

MAFSA Meeting
May 9th, 2013
Minutes submitted by Laura Hook, MSDE

11:00 – 12:30 General Meeting

- 1) Attendees introduced themselves
- 2) MAFSA Business
 - a) Bylaws were reviewed and motion was made to keep Bylaws the same; revisions can be brought up at any time
 - b) Website was updated for a cost of \$35
 - c) Membership list was shared and members were reminded that they need to attend at least one meeting per years
 - d) Charts are available and are password protected at: www.worknotes.com/md/mafsa/member
- 3) Country and Grading Scales
 - a) Venezuela – Howard County
 - i) Family registered recently in which new conversion table was used
 - ii) Grade conversion table passed out to attendees from Venezuelan embassy
 - iii) New conversion chart will be used
 - b) Nepal – Howard County
 - i) Reported that the embassy in Nepal reported that the school year runs from April /June and it ends in March
 - ii) Others report that it is difficult to get educational information
 - iii) Counties reported that many of the students registering from Nepal are refugees
 - iv) Counties reported that they use an oral declaration if records are not available and students are placed in 9th grade
 - v) Virginia uses a document to award credits
 - vi) Information on oral declarations is on the website
 - c) Vietnam – Fairfax County
 - i) A revised grading scale for secondary students was passed out to attendees
 - ii) The few changes were reviewed
 - iii) Document has been used since 2012; old document should be used for transcripts prior to 2012
 - iv) Each district will determine what grade is equivalent to a “pass”
 - d) IB Conversion Scale – Prince George’s County
 - i) Scale used for all IB Programs was shared; Prince George’s and Howard County had students register where the 6 & 7 counted as an A
 - ii) Fairfax County shared that older IB Program Scale from MAFSA was accurate
 - e) Cape Verde – Prince George’s County
 - i) Share that schooling involves:
 - (1) 6 year for elementary level
 - (2) 2 years for middle school
 - (3) 4 years for high school

- ii) Helpful websites: aeevaluators.com and epdc.org
- 4) 4-year cohort for ELL students – Frederick County
 - a) Shared that initial concern was brought up due to older students registering in systems and were held accountable for the 4-year graduation cohort; found that ELLs are automatically included in 5-year cohort
 - b) Shared that Maryland has 4 and 5-year cohort; document passed out that shares details about the 4 and 5-year cohorts
 - c) Cohort calculations are on the Maryland Report Card; if a student group does not meet the 4-year cohort, they are automatically included in the 5-year cohort calculations
 - d) Virginia reports that they have 4, 5, and 6-year cohorts;
 - e) Question came up regarding whether or not students realistically can graduate within that amount of time; shared that certainly some can
 - f) Chesterfield County - Everything is a very calculated process based upon entry date and if credits toward graduation are awarded; cohort is entered if credits are entered from any international transcript
 - g) Recommendation was made to keep in regular contact with the LEA's data person to help address cohort calculations
- 5) Credit policy comparisons across districts
 - a) Frederick County reports that they appreciate the information shared by MAFSA members so that she can back up what takes place during the registration process
 - i) Partial credit policy was presented and document was passed out
 - ii) HS Center keeps refusing that students can't get partial credits
 - iii) For 35/45 days of attendance, partial credit may be awarded; FCPS does not award these credits for ELLs
 - iv) Administration at Frederick HS refuses to allow ELLs to earn this partial credit
 - v) "MAFSA feedback" is requested by FCPS to include in information shared at school; will work on during lunch and submit for 1 per county
 - vi) Article on *Immigration law helps abused minors stay with U.S. kin* was shared.
 - vii) Department of Justice (DOJ) article shared about exclusion of some students in services; will be emailed
 - viii) Fairfax reported that DOJ is doing quite a number of investigations regarding access to translations, services, etc.
- 6) Registration policy
 - a) Questions: Do you have an intake center? If so, are U.S. citizens registered at centers? (Who registers at the centers? If you don't have a center, how do you identify you ELLs?
 - i) Baltimore – has intake center; register citizens
 - ii) Frederick – has intake center; if registered at school, students who need ELL services are sent to intake center; citizens registered at intake center
 - iii) Charles – has intake center; don't register citizens
 - iv) Harford – has intake center; whomever is sent there is registered there; students from another country are required to go to intake center; ELLs are identified based upon Home Language Survey tracked through intake center

- v) Alexandria – has intake center; register citizens
- vi) Albemarle – has intake center; register citizens; schools also refer students; intake center reviews
- vii) Montgomery – has intake center; enroll citizens; K students register at school
- viii) Howard – has intake center; do register citizens, including K students (also can be registered at school)
- ix) Chesterfield – has an intake center; register citizens
- x) Fairfax – has intake centers; if another language is identified, students go to intake centers; K students may register at school until 1st day of school; after 1st day of school, K students must register at intake center
- xi) Manassas City – no intake center; school staff monitor home language survey
- xii) Additional county in VA with small ELL population - no intake center; school staff monitor home language survey
- xiii) Anne Arundel –has intake center; do enroll citizens; K students enroll at schools until June and schools keep track of home language survey; After June 1st, K students register at intake center

1:00 – 1:30 Needs of Central American Immigrant Youth/DACA

7) Needs of Central American Immigrant Youth/DACA

- i) Casa de Maryland
 - (1) Data shared regarding HS enrollment for HS students; cohort graduation rate; higher education access
 - (2) Central Theory Concepts (from dissertation) – funds of knowledge for ELLs are framed through a transnational lens
 - (3) See handout
 - (4) Received a grant to engage approximately 1700 families in Langley Park to engage parents in supporting their children; will be looking at family reunification, too
 - (5) Deferred Action
 - (a) One way that educators can be direct advocates for students is to produce letters when families might be deported; is based upon a 2011 letter from ICE where it indicates that certain characteristics might not be a high priority for deportation
 - (b) Sources of relief for immigrant children:
 - (i) DACA – set in place in June 2012 by Obama administration; has certain requirements; large need at first; need for clinics has lessened some
 - 1. DACA fee is very financially limiting; \$465 to submit and have paperwork reviewed; \$25 fee charged by Casa de Maryland
 - (ii) Special immigration juvenile status (SIJS) – can be filed due to abuse, abandonment, neglect by at least one parent; effective until 21
 - 1. In Virginia, some sponsors are working on this and custody is required

2. Often well intended practitioners don't know resources and students showing gang-related behaviors get connected with police even though the students haven't done anything wrong and then are permanently connected gang activity in their records

1:30 – 1:45 Unaccompanied Youth

- 8) Unaccompanied Youth – Nora Morales and Luis Cardona
 - a) Mid-Atlantic Equity Center – provide free technical assistance organization funded through USDE; also have webinars; website - maec.org; nora@maec.org
 - i) Wants to know concerns and issues related to unaccompanied youth; then, Nora will do research to develop best practices
 - ii) HHS predicts many (around 60,000) unaccompanied youth to arrive in the country this year
 - (1) Culturally-based curriculum used in some of the schools and community that focuses on cultural assets
 - (2) May 15th – 1:00 PM – webinar about Latino males and the curriculum with Luis Cardona
 - iii) Issues/needs that children need support with first:
 - (1) Interrupted education – resources
 - (2) Transition services and resources
 - (3) Mental health providers (for families and students)
 - (4) Access to health care
 - (5) Access to education – (unable to register with letter only; need custody)
 - (6) Adult supervision for students and responding to this (from South Korea and China)
 - (7) Support for trauma identification and treatment for students and families
 - iv) Issues seen with the people with whom you work:
 - (1) Interrupted education – working with educators and how to teach students with huge interruptions
 - (2) Awareness and providing support of trauma identification and treatment for students and families
 - v) Project Prevent – RFP due June 30th; 5-year grant to do a competition for trauma-informed counseling; LEA grant
- 9) Next MAFSA meeting – Baltimore County; tentatively scheduled for October 17th