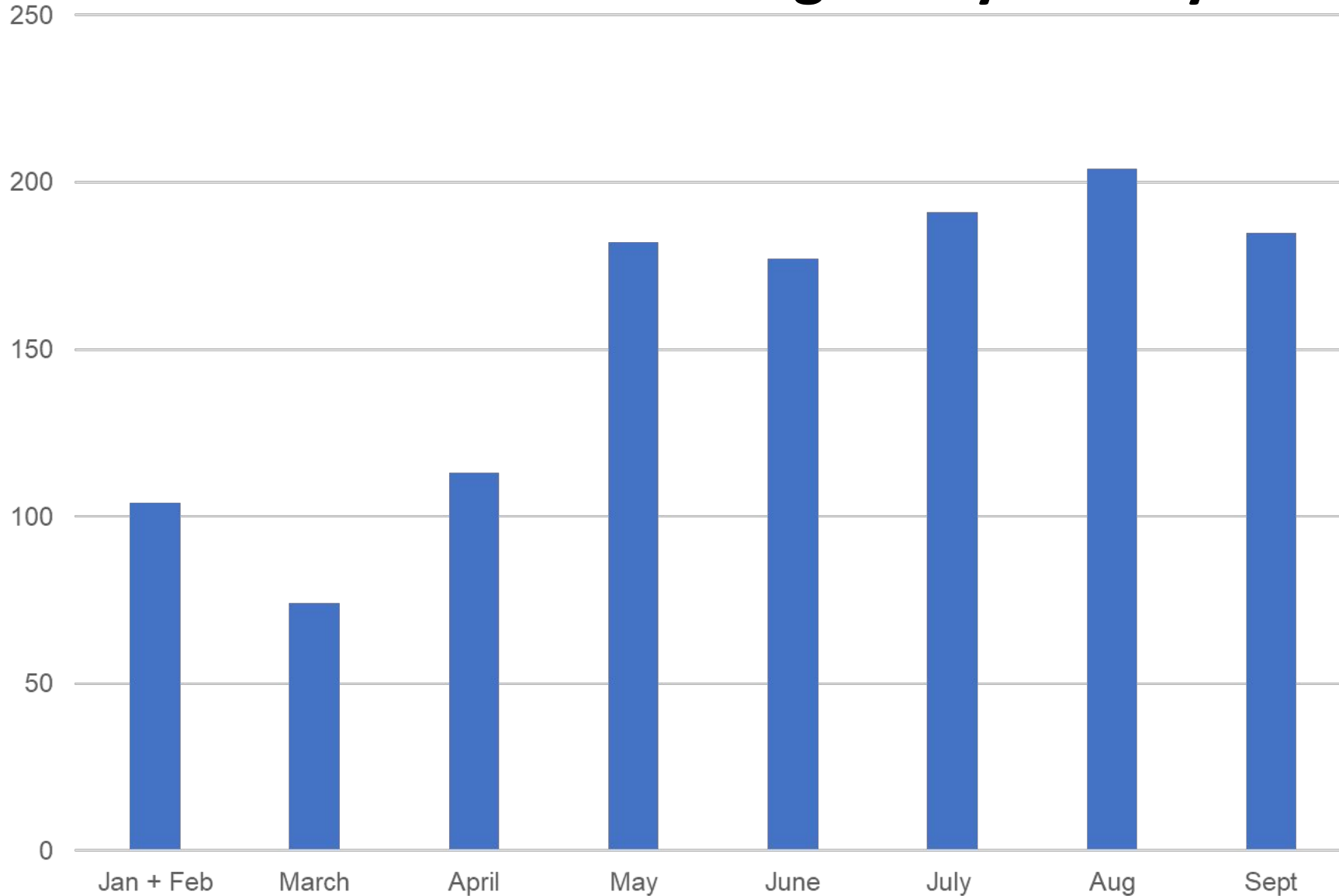
Situation update – Montgomery County

- 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.

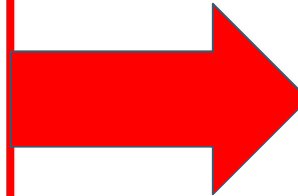
Interagency Implementation Plan

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

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. (22)

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

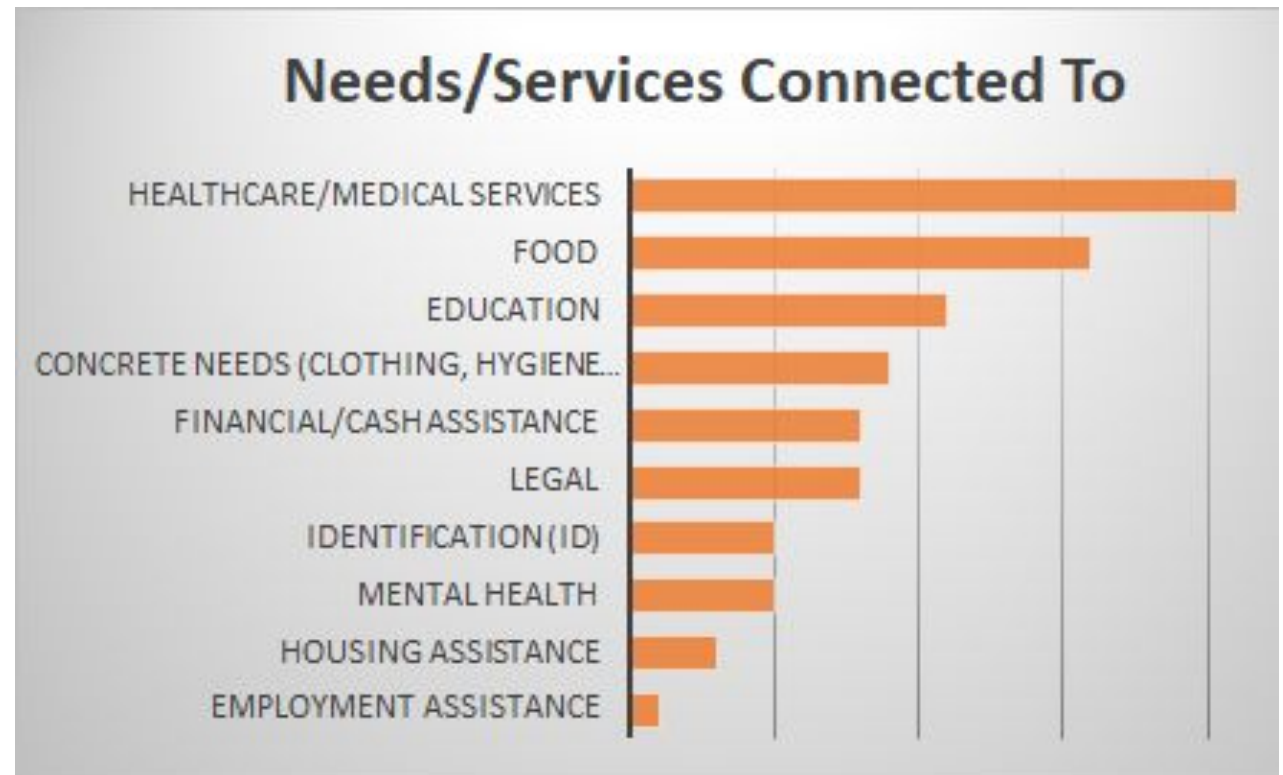


- Includes comprehensive assessment
- Ensures ongoing follow-up so needs are met
- Assesses change in conditions
- Expanded capacity:
 - Identity - HSWCs and community referrals
 - Linkages to Learning - METS schools (underway)

SEPTEMBER DATA - NAVIGATION & CASE MANAGEMENT

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

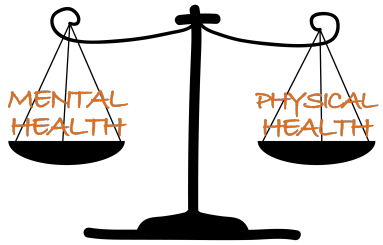
- 560 adults, 344 minors (age not captured for 120)
 - 119 female POC, 94 male (134 not captured)
- Countries of Origin:
 - 44% Not Captured
 - 14% El Salvador
 - 14% Honduras
 - 7% Guatemala
 - 2% Nicaragua
 - 2% Peru
- Cities of Residence:
 - 40% Not Captured
 - 31% Silver Spring
 - 10% Gaithersburg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



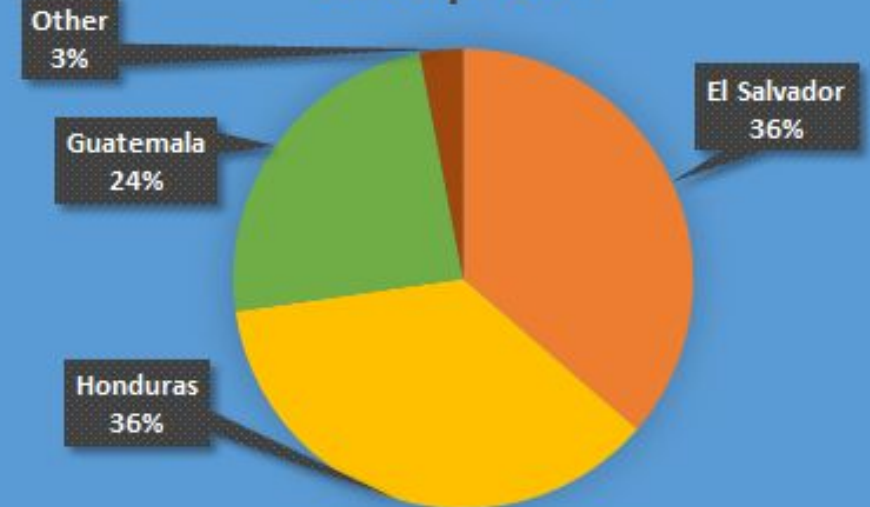
*Newcomer household is defined as any family/household with at least 1 member (child or adult) that arrived in Montgomery County since January 1, 2021

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 2021CFK Country of Origin Enrolled from ORR
Jan-Sept 2021

INFRASTRUCTURE *IN DEVELOPMENT* - METS/CREA SCHOOLS

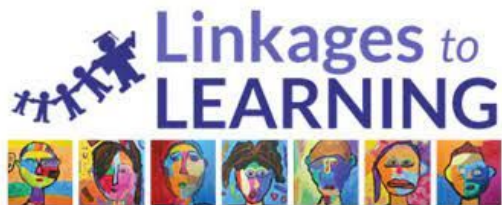


DEPARTMENT OF HEALTH AND HUMAN SERVICES

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

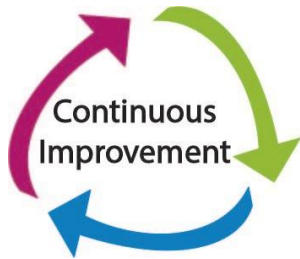
White Oak MS

- Paint Branch-Springbrook Cluster Project

Wood MS

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

**Process &
Systems
Improvement**

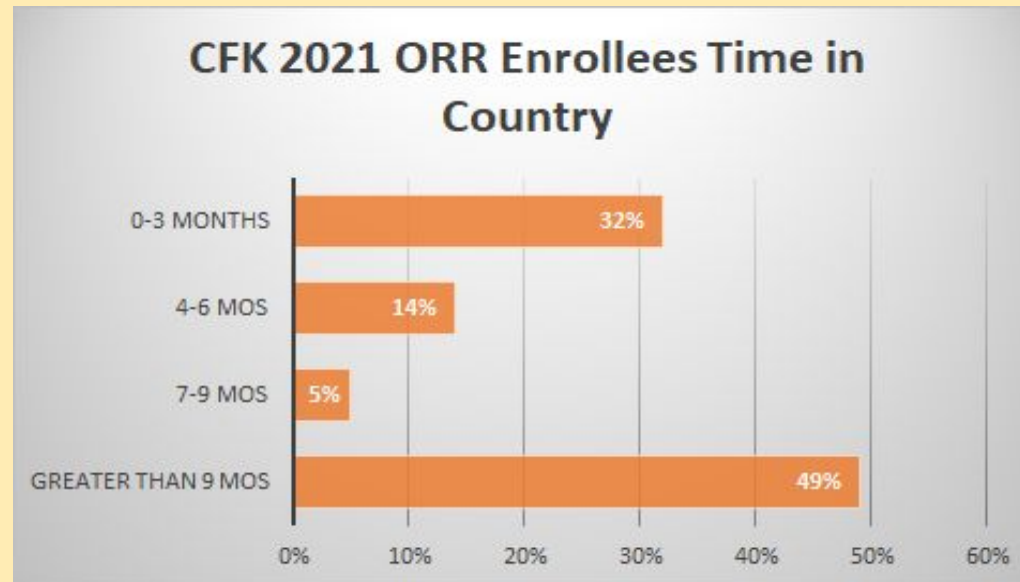


□ **Professional Development:**

- 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.

Montgomery County Human Trafficking Prevention Committee and SAFE Center



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

SUPPORT, ADVOCACY, FREEDOM, AND EMPOWERMENT 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.

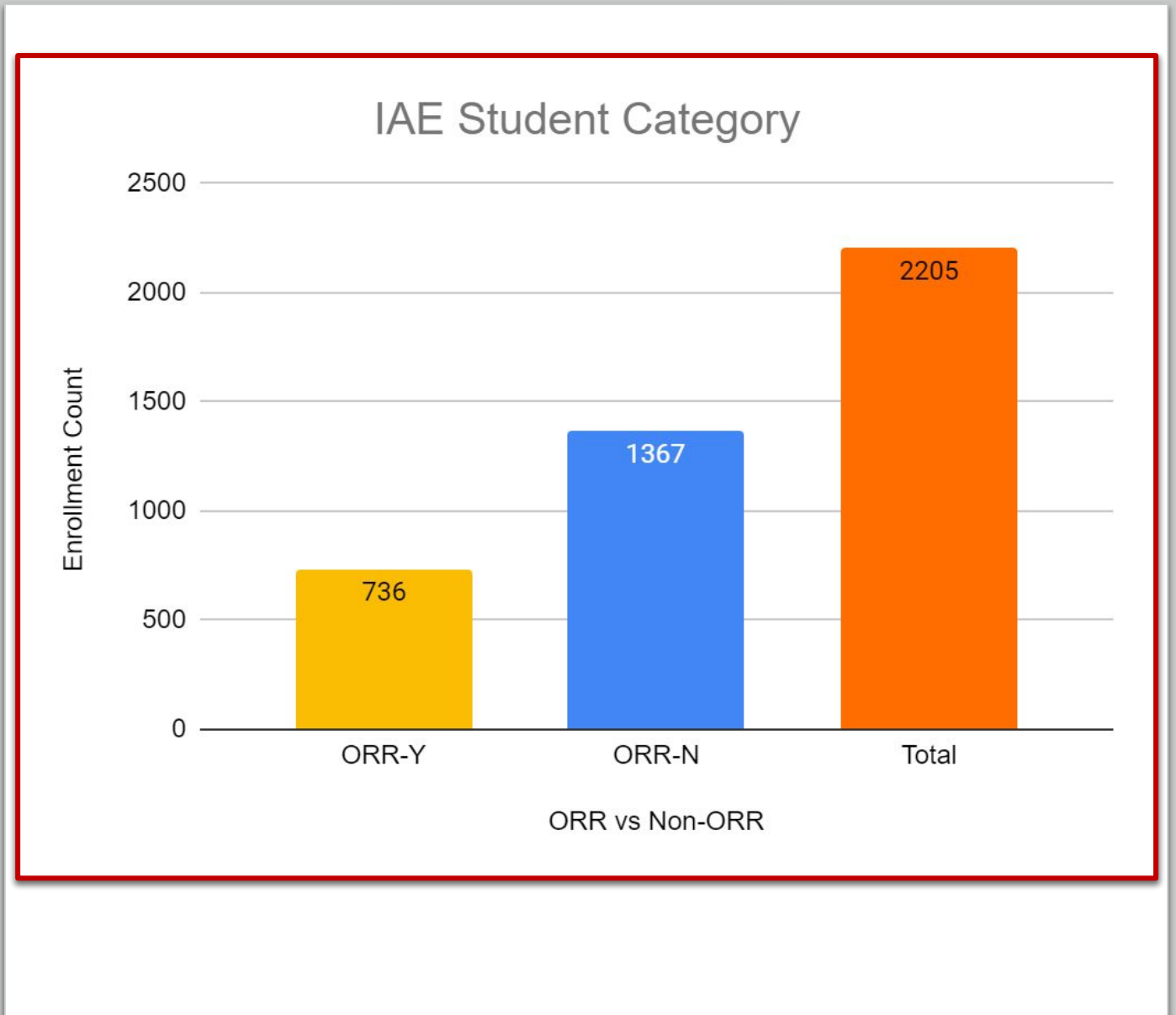
Montgomery County
Public Schools
(MCPS)
International
Admissions and
Enrollment



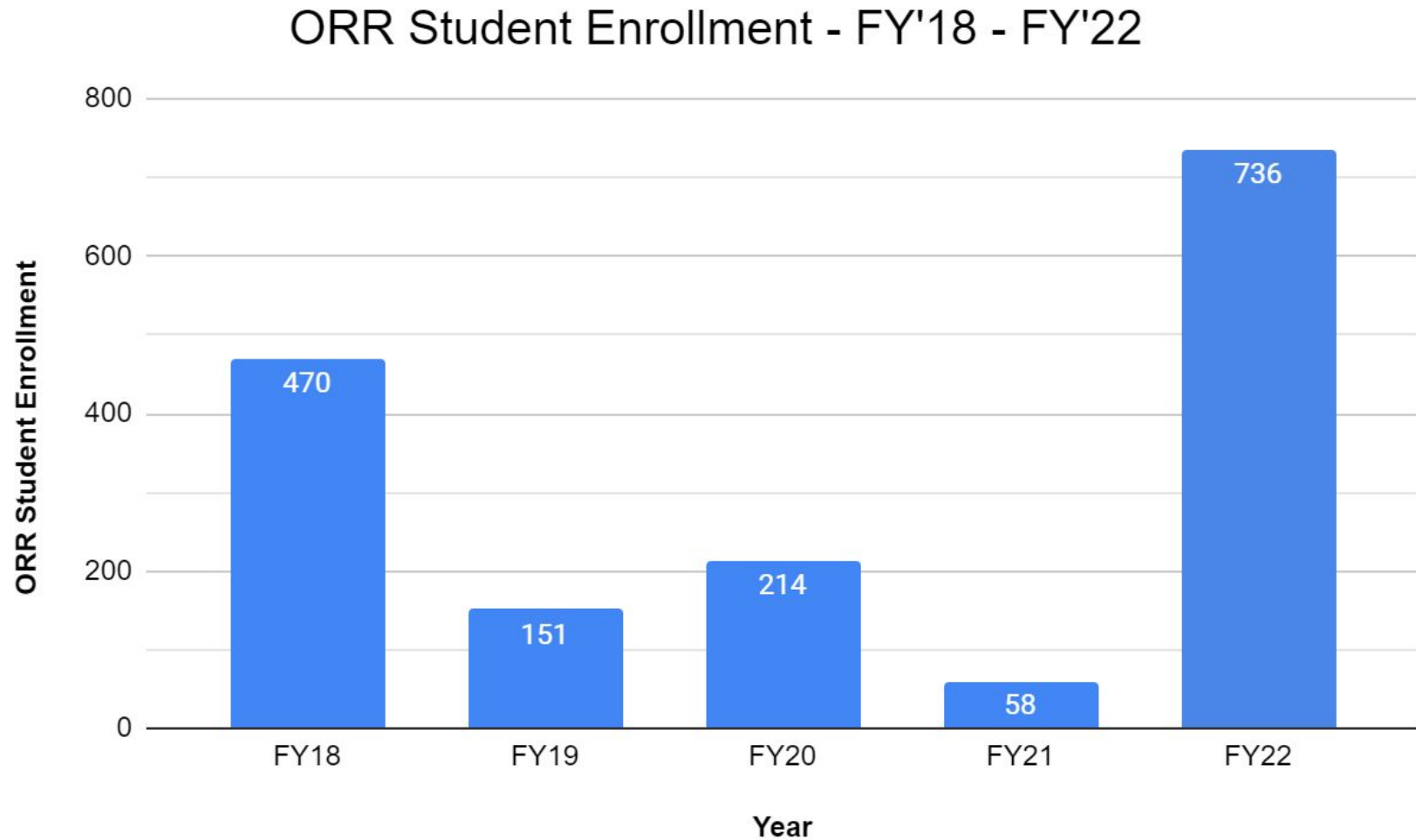
Month	Number of Student Intakes 2017-2018	Number of Student Intakes 2018-2019	Number of Student Intakes 2019-2020	Number of Student Intakes/Cleared 2020-2021	Number of Student Intakes/Cleared 2021-2022
July	366	271	515	1	88
August	869	748	1174	228	395
September	362	748	1104	186	600
October	213	430	571	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	
TOTAL	3215	4618	4530	1086	2183

MCPS - Office of Refugee Resettlement (ORR) Newcomers Enrollment

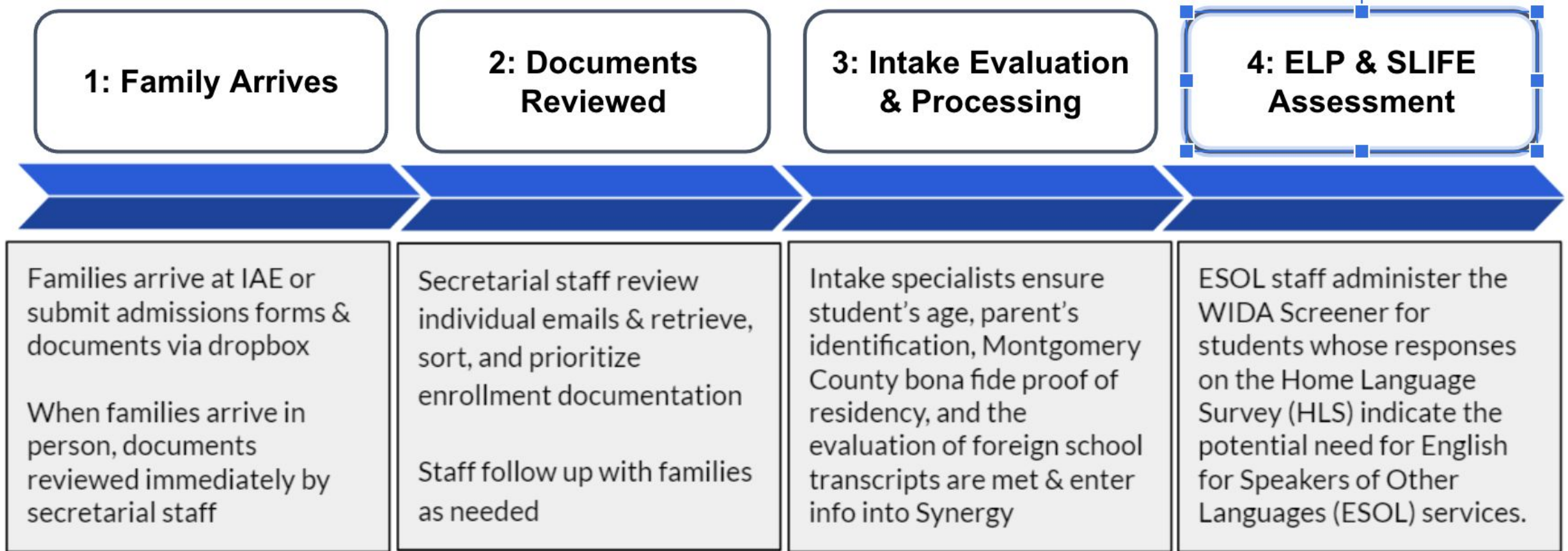
**34% of all cleared
newcomers are ORR
students.**



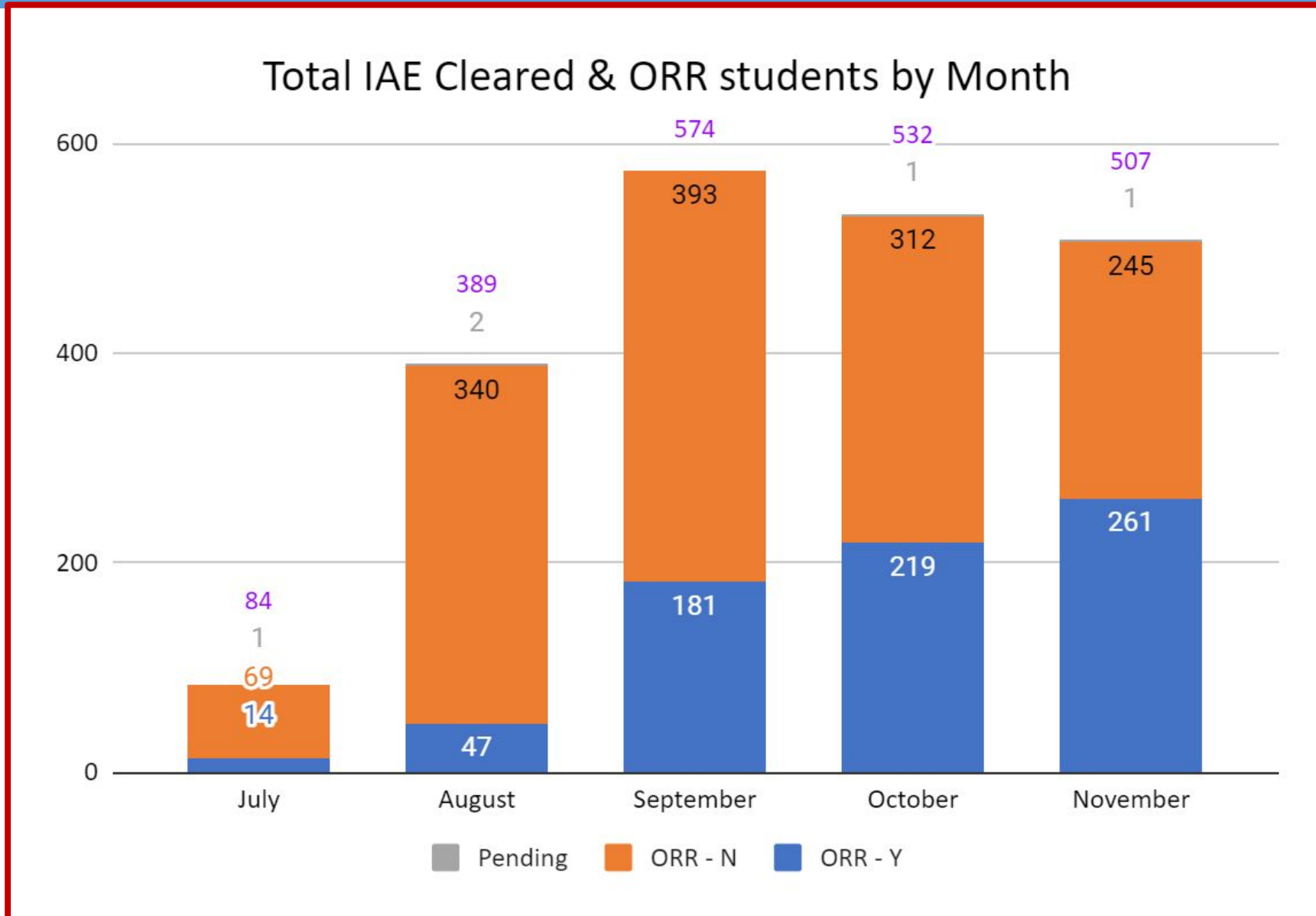
Our goal: Create an environment for newcomer students and families that is welcoming, and where their social emotional needs and trauma are addressed, so that they are available to learn and engage in the community



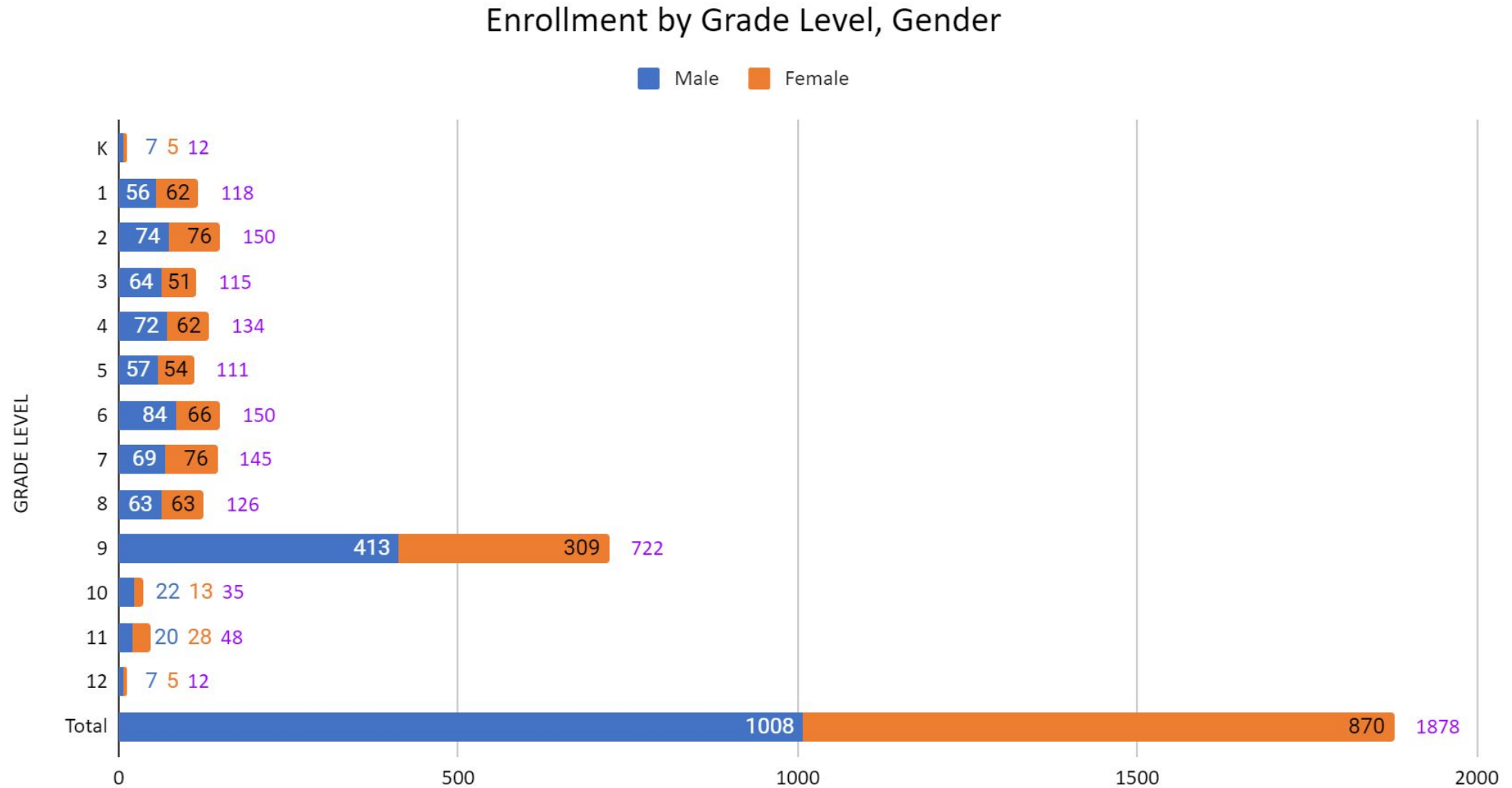
EDUCATION AND SCHOOL-BASED SERVICES: Enrollment



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

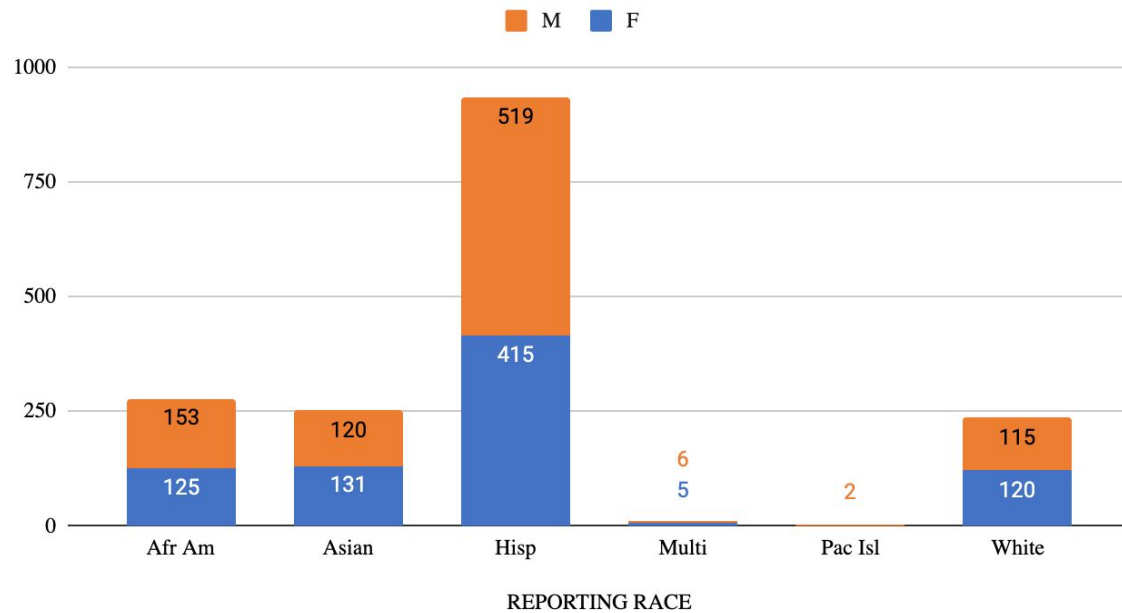


EDUCATION AND SCHOOL-BASED SERVICES: Enrollment By Level & Gender

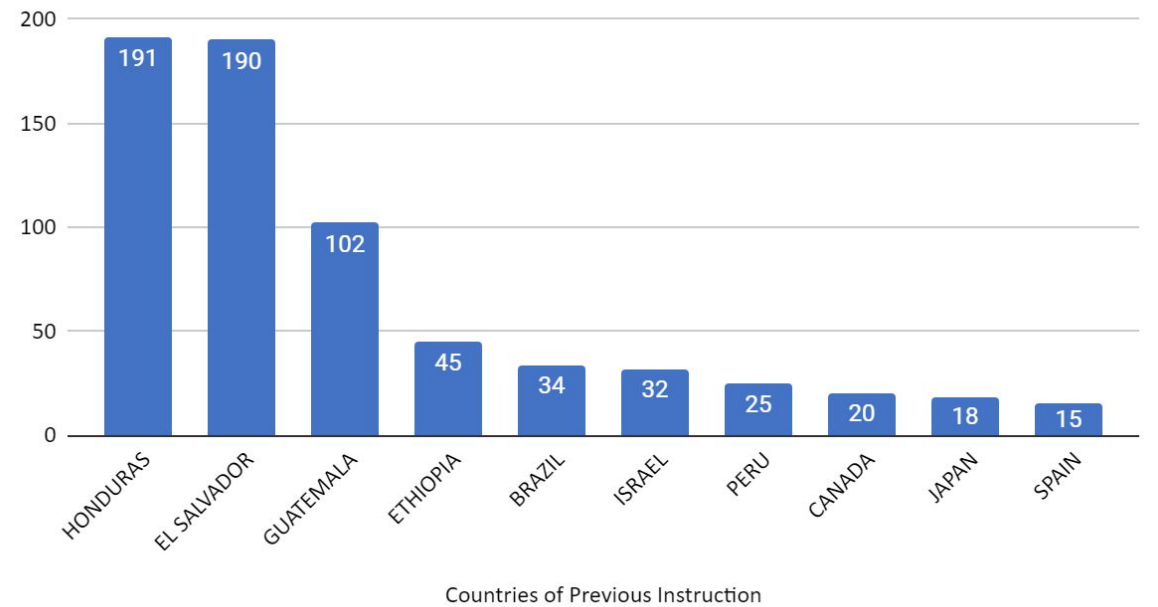


EDUCATION AND SCHOOL-BASED SERVICES: Enrollment by Gender & Ethnicity and by Country of Instruction

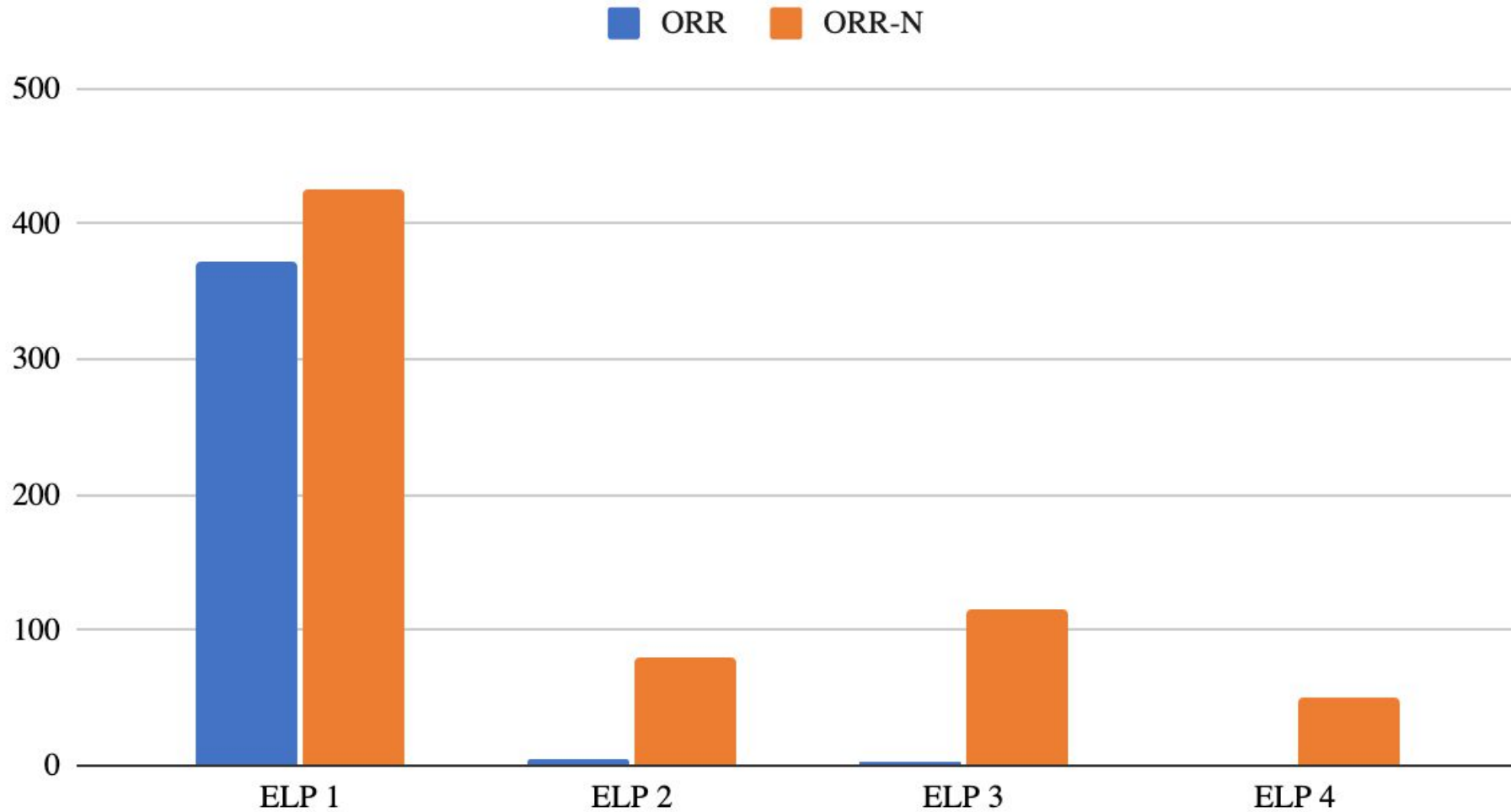
Newcomers by Gender and Ethnicity



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).	1. Eastern	1. Montgomery Blair
	2. Gaithersburg	2. Career Readiness Education Academy
	3. Loiderman	3. Einstein**
	4. Montgomery Village	4. Gaithersburg* **
	5. Neelsville	5. Richard Montgomery
	6. Takoma Park	6. Northwood*
	7. Julius West	7. Quince Orchard
	8. Sligo	8. Rockville
	9. White Oak	9. Seneca Valley*
	10. Wood	10. Springbrook
	11. Watkins Mill * **	
	12. Wheaton*	

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

(45)

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	System 44 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

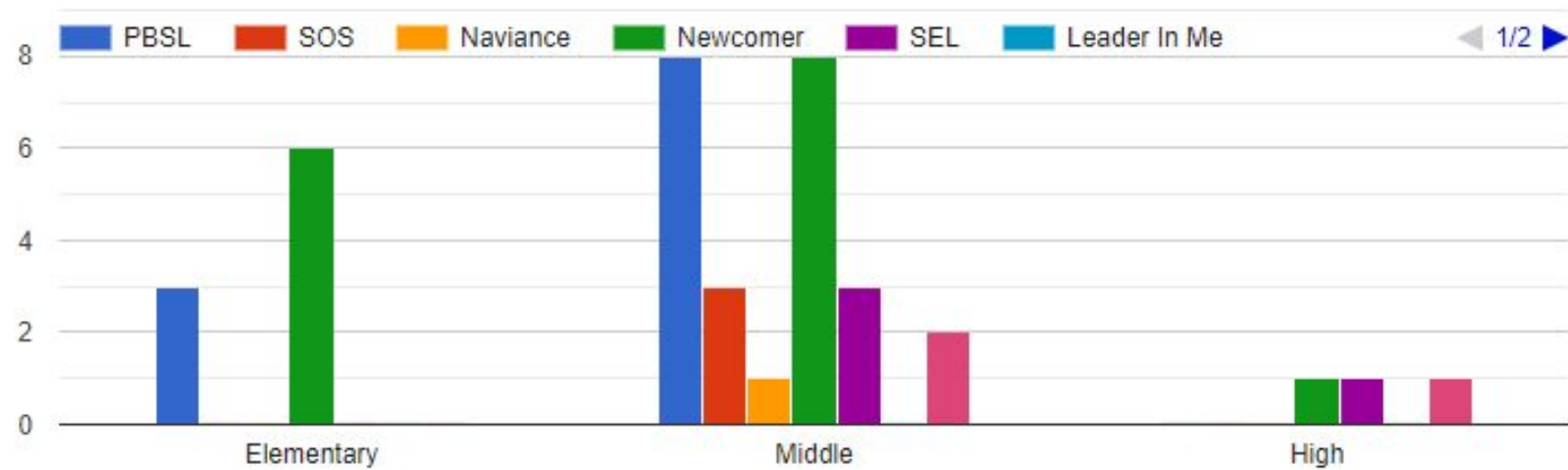
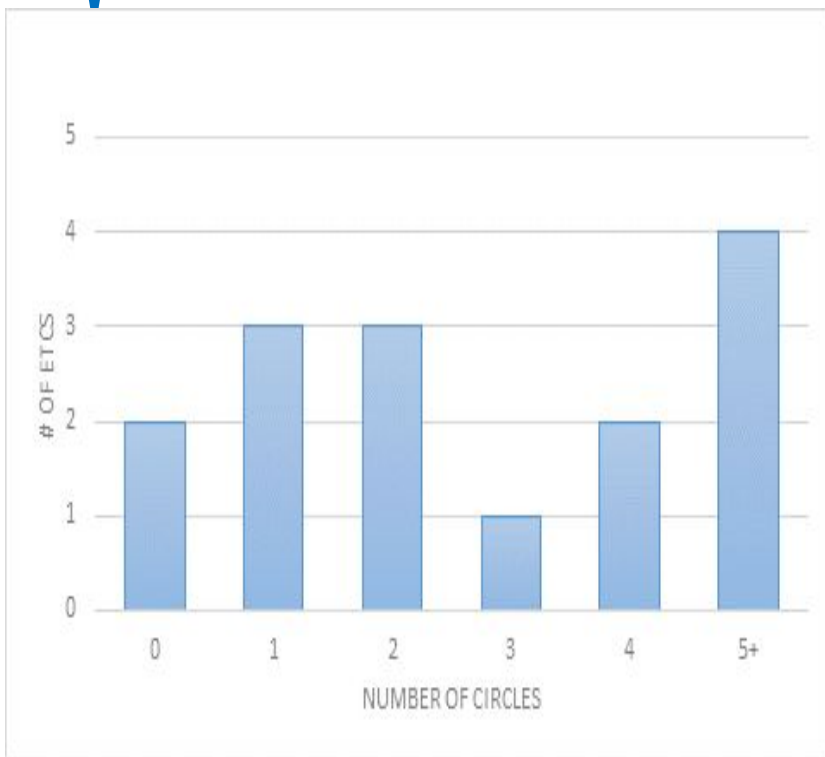
EDUCATION AND SCHOOL-BASED SERVICES: Targeted Social Emotional Support Training for Key Personnel



- **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)* (51)

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

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