Minutes of the Meeting of
The Commission to Study the Impact of Immigrants in Maryland
Monday March 14, 2011
Maryland House of Delegates Office Building
Annapolis, Maryland 21401

The meeting was called to order at 9:22 a.m. Attendance:

<table>
<thead>
<tr>
<th>Members</th>
<th>Affiliation</th>
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<tr>
<td><strong>Commission Chair</strong></td>
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<tr>
<td>Larry Shinagawa Ph.D.</td>
<td>Professor, University of Maryland</td>
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<tr>
<td><strong>Appointed by Speaker of the House</strong></td>
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<tr>
<td>Susan L.M. Aumann</td>
<td>House of Delegates Member</td>
</tr>
<tr>
<td><strong>Ex Officio</strong></td>
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<tr>
<td>Nancy McCrea</td>
<td>Department of Business &amp; Economic Development</td>
</tr>
<tr>
<td>Martin Ford</td>
<td>Associate Director, Department of Human Resources</td>
</tr>
<tr>
<td><strong>Appointed by the Governor</strong></td>
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<tr>
<td>Mark Shmueli</td>
<td>Attorney, Maryland Bar Association</td>
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<tr>
<td>J. Henry Montes</td>
<td>Consultant, JHM Consultation</td>
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<tr>
<td>Kien S. Lee</td>
<td>Community Psychologist, Community Science</td>
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<tr>
<td>Michael C.Lin, Ph.D.</td>
<td>Volunteer, Organization of Chinese Americans</td>
</tr>
<tr>
<td>Naima Said, Esq.</td>
<td>Attorney, Naima Said &amp; Associates, PC</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
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<tr>
<td>Hiram Burch</td>
<td>Manager, Department of Legislative Services</td>
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<tr>
<td>Adam Fogel</td>
<td>Sen. Richard Madaleno's Office</td>
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<tr>
<td>Jim Palma</td>
<td>Maryland Department of Planning</td>
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<tr>
<td>Jeffrey Werling</td>
<td>Executive Director, Inforum / UMCP</td>
</tr>
<tr>
<td>Xiaojie Zhang</td>
<td>Research Assistant, Inforum / UMCP</td>
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<tr>
<td><strong>Guests</strong></td>
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<tr>
<td>Susan Spinnato</td>
<td>Maryland State Department of Education</td>
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<tr>
<td>Cathy Nelson</td>
<td>Maryland State Department of Education</td>
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<tr>
<td>Ilhye Yoon</td>
<td>Maryland State Department of Education</td>
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<tr>
<td>Kathy Hartsock</td>
<td>Frederick County Public School System</td>
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<td>Larry Steinly</td>
<td>Frederick County Public School System</td>
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<td>Karen Woodson</td>
<td>Montgomery County Public School System</td>
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<td>Teresa Wright</td>
<td>Montgomery County Public School System</td>
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<tr>
<td>Alison Hanks-Sloan</td>
<td>Prince George’s County Public School System</td>
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<td>Beverly Pariser-Foster</td>
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<tr>
<td>Dianne Yohe</td>
<td>Prince George’s County Public School System</td>
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<tr>
<td>Patricia Chiancone</td>
<td>Prince George’s County Public School System</td>
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<tr>
<td>Evi Rezmovic</td>
<td>U.S. Government Accountability Office</td>
</tr>
<tr>
<td>Sara Margraf</td>
<td>U.S. Government Accountability Office</td>
</tr>
</tbody>
</table>
1. Introduction

Commission Chair Dr. Larry Shinagawa introduced the Commission, welcomed all guests, and called a moment of silence for the people in Japan who were suffering from a recent earthquake.

Dr. Shinagawa discussed the scope of the current Commission meeting. With around one-fourth of children in Maryland having at least one immigrant parent, the future of Maryland will be influenced by the social development and success of immigrant born children. Issues particularly relating to the educational and social needs of immigrant families need to be explored in order to grasp the full impact of immigration to Maryland. The speakers for the meeting were asked to address several particular issues:

- Access to educational, recreational, and cultural programs for immigrant families and children at both the State and local level. Include discussion on federal requirements under the No Child Left Behind Act and constitutional requirements under Plyler v. Doe.

- Availability of resources and the potential cost to address educational and social needs of immigrant families, particularly those coming from less educated backgrounds. Include discussion on current and projected enrollment trends for both immigrant and limited English proficient students; additional costs and needs associated with educating immigrant and limited English proficient students; and additional resources required to ensure that these students receive a quality education.

- Achievement gaps among limited English proficient students, with a focus on above average high school dropout rates and low graduation rates among Hispanic students. Include discussion on the factors contributing to the achievement gap and actions that are needed to improve the educational performance of limited English proficient and Hispanic students.

- Access to affordable higher education for children from immigrant families, including those who are unauthorized. Include discussion on the extent to which public school students in your county are unable to continue their education due to the inability to receive in-state tuition and whether the proposed DREAM Act would motivate students to further their education.

- Availability of English language classes within immigrant community. Include discussion on the demand for adult education programs for limited and non-English speakers and the impact on student performance when one or both parents are unable to speak English well.

- Ensuring that public policies and education programs are relevant for children in immigrant families. Include discussion on the steps being taken by the State and local boards of education to make their policies and programs accessible and relevant to immigrant families.
2. Maryland State Department of Education

Speakers of this session from the Maryland State Department of Education (MSDE) were:

Susan Spinnato, Director of Instructional Programs,
Cathy Nelson, English Learning Specialist,
Ilhye Yoon, English Learning Specialist

See Appendix A for their presentation.

The speakers pointed out that the majority of English Language Learners (ELLs) are in elementary school and many of the ELL students are US citizens. They are concentrated in Montgomery and Prince George’s counties, but the Baltimore area is facing increasing ELL populations.

Challenges faced by ELLs include having to learn their own language and English at the same time. They also have to take the other academic courses and pass the state Adequate Yearly Progress (AYP) requirements. They lag regular students substantially in graduation rates and access to higher education.

The Local Education Agencies (LEAs) lack teachers properly trained to address the needs of ELLs. Moreover, student progress in the AYP standards is used to rate schools according to No Child Left Behind Act (NCLB). Since the schools are judged from average performance, many of them have a low incentive to allocate teachers to ELLs.

Nevertheless, as measured by the Annual Measurement Achievement Outcomes (AMAO), the 24 Maryland LEAs are generally meeting requirements. Two thirds of the LEAs meet the highest standards (AMAO 3), all but five LEAs met AMAO 2, and all met AMAO 1.

The Commission was interested in the specific drop-out and graduation rates of ELLs and will follow up to obtain that information later. The Commission also discussed the following questions with the panel:

a) Why are ELLs provided services up to age 21 while education is guaranteed only from K to 12? In the state of Maryland, education services are provided up to age 21 in the case of disabled students and other students who don’t graduate by age 18. If they don’t get a high school diploma by the time they reach their 21st birthday, then they have to find alternative education. The 21 year age cut off is a life saver for refugee children who experience interrupted education.

b) There is a waiting list for dual language programs, so why don’t we have more of these programs? Spinnato replied that the waiting list is for dual immersion program and a certain number of students are required in order to have an immersion program. The waiting list is for parents who want their English speaking children to learn another language. Dual immersion is a type of bilingual education and is not for the whole school; it is a magnet program. Magnet programs have their own challenges of
accommodating haves and have-nots, but the dual immersion program meets the needs of both groups and can function as an equalizer.

c) *Do you have statistics of overlap between ELL and special needs?* Spinnato: Yes, that data is available. The portion of ELL students who also have special needs is not significant. The percentage of ELL students with special needs is lower, though not drastically lower, than the general population identified as special needs.

d) *Why did five counties not meet the requirements for proficiency level (AMAO 2)?* Failure in meeting the requirement may be due to one or two students. In some cases, students might have recently arrived as refugees. But these students are not tracked after they leave or no longer qualify as LEP. Many counties are actually very close to meeting the requirements. It is an ever-changing body of students. We are advocating for tracking the students over time after they become English proficient so that they can get credit in the reauthorization act.

e) *What does the MSDE think about Senate Bill 676, which proposes to require schools to identify students’ immigration status?* MSDE opposed this legislation because the Maryland Attorney General’s Office has advised that asking immigration status of students obstructs their right to a public education under *Plyer v. Doe*. Therefore, MSDE does not require counties to collect this info or at the state level.

*Are local school systems allowed to ask immigration status on their own accord?* Spinnato: MSDE has interpreted that LEAs are prevented from doing this by state law.

3. **Frederick County Public School System**

Speakers of this session from the Frederick County Public School System were:

Kathy Hartsock, Supervisor for Student Services
Larry Steinly, English Language Learner Coordinator

Today, there are 1700 to 1800 students from pre-K to 12 grade that are enrolled ELLs in Frederick County. Many of these students were born in USA and many are from El Salvador, Mexico, and Myanmar. There are also a lot of refugee students. About 72 percent are Spanish speakers. The second largest group this year is from Burma and there are also many French-speakers (from typically Africa, and from Vietnam).

The county schools place a great emphasis on reaching out to the parents with many programs that have been a great help in this area. Language is a big barrier in reaching out to parents. In addition, the school system in the Frederick County is very different than systems which most of the parents have experienced.

In 2010, 82 percent of ELL students attained AYP, and 21.5% of them attained the challenging states academic achievement. The proficiency did not meet AMAO requirements in terms of
reading, but the participation requirement was met. In terms of math, both proficiency and participation requirements were met.

Title 3 federal funding provided $267,000 for ELLs and it was the only funding source outside of local funding. Currently, the system has 40 ELL teachers which cost about $2 million including salaries and benefits.

The achievement gap in high schools is closing. Frederick County has the highest graduation rate in the state of Maryland, which increased from 94.1 percent in 2009 to 94.6 percent in 2010. The graduation rate for ELL graduates improved greatly from 68 percent to 72.9 percent. For Hispanic students, it progressed from 88.0 percent to 90.8 percent for 2010, which exceeded the state AMAO.

The drop-out rate in Frederick County dropped to 1.2 percent in the last year down from 1.6 percent the previous year. The drop-out rate for LEP students was 4 percent in 2010, a full percent lower than the previous year. The drop-out rate for Hispanic students decreased from 2.5 percent to 1.8 percent in 2010. In compiling this information, the school district goes to great lengths to make sure the student has really “dropped out” and not moved to the home country or to another state or county.

If an immigrant student comes in during high school, it’s harder for them to keep the pace of the coursework and they are very likely to take more time to graduate. Some students think it is okay to drop out if their parents never got a high school diploma.

When a student applies to Frederick Community College, they must show documents to indicate their residency status for eligibility for the in-state tuition rate. Without residency status, they pay the out-of-state tuition rate. In ten other states that have adopted a DREAM act, the minimum increase in student enrollment is about 1 percent.

For Maryland’s DREAM Act, parents must show that they paid taxes within the last year before the student applies to higher education and the student has to apply to higher education within three years of high school graduation.

4. Montgomery County Public School System

Speakers of this section are:

Dr. Karen C. Woodson, Director, EAOL/Bilingual Programs
Mrs. Teresa Wright, ESOL Parent Resource Teacher

See Appendix B for their presentation.

English Language Learners (ELLs) refers to students whose first language is not English. Within this group, there are Limited English Proficiency (LEP) students and non-LEP students. Within the LEP subgroup is the English for Speakers of Other Languages (ESOL) and Reclassified English Language Learners (R-ELL) subgroups. ESOL students are enrolled in the
English as a Second Language (ESL) program. The R-ELLs became proficient in English enough to exit the ESOL subprogram but are kept within the LEP group for two years to facilitate statistical tracking. Dr. Woodson covered several other issues concerning demography and achievement among LEP students.

Concerning the objectives of the LEP programs (AMAO 1 and 2); Woodson showed that over the past four years, the system has met most the established targets. However, for AMAO 3, which assesses progress on the AYPs, the county has missed targets for High School reading and Middle School and High School math.

The speakers stressed that academic achievement is especially difficult for the students when their parents are supported by authorities and they have to stay with extended parents. These students need a lot of help. School parent liaisons partner a lot with organizations and agencies that work with the families. Many of their students have taken advantage of the opportunities and then go to Montgomery College and then go on to a university.

Delegate Susan Aumann asked whether there is any effort to help the students and their families to become citizens. Theresa Wright responded that it depends on the case and families generally work with lawyers. By immigration law, a child is considered independent at 21 years old. Federal Dream Act (not state) would give the undocumented children a pathway to citizenship. Delegate Aumann questioned whether it made sense to provide greater access to post-secondary education under the state DREAM Act if unauthorized graduates were not eligible to work in the United States.

5. Prince George’s County Public School System

Speakers of this Section are:
   Alison Hanks-Sloan, Supervisor, ESOL Program
   Dianne Yohe, ESOL Enrollment Specialist
   Beverly Pariser-Foster, Student Counseling Specialist
   Patricia Chiancone, ISCO Outreach Counselor

The panel provided a presentation (Appendix 3) which first described the demographics of ELLs. Immigrant children in Prince Georges County Public Schools (PGCPS) come from 111 different countries and speak 126 languages, but most come from about a dozen countries. Spanish is overwhelmingly the first language of most of the children.

PGCPS has established an International Student Counseling Office or Welcome Center to serve as the primary conduit to immigrant students and parents concerning their rights and responsibilities. The office serves both documented and undocumented students. It also trains school staff on immigrant issues.

The rights of the students were established by Plyer v. Doe. Under this ruling, public schools may not deny admission based on immigration status or even require students or their parents to disclose their immigration status in any way.
Based on recent history, PGCPS anticipates a burgeoning population of ELLs over the next several years. It is preparing for this increase by expanding its services and resources dedicated to these populations. Examples of important programs include parent workshops, special events, interpreting services, multi-lingual communications channels and a dual language assessment team (DLAT).

In order to assess the factors contributing to achievement gaps the district has initiated newcomer groups offering education and cultural adjustment support as a followup to school registrations. These programs have revealed the types of stresses and difficulties experienced by immigrant children. A state or national DREAM Act would help motivate these many of these students to achieve throughout their K-12 career.

The groups offered several suggestions for action at the state and local levels, including increasing and intensifying support for students who arrive in the community at a relatively older age, remove penalties for schools not meeting AYP rates in the LEP subgroup, promote teacher competency in teaching ELLs, and provide more programs for parents.

During questions and answer, the speakers stated that their biggest issue concerns a shortage of staffing for ELL programs, especially for ESOL teachers. As mentioned above, schools need to do a better job to transfer the required skills to the general teachers.


 Speakers of this section are:

- Evi Rezmovic, Ph.D., Assistant Director, Homeland Security and Justice
- Sara Margraf, Senior Analyst, Homeland Security and Justice

In December 2010 the General Accountability Office (GAO) released the report *Employment Verification: Federal Agencies Have Taken Steps to Improve E-Verify, but Significant Challenges Remain*. The current report is an update of an earlier testimony concerning E-Verify issued in June 2008. At that time, E-Verify was facing the challenges of ensuring accuracy and combating fraud. As requested, GAO subsequently examined the extent to which the:

> “Center for Immigration Services (USCIS) and the Social Security Administration (SSA) took efforts to (1) reduce tentative nonconfirmations (TNC) and E-Verify’s vulnerability to fraud, (2) safeguard employee personal information, and (3) prepare for possible mandatory use by all employers nationwide. GAO reviewed key policy and procedural documents, interviewed relevant DHS and SSA officials, and conducted site visits to three states selected, in part, based on employer types.”

E-Verify is now used by a variety of employers to confirm the eligibility of persons to work in the United States. Dr. Resmovic described some of the characteristics and operations of the E-Verify system. Basically, once a person is hired, any employer can input that persons identifying information into E-Verify via the Internet. They will receive either confirmation to work or a
tentative nonconfirmation (TNC). A person can contest a TNC through established procedures. The specific processes are displayed in the report using diagrams.

Currently all federal agencies, contractors and subcontractors are required to use E-Verify to confirm eligibility for anyone working on government business. Fourteen states also require its use for verifying state employees and Arizona, Mississippi, and North Carolina requires its use by all public and private employees. More states are opting to require E-Verify in some fashion. Consequently, the footprint of E-Verify is expanding quickly.

The report’s findings include:

A. The USCIS, which administers E-Verify, has taken several steps to improve the accuracy of the system, including expanding the number of databases queried through E-Verify and instituting quality control procedures. In the fiscal year of 2009, the USCIS data confirmed about 97.4 percent of almost 8.2 million newly hired employees as work authorized during fiscal year 2009, compared to 92 percent from fiscal year 2006 to the second quarter of fiscal year 2007.

B. E-Verify errors persist. A common problem occurs when an authorized employee’s name is expressed differently on various documents E-Verify will issue a TNC for the employee. In many cases, the GAO found that many employees and employers did not really know what recourse existed when a TNC is issued.

C. Furthermore, E-Verify remains vulnerable to identity theft and employer fraud, mainly through the use of fake identification documents. A recent study from Westat estimates that the confirmations granted to persons not authorized to work were between 3 to 4 percent of the queries. The GAO lamented that the USCIS has very little authority to pursue fraud, even when it was readily identified. The only sanction it has is to remove employer access to the system when justified.

D. USCIS has taken steps to reduce risks to the privacy of personal information, but employees are limited in their ability to identify the source of incorrect information in DHS databases. USCIS needs to develop new procedures to enable employees to correct inaccurate personal information in E-Verify databases.

E. USCIS and SSA have taken actions to prepare for possible nationwide and mandatory implementation of E-Verify by addressing key practices for managing E-Verify system coordination, capacity and availability.

The meeting was adjourned at 1:15 p.m.
The Future of Maryland: English Language Learners (ELLs)

Commission to Study the Impact of Immigrants in Maryland
March 14, 2011

Top Five LEAs with ELLs

As of October 31, 2010
- Montgomery County: 18,779
- Prince George’s County: 14,298
- Baltimore County: 3,466
- Anne Arundel County: 2,723
- Baltimore City: 2,167

Student Population – Trend Data

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<tr>
<td>Total Student Population</td>
<td>960,021</td>
<td>851,640</td>
<td>845,700</td>
<td>843,864</td>
<td>845,838</td>
<td>852,211</td>
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<td>Number and Percent of ELLs</td>
<td>31,901</td>
<td>37,884</td>
<td>46,382</td>
<td>41,836</td>
<td>44,842</td>
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<td>SY 08-09</td>
<td>8,019</td>
<td>6,737</td>
<td>5,089</td>
<td>4,473</td>
<td>2,165</td>
<td>2,151</td>
<td>1,684</td>
<td>1,639</td>
<td>1,852</td>
<td>2,330</td>
<td>1,975</td>
<td>1,462</td>
<td>873</td>
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<td>SY 09-10</td>
<td>8,245</td>
<td>7,942</td>
<td>6,197</td>
<td>4,659</td>
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<td>1,475</td>
<td>1,294</td>
<td>2,639</td>
<td>1,088</td>
<td>1,457</td>
<td>946</td>
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<td>SY 10-11</td>
<td>9,150</td>
<td>8,493</td>
<td>7,119</td>
<td>5,525</td>
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<td>1,505</td>
<td>1,302</td>
<td>2,251</td>
<td>1,074</td>
<td>1,389</td>
<td>957</td>
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3/9/2011
Top Five Primary Languages of ELLs
- Spanish
- French
- Chinese
- Vietnamese
- Korean

Challenges
- Graduation rate
- Dropout rate
- Access to higher education
- Lack of teachers properly trained to address the needs of ELLs
- Providing professional development for content teachers state-wide
- Family and community outreach
- AYP requirements

Top Five Countries of Origin
- USA
- El Salvador
- Mexico
- Guatemala
- Honduras

Achievement of ELLs
- AYP Requirements
  - Two thirds of LEAs met AMAO 3
    - Language Arts and Math in grades 3-8
    - English and Algebra in high school
- AMAO Requirements
  - AMAO 1: All 24 LEAs met
  - AMAO 2: All but 5 met

teachers stay in their content, but learn the strategy of working w/ ELLs.
ELL Instructional Program Models in Maryland

- Pull-out ESOL
- Push-in ESOL
- Content-based ESOL
- Sheltered English instruction
- Structured English immersion
- ESOL tutoring support
- Newcomer program
- Specially designed academic instruction delivered in English (SDAIE)
- Heritage language (Spanish)

Dual language program: Eng. + SPA. learners learn the content:

MSDE Contact Information

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  410-767-0349

- Cathy Nelson
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  cnelson@msde.state.md.us
  410-767-0714

- Ilhye Yoon
  ELL/Title III Specialist
  iyoon@msde.state.md.us
  410-767-6577

Title III of ESEA (NCLB): Definition of Immigrants

The term 'immigrant children and youth' means individuals who
- are aged 3 through 21;
- were not born in any state; and
- have not been attending one or more schools in any one or more states from more than three full academic years.
Understanding the needs of ESOL students in the Montgomery County Public Schools

A presentation to the Immigration Commission
March 14, 2011

Office of Curriculum & Instructional Programs
Department of Instructional Programs
Division of ESOL/Bilingual Programs

Dr. Karen C. Woodson, Director
Mrs. Teresa Wright, ESOL Parent Resource Teacher

ELL/LEP/R-ELL/ESOL
UNDERSTANDING THE CONNECTION IN MCPS

ENGLISH LANGUAGE LEARNERS (ELL)

Limited English Proficient (LEP) NCLB SUBGROUP
Includes current ESOL students and selected former ESOL students

NON-LEP SUBGROUP
ELL who have exited the ESOL program more than two years ago and ELL who have never been in ESOL

English for Speakers of Other Languages (ESOL) STUDENTS
ELL previously enrolled in the ESOL program receiving ESOL instruction from the ESOL teacher during the ESOL curriculum

RECLASSIFIED ENGLISH LANGUAGE LEARNERS (R-ELL)
ELL who have exited the ESOL program within the past two years

SUPPORTING ELL IS A WHOLE SCHOOL EFFORT!

No Child Left Behind Act of 2001

*The English language proficiency levels of some ELL may be too high to qualify for ESOL services

*It is recognized that some elementary schools are working toward this goal. An interim step is to ensure that ESOL students are able to demonstrate satisfactory performance on the common tasks in the elementary ESOL curriculum.

www.montgomeryschoolsmaryland.org/curriculum/esol
MCPS English for Speakers of Other Languages (ESOL) Demographics

- 19,020 ESOL students
- MCPS ESOL students speak 129 different languages
- Top 5 languages spoken by MCPS ESOL students

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>SPANISH</td>
<td>62.3 percent</td>
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<tr>
<td>FRENCH</td>
<td>5.4 percent</td>
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<tr>
<td>CHINESE</td>
<td>4.0 percent</td>
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<td>VIETNAMESE</td>
<td>3.2 percent</td>
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<td>AMHARIC</td>
<td>3.7 percent</td>
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MCPS ESOL Demographics (cont’d)

- MCPS ESOL students come from 164 different countries
- Top 5 countries of origin for MCPS ESOL students

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<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>UNITED STATES</td>
<td>62.7 percent</td>
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<tr>
<td>EL SALVADOR</td>
<td>8.3 percent</td>
</tr>
<tr>
<td>ETHIOPIA</td>
<td>2.2 percent</td>
</tr>
<tr>
<td>HONDURAS</td>
<td>1.4 percent</td>
</tr>
<tr>
<td>GUATEMALA</td>
<td>1.4 percent</td>
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Annual Measureable Achievement Objective I

- **Key Question:** Have ESOL students **made progress** toward attaining proficiency in English?
- **Definition:** An increase of **15 scale score points** on the overall score on the LAS Links census test when compared to the previous year's score.

<table>
<thead>
<tr>
<th>Year</th>
<th>AMAO I MSDE Target %</th>
<th>AMAO I MCPS %</th>
<th>Difference</th>
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<tbody>
<tr>
<td>2007</td>
<td>40</td>
<td>69.2</td>
<td>29.2</td>
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<tr>
<td>2008</td>
<td>48</td>
<td>77.2</td>
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<td>2009</td>
<td>56</td>
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<td>2010</td>
<td>58</td>
<td>75.9</td>
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<td>2011</td>
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</tbody>
</table>

Annual Measureable Achievement Objective II

- **Key Question:** Have ESOL students **attained** proficiency in English?
- **Definition:** An overall score of Advanced (level 5) on LAS Links, with a score of High Intermediate (level 4) on each subtest.

<table>
<thead>
<tr>
<th>Year</th>
<th>AMAO II MSDE Target %</th>
<th>AMAO II MCPS %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20</td>
<td>55.1</td>
<td>35.1</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>69.1</td>
<td>39.1</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>14.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>19.8</td>
<td>3.8</td>
</tr>
<tr>
<td>2011</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Question: Did the LEP subgroup make AYP in reading and math at the county level?

### AMAO III: AYP Status for Limited English Proficiency (LEP) Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>Middle</td>
</tr>
<tr>
<td>2007</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>2008</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>2009</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>2010</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

### High School Assessment Data for the LEP Subgroup (grade 10)


- **Grade 10 Biology HSA**
  - 2009: 67.8%
  - 2010: 80.8%

- **Grade 10 Government HSA**
  - 2009: 73.2%
  - 2010: 79.7%

- **Grade 10 Algebra HSA**
  - 2009: 58.9%
  - 2010: 99.6%

- **Grade 10 English HSA**
  - 2009: 63.6%
  - 2010: 61.4%
High School Assessment Data for the LEP Subgroup (grade 11)
Source: http://www.mdk12.org/

Grade 11 Biology HSA

Grade 11 Government HSA

Grade 11 Algebra HSA

Grade 11 English HSA

High School Assessment Data for the LEP Subgroup (grade 12)
Source: http://www.mdk12.org/

Grade 12 Biology HSA

Grade 12 Government HSA

Grade 12 Algebra HSA

Grade 12 English HSA
Cornerstones of the Division of ESOL/ Bilingual Programs

ESOL Curriculum, Instruction, Assessment and Reporting

ACCOUNTABILITY

ESOL Parent Involvement

ACCOUNTABILITY

ESOL Counseling

ACCOUNTABILITY

Challenges Confronting MCPS Immigrant ESOL Students and Families

- Reunification of the family
- Adult ESOL for parents
- Navigating the school system
- Availability of basic needs
- Dream Act/In-State Tuition
- Immigrant contributions to our school system and county
Welcoming ELL and Immigrant Families to Prince George’s County Public Schools

A discussion with the Commission to Study the Impact of Immigrants in Maryland
March 14, 2011

PGCPS International Students

International Students

25,560

Languages

165

Countries

148

*international student is defined for these purposes as students who were born in another country or speak another language at home

Top 12 Countries & Languages

- United States (ELLs)
- El Salvador
- Mexico
- Nigeria
- Philippines
- Cameroon
- Guatemala
- Jamaica
- Honduras
- Sierra Leone
- Dominican Republic
- Ghana

- Spanish (76%)
- English (3%)
- French (3%)
- Tagalog (2%)
- Yoruba (1%)

Less than 1%:
Krio, Vietnamese, Ibo, Mandarin, Urdu, Amharic & Arabic

Languages Spoken in Students’ Homes

Less than 2%:
Other
French
Spanish

TOTAL: 25,560
More than 20% of student population

Look Who’s Here!
Topic 1 - Access to educational, recreational and cultural programs for immigrant families and children at both the state and local level. Include discussion on federal requirements under NCLB and constitutional requirements under Plyler v. Doe

As a result of the Plyler ruling, public schools may not:
- Deny admission to a student during initial enrollment or at any other time on the basis of immigration status.
- Treat a student disparately to determine residency.
- Engage in any practices to "chill" the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Ask questions to students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

International Student Counseling Office (Welcoming Center)
- Serves as primary conduit for ELL/immigrant students in the county ensuring the rights of parents/students under Plyler v. Doe
- Provides parents information on rights and responsibilities of ELL/immigrant students and parents including the rights of undocumented students
- Trains school registrars and other school staff (administrators, PPWs, counselors) are in-serviced regarding the rights of immigrant students to attend school
ToPIC 2: Availability of resources and potential cost to address educational and social needs of immigrant families (particularly from less educated backgrounds)

Projected Enrollment
- Maryland is 12th in the nation with number of foreign-born residents (12.8%)
- Prince George’s County population of foreign-born residents (18%)
- Hispanic population in Prince George’s County has more than doubled in size – from 7% in 2000 to 15% in 2010
  (2010 Census)

PGCPS Students: 128,017

<table>
<thead>
<tr>
<th>Total Population</th>
<th>Kindergarten Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>74.16%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>17.38%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5.10%</td>
</tr>
<tr>
<td>Asian American</td>
<td>2.93%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.42%</td>
</tr>
</tbody>
</table>

PGCPS Students: 128,017

Parent Workshops
- From family academies to school-based workshops:
  - Learning English and Helping Your Child
  - Helping with Homework
  - Learning about ESOL Program
  - Helping Your Child Become a Better Reader
  - Community Resources
  - Parent Teacher Conferences
  - Understanding the Report Card
  - College Preparation/Options After High School
  - Summer Activities/Programs
  - Student Service Learning Hours
  - Rights and Responsibilities of ELL Students/Parents

Other events
- The National Hispanic College Fair
- Junior/Senior Meetings
- Estudios Universitarios a su Alcance/College is Within Your Reach Program
- Visits to Prince George’s Community College
- The Counselors’ College Fair at PGCC
- The Hispanic Youth Symposium
- Summer Walk-in Registration
- Kindergarten Registration
Foreign Language Interpreting Services

PGCPS has foreign language interpreters available to assist school staff to communicate with international students and parents.

Interpreting services may be arranged through the Interpreter Bank by calling 301-408-5511. Please call one to two weeks in advance to arrange for interpreter services.

TransACT is an online collection of professional, legally-reviewed parent notifications in multiple languages. The ESOL Office/Title III Program within the Department of Academic Support has purchased a subscription for the 2008-2009 school year.

To get to this page, go to www.pgcps.org
Click on "Employees" at upper right of screen
Scroll down and choose "Interpreting Services"

Approved Activities

- Parent/teacher conferences
- Administrative conferences
- Suspension conferences
- Parent workshops
- Expulsion hearings
- Special Education assessments
- IEP meetings
- Home visits for Special Education services
- Other activities pre-approved by Interpreter Bank staff

Available Languages: Albanian, Amharic, Arabic, Bengali, Bété, Brava, Cambodian, Chinese (Cantonese, Fukienese, Mandarin), Farsi, French, Guarani, Gujarati, Haitian Creole, Hindi, Ibo, Indonesian, Italian, Jamaican Patois, Kalenjin, Korean, Krio, Kurdish, Lao, Macedonian, Malaysian, Marathi, Oromiffa, Portuguese, Punjabi, Russian, Serbo-Croatian, Somali, Spanish, Swahili, Tagalog, Tamil, Thai, Tyngria, Turkish, Ukrainian, Undu, Vietnamese, Yoruba

TransACT.com

TransACT is an online collection of professional, legally-reviewed parent notifications in multiple languages. The ESOL Office/Title III Program within the Department of Academic Support has purchased a subscription for the 2008-2009 school year.

All PGCPS employees may access TransACT. See Quick Start Guide.

Staff Contacts:
Sandra Acevedo
sacevedo@pgcps.org
Diana Gough
diana.gough@pgcps.org
301-408-5511

Dual Language Assessment Team

The Dual Language Assessment Team (DLAT) assists school staff in the referral and assessment process of Culturally and Linguistically Diverse (CLD) students who may be suspected of having a disability.

Topic 3 - Achievement gaps among limited English proficient students, with a focus on above average high school dropout rates and low graduation rates among Hispanic students. Include discussion on the factors contributing to the achievement gap and actions that are needed to improve the educational performance of limited English proficient and Hispanic students.
Factors contributing to achievement gap:

- Limited educational opportunities in home country (need to work, cost of school in home country, distance to schooling, minimally qualified teachers, issues related to family separation)
- Minimal support and time to assist students in catching up (only 4 yrs to adapt to U.S. high school and meet graduation requirements in new language)
- Minimal communication with and outreach to Hispanic families system-wide (exacerbated by economic situation)
- Minimal understanding and/or access to opportunities available in this country
- Economic stresses on family
- Incomplete data on ELL dropout/graduation rate

### LAS Links

<table>
<thead>
<tr>
<th>Level</th>
<th>1A</th>
<th>1B</th>
<th>2A</th>
<th>2B</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing</td>
<td>1%</td>
<td>10%</td>
<td>31%</td>
<td>61%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Newcomer Groups

- Offering educational and cultural adjustment support as a follow up to registration.
- Addressing concerns such as:
  - Learning a new language, making new friends, coping with the loss of family & friends left behind, reuniting with a “new” family,
  - Learning promotion and graduation requirements

Expansion of current programs

- Literacy and reading classes at the middle and high school level (AIM, Language of Math for high school students with elementary math needs)
- After school support programs for students whose parents are not able to assist with academic homework
- Bilingual outreach
  - Parent meetings regarding how parents may support their students at home
  - Targeted materials to support ELL families to support family literacy (from kindergarten registration through high school)

Topic 4 - Access to affordable higher education for children from immigrant families, including those who are unauthorized. Include discussion on the extent to which public school students in your county are unable to continue their education due to the inability to receive in-state tuition and whether the proposed DREAM Act would motivate students to further their education.
Continue to provide…

- Programs focusing on college to career readiness: Prince George’s Community College high school field trip, University of Maryland Middle school field trip, Hispanic Youth Institute, Estudios Universitarios program
- Information and access to funding

With a Maryland or national DREAM act, many students will be able to continue their education. Many of these students have spent the majority of their lives in the U.S. and are not able to return to their country of origin to study at a higher level or culturally/politically are limited to study in their country.

Major providers are largely subsidized through federal and state funding:
- Adult Education program through PGCC
- Prince George’s Literacy Council
- Church-based English instruction
- School-system based adult English language instruction through the Parent Engagement Program

Topic 5 - Availability of English language classes within immigrant community, (demand for adult education programs for limited and non-English speakers and impact on student performance when one or both parents are unable to speak English well.)

Parent Trainings

The culture of education in the U.S. expects that parents will assist their children with homework (very different from educational cultures of most other countries):

- vocabulary tests, science fair projects, parent involvement in actions such as retention, discipline, honors and TAG programs, and special education

Children in Immigrant Families

- Poverty rates are highest among children with several parental risk factors: parents are not proficient in English; parents lack U.S. citizenship; parents have low levels of education; and parents have not lived in the U.S. for more than 10 years.
- For many immigrant families, parent’s regular job does not provide for their basic needs. In 2007, one in three children in immigrant families lived in low-income working families. (Population Reference Bureau statistics, Annie E. Casey Foundation, 2009)
- Children (especially girls) who were separated from their parents were more likely to report depressive symptoms (compared to those who were not separated from their parents) (Suarez-Orozco, 2002)
Topic 6 - Ensuring that public policies and education programs are relevant for children in immigrant families. Include discussion on the steps being taken by the State and local boards of education to make their policies and programs accessible and relevant to immigrant families.

Suggested Actions

- Create intensive specialized centers for older students
- Support students who need more time to reach graduation requirements
- Remove penalties on schools not meeting AYP rates in Limited English Proficiency subgroup

Suggested Actions

- Require course work about teaching ELLs and culturally competency in teacher preparation programs
- Provide more programs supporting immigrant parents
- Develop more staff role models for students (especially large Latino population)
- Increase early childhood opportunities for all ELLs
- Continue dialogues with educators working with immigrants such as today’s commission meeting

Thanks!

- Pat Chiancone, ISCO Outreach Counselor
- Beverly Pariser-Foster, ISCO Specialist
- Alison Hanks-Sloan, ESOL Supervisor
- Dianne Yohe, ESOL Enrollment Specialist