



**Committee:** Directly to Council

**Committee Review:** N/A

**Staff:** Susan Farag, Legislative Analyst

Vivian Yao, Legislative Analyst

Essie McGuire, Senior Legislative Analyst

**Purpose:** Receive briefing and have discussion – no vote expected

**Keywords:** Youth Safety, Positive Youth Development

**UPDATED**  
AGENDA ITEM #2  
June 28, 2022  
**Discussion**

## SUBJECT

Presentation on Youth Safety and Positive Youth Development

## EXPECTED ATTENDEES

Dr. Raymond Crowel, Director, Department of Health and Human Services (DHHS)

Dira Treadance, Chief, Children, Youth, and Family Services DHHS

Montgomery County Police Chief Marcus Jones

State's Attorney John McCarthy

Robin Riley, Director, Department of Recreation

Dr. Earl Stoddard, Assistant Chief Administrative Officer

Damon Monteleone, Assistant Chief of Teaching, Learning, and Schools, Montgomery County Public Schools (MCPS)

Everett Davis, Acting Associate Superintendent, Office of Student and Family Support and Engagement, MCPS

Shane Tate, Montgomery County Collaboration Council for Children, Youth and Families (Collaboration Council)

Meredith Bowers, Collaboration Council

## DESCRIPTION/ISSUE

The Council will receive an update on the coordinated efforts among County Government departments and MCPS to support youth safety and positive youth development, particularly in this summer of 2022. The Council has been extensively engaged in identifying and supporting approaches to address the systemic and underlying factors contributing to youth harm, as well as investing in services and programs to support positive outcomes for youth and for communities.

The purpose of this targeted briefing is to focus on the services and supports in place for youth, specifically in the current summer months. In preparation for this briefing, the Council requested that Executive branch staff and MCPS staff work to provide information around the following questions:

- How are efforts to ensure and promote youth safety and positive youth development being coordinated at the leadership level across departments and agencies?
- What services, programs, and supports are in place this summer to support youth in positive activities and to prevent violence and other negative outcomes?

- How was community input regarding what programs and supports are needed obtained, and how was it incorporated into the development of the summer services and supports offered?
- What levels of enrollment and participation have been seen thus far? What steps are being taken to improve outreach and ensure that impacted communities can access services and supports?

Executive branch staff, MCPS staff, and the Collaboration Council for Children, Youth, and Families have provided information responsive to these areas for discussion. The presentations and additional background material are attached to this staff report for reference.

## **BACKGROUND INFORMATION**

### **Summary of highlighted data on incidents involving youth**

Community-based youth violence has increased significantly over the past two years, and much of the violence involves the use of firearms. For 2022, County Police have recovered more than 730 guns, of which, about 110 are Privately Manufactured Firearms (PMFs, also known as ghost guns). These numbers are on track to overtake last year's total of 1,192 recovered firearms.

There are several contributors to the community violence, including drug robberies and interpersonal disputes or beefs, many of which begin or escalate on social media.<sup>1</sup> Over the past year (June 2021 – June 2022), there have been 20 firearm homicide victims in the County, of which eight were 21 and younger. The suspects in these incidents are often young as well. Of the 18 known suspects, 12 are 21 and younger.

County youth are also experiencing non-fatal shootings. Over the past year, there have been 59 contact shootings. These incidents injured 73 victims, and of these, 30 are 21 and younger. Of the 24 known suspects, seven are 21 and younger.

Non-contact shootings, where individuals fire at other people but there are no injuries, are also up significantly. In the past year, the County has experienced almost 140 non-contact shootings. These may involve cases where there are reports of large groups of people shooting at one other. Ten of the victims were 21 and younger, 18 of the suspects were 21 and younger.

While enhanced gun safety laws help address issues such as mass shootings, domestic violence, and suicide, almost all firearms-related community violence involves illegal weapons. To address this type of violence, government- and community-based programs that offer supportive services, along with focused police enforcement, provide the best violence reduction outcomes. The County has long-standing partnerships and programs that foster positive youth engagement and development, which are critical for enhancing youth and community safety.

### **Pandemic recovery supports for youth**

The Council has recognized the deleterious impact that the COVID-19 pandemic has placed on vulnerable youth and the families. Funding for mental health, out of school time (OST), and other

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<sup>1</sup> [County Police Chief Marcus Jones: Growing prevalence of guns is fueling violent crime](#)

recovery services that promote safety and wellness has been a top priority for the Council. In FY23, Council approved funding for ongoing service enhancements for youth and their families that include the following:

- Over \$10.1 million to expand mental health, case management and positive youth development services at County high schools.
- \$1.3 million for additional Linkages to Learning programs at middle and elementary schools, and additional school and community-based mental health and therapeutic recreation services for youth.
- Approximately \$4 million to support school and community-based OST activities.

The update will provide an opportunity to hear how resources are being deployed and coordinated among the various agencies, departments, and organizations to support youth development and safety.

<b>Attachments</b>	<b>Begins at circle</b>
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# Youth Violence Prevention & Suppression Initiative

**Presentation to Montgomery County Council**  
**Tuesday, June 28<sup>th</sup>, 2022**





# Data from MCPD: Homicides Involving Firearms

## 2021 Homicides with Firearms\* - Total of 12

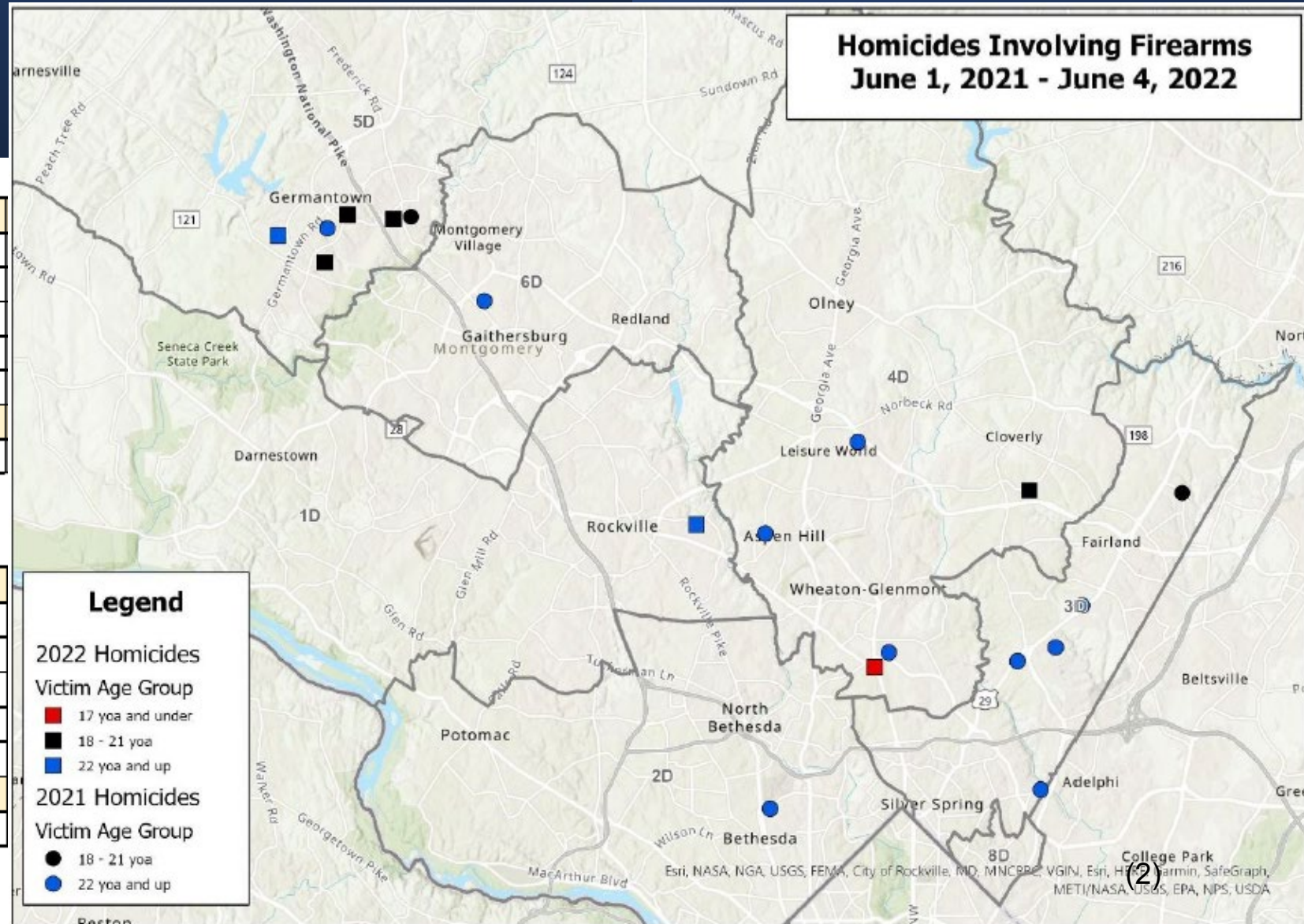
Victims		Suspects	
17 yoa and Under	0	17 yoa and Under	1
18 - 21 yoa	2	18 - 21 yoa	2
22 yoa and Up	10	22 yoa and Up	5
Unknown	0	Unknown	7
<b>Grand Total</b>	<b>12</b>	<b>Grand Total</b>	<b>15</b>

*\*12 victims in 12 CR numbers; some homicides had multiple suspects*

## 2022 Homicides with Firearms^ - Total of 8

Victims		Suspects	
17 yoa and Under	2	17 yoa and Under	4
18 - 21 yoa	4	18 - 21 yoa	5
22 yoa and Up	2	22 yoa and Up	2
Unknown	0	Unknown	1
<b>Grand Total</b>	<b>8</b>	<b>Grand Total</b>	<b>12</b>

*^8 victims in 7 CR numbers; some homicides had multiple suspects*



# Data from MCPD: Non-Fatal Shootings

- Many shootings have multiple victims/suspects within each report
- There are many reasons why there are unknown victims in non-contact shooting reports
- In some cases, property was targeted or suffered damage vs individuals

2021 - Total of 37			
Victims		Suspects	
17 yoa and Under	7	17 yoa and Under	2
18 - 21 yoa	13	18 - 21 yoa	3
22 yoa and Up	29	22 yoa and Up	11
Unknown	0	Unknown	37
Grand Total	49	Grand Total	53

2022 - Total of 22			
Victims		Suspects	
17 yoa and Under	4	17 yoa and Under	1
18 - 21 yoa	6	18 - 21 yoa	1
22 yoa and Up	14	22 yoa and Up	6
Unknown	0	Unknown	17
Grand Total	24	Grand Total	25

2021 - Total of 87			
Victims		Suspects	
17 yoa and Under	2	17 yoa and Under	1
18 - 21 yoa	3	18 - 21 yoa	12
22 yoa and Up	77	22 yoa and Up	25
Unknown	40	Unknown	65
Grand Total	122	Grand Total	103

2022 - Total of 51			
Victims		Suspects	
17 yoa and Under	2	17 yoa and Under	1
18 - 21 yoa	3	18 - 21 yoa	4
22 yoa and Up	45	22 yoa and Up	20
Unknown	17	Unknown	51
Grand Total	67	Grand Total	76

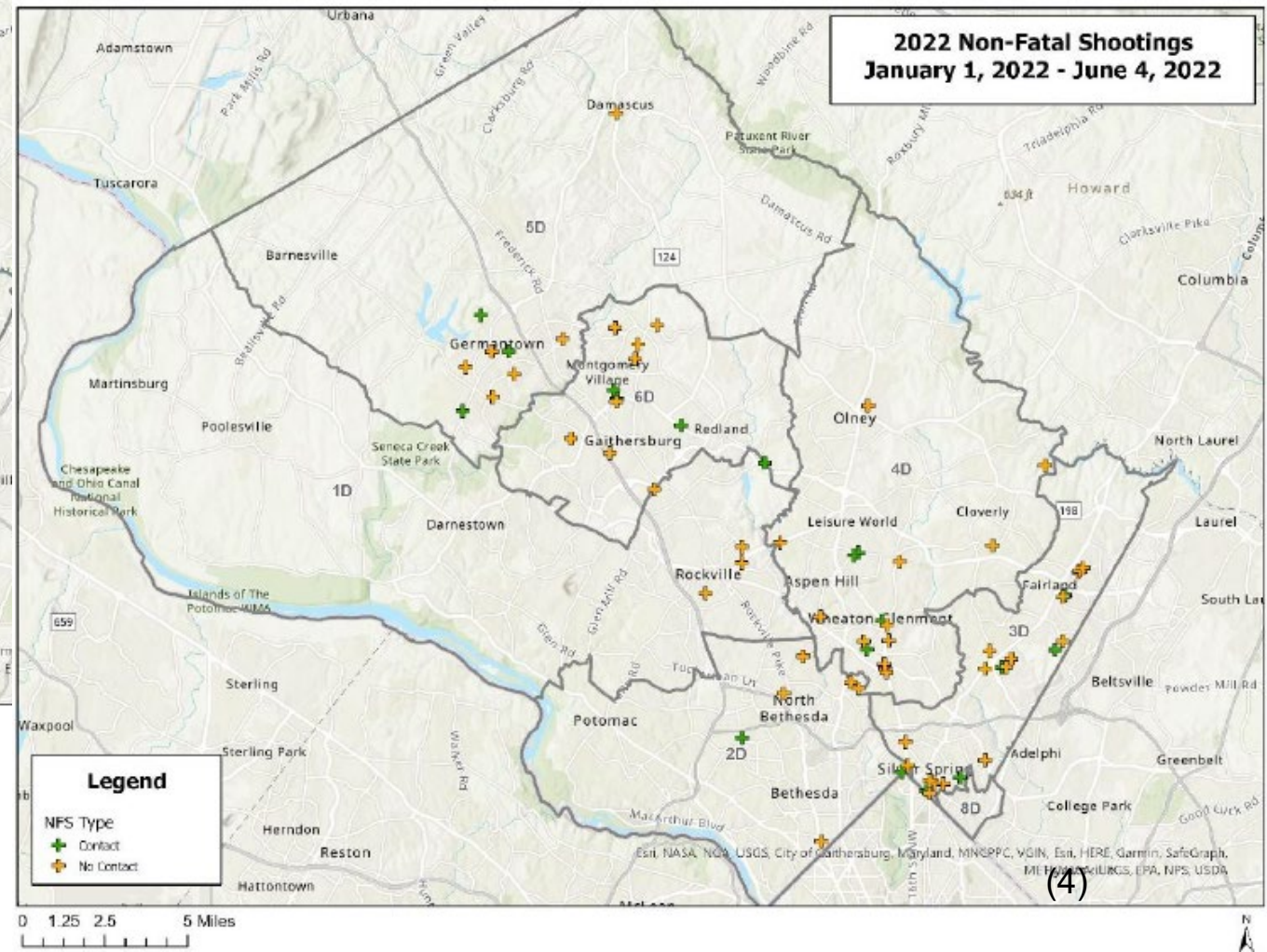
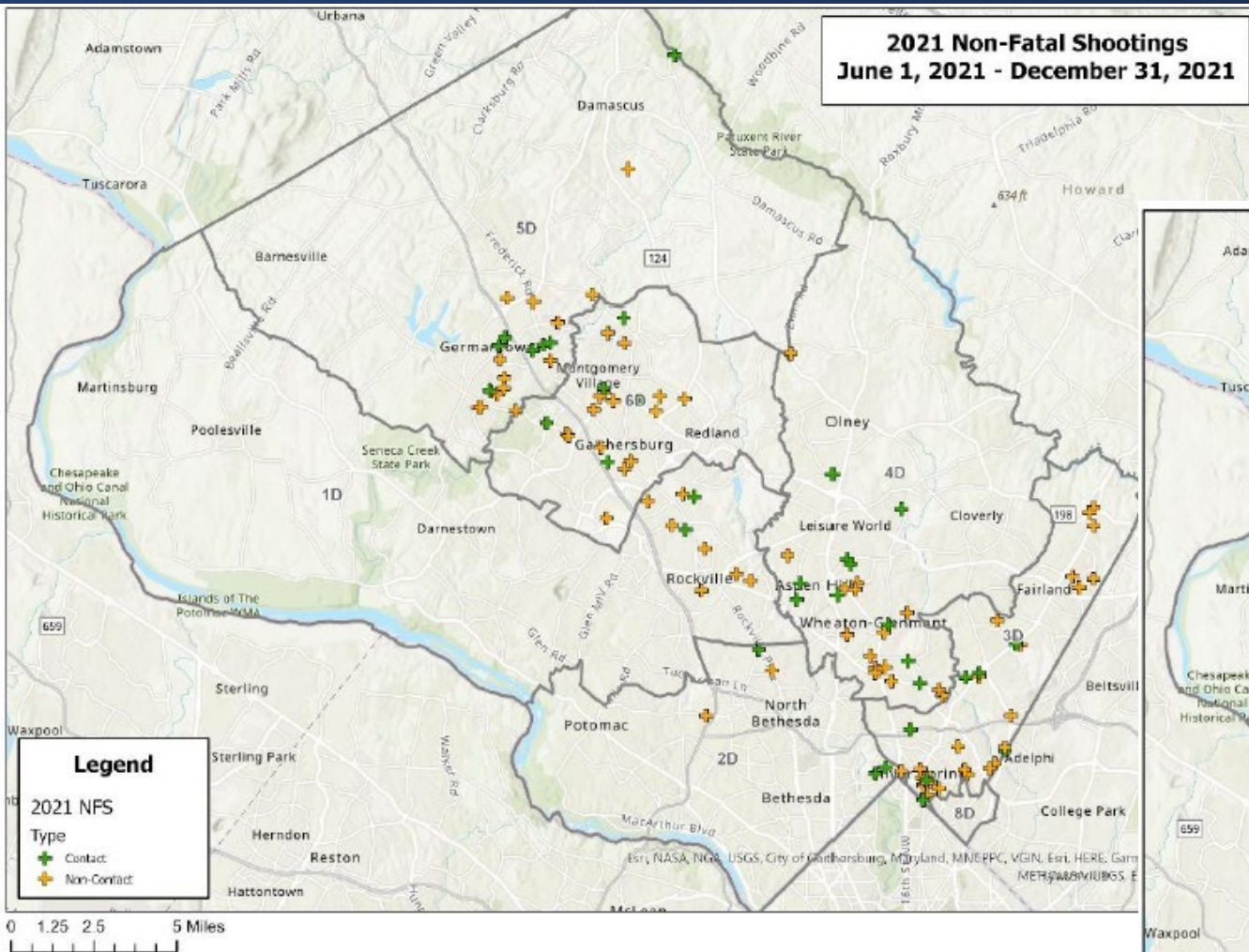
↑  
Contact  
Shootings →

↑  
Non-Contact  
Shootings →

(3)



# Data from MCPD: Non-Fatal Shootings



# Developing a Robust & Coordinated Countywide Prevention & Response Strategy:

**Short-Term:** Identify mitigation and intervention strategies for immediate implementation.

## **Medium-Long Term:**

- a) Cross-systems coordination & integrated intervention mapping
- b) Strengthen and reinforce County infrastructure & ecosystem to align and sustain violence prevention and response efforts



# Short-Term – Framing the Issue:

## I. **Goal(s):** What is it that we want to do/achieve:

- Violence prevention and suppression over the Summer of CY 2022 by saturating communities with the highest spikes in violence, with services, information and resources that address root causes
- Build the capacity of adolescents, parents, school and community-based staff to better understand this issue and equip them with the resources to intervene early on

## II. **Audience:** Who do we want to reach?

- Targeted programming, engagement and intervention for youth that don't engage in traditional programming (10-25 years old)
- Parents
- Educators
- Community stakeholders that engage with the adolescent populations

## III. **Location(s):** Where do we need to be? What is the data saying?

- Initial focus on the following areas due to increase in violent incidents: Germantown, Montgomery Village, East County (Good Hope Homes), White Oak, Lockwood

# Short-Term – Action:

## I. Prevention:

- Targeted re-deployment of Street Outreach Network (SON) to engage priority communities
  - Embedding BH staff to cross canvas with SON 1x a week during summer to offer BH support, overdose prevention resources
- Suicide/self harm:
  - Access to BH clinician and support services in summer programs (Rec, Excel Beyond the Bell, etc.)
- Substance use:
  - Co-located resources and supports offered by the Montgomery County Prevention Alliance

# Short-Term – Action (cont.):

## II. Youth Engagement:

- Athletic Tournaments & Programming:
  - Expand partnerships with local youth nonprofits to increase youth engagement through sports over the summer \*
  - “Lockin” (overnight/late night) sports events \*
  - Youth Outreach Groups\*
- Youth Community Mental Health Training – stipend program\*
- Exploring partnership and programing with entities serving girls to increase offerings for adolescent girls

## III. Response:

- “Cool Down Meetings” – Quick and impromptu stakeholder meetings following incidents of violence
- 90-day moratorium
- Mediation

*Note: \* indicates programming might require additional resources*



# Short-Term – Action (cont.):

## **IV. Community Events:**

- Peace Walk
- Summer of Peace

## **V. Community Engagement:**

- Youth service resource mapping by geography – (cross-agency development)
- Community safety roundtables – leverage this forum for ongoing planning and strategizing
- Ongoing engagement with non-profit organizations to plan & implements interventions

## **VI. Capacity Building:**

- Advancing Youth Development (AYD): trainings for youth development practitioners and other partner agencies focused on the premise, principles, and practices of positive youth development
- Targeted Mental Health First Aid Training offerings for County staff & parents

## **VII. Evaluation** - how will we measure process and impact?

# Ongoing Programming Highlights:

- I. The Up-County SON Team will be focusing on meeting the youth in the Germantown area where they are at**
  - In Hardcore outreach intervention targeting gangs, the team will find out what the youth would like to do
    - Food, outings, and activities will be offered so discussions and relationship building can occur with the gangs
      - Examples:
        - Boxing and Studio
        - Youth Summer Camp
        - Series of Outings and Field Trips
        - Pop Up's
- II. Safe Space Program is doing the following:**
  - SON has been meeting with youth from Montgomery Village and Germantown area youth on Saturday afternoon/evening at Gaithersburg Library (doing circles, activities, and field trips)
  - After July 1<sup>st</sup> SON will expand meetings with youth to Fridays at Gaithersburg Library as well as arts-based groups on Friday evenings
- III. All this programming includes additional deployment of other staff specifically to Up County area throughout the week and will continue until September**

# Ongoing Programming Highlights:



**Recreation programs target youth with multiple risk factors, serve as alternatives to deficits, and are where youth acquire critical developmental assets needed for healthy development.**

**SOCCER 4 CHANGE:** Connecting vulnerable youth facing complex social, economic, and cultural environments which make it difficult to experience success, to critical developmental assets through sport.

**TEENWORKS:** Comprehensive Youth Workforce Development Initiative providing young people 15-19 experiential learning, job readiness and first employment opportunities.

**MOBILE RECREATION:** Designed to improve well-being and reduce barriers to health by targeting communities and neighborhoods with high high risk factors (FARMS, CRIME, POVERTY); combines structured physical activity and play with Summer Food Service Program.





# Ongoing Programming Highlights:



## CULTURALLY RESPONSIVE

Building equitable programs of positive social construction intentionally designed to shape how young people grow.



## HEALTHY MINDED

Creating physical and social environments which encourage young people to be active, make healthy choices and refrain from risky behavior.

## CUTTING EDGE

Designing an evolution of programs with an emphasis on experiential learning, which generates confidence that translates into the classroom.



## SOCIALLY RELEVANT

Meeting young people where they are and designing programs without labels that young people need and value.



# Ongoing Programming Highlights:



## Continuum of Service

A continuum of service is a planned pathway of outcomes from childhood through adolescence. We know the longer a young person participates in a program the better the outcomes. We know time spent on a task is critical to outcomes like mastery. We know mastery is a force multiplier for a young person's motivation. We know a young person's motivation is a key factor for overcoming obstacles and thriving despite adverse conditions.



ES

### Elementary Schools

Organizing support and programs around after-school care to help families overcome obstacles, to minimize barriers to achievement, and to connect children to a pathway of community resources at an early age.



MS

### Middle Schools

Programs designed to teach confidence and courage and build a healthy self-concept during a developmental time in which experiences and behaviors etch a foundation in the brain for a lifetime of interpersonal competence.



HS

### High Schools

A combination of structured and self-determined activities specifically designed for middle adolescence whose drive for independence and need for perceived freedom are essential for retention during critical times.

# Next Steps:

- I. Finalize resource inventory
- II. Convene partners at all levels
  - Refine strategy
  - Coordinate and integrate approaches and interventions
  - Identify resource needs
  - Monitor progress
- III. Begin Long-Term Planning
  - Youth Employment
  - Expansion of Afterschool activities for Middle/High Schools
  - Community Building/Parent Engagement/Mentoring





# Summer programming & Student Wellness Services



# Summer Programming & Partnerships

- **Out of School Time Partnerships**
- **City of Rockville Camps and Programs**
- **City of Gaithersburg Camps and Programs**
- **MCPS Summer School**
- **MCPS Summer County Food Program**
- **MCPS Central and Local Summer School Programs**
- **Summer RISE Internships**
- **Athletics**
- **Student Leadership**



# 3-Tier MTSS Approach

Intensive

- Individual Interventions
- Linkages to Learning
- Wraparound Services with Community Agencies
- FBA/BIP
- EMT Process
- Referral for Community Supports

Targeted

- Small Group/Classroom Interventions
- Check in/Check Out
- Mentoring

Essentials for All

Six Essentials:

- Culturally Responsive Relationship Building
- Mental and Emotional Health
- Trauma-informed Practices
- Restorative Justice and Restorative Practices
- Physical Health and Wellness
- Positive Character Education and Empathy



## **Community Partners**

### **Out of School Time**

- Arts on The Block will be running a six-week program - three times per week for six weeks from 12:50 to 4:50 pm at Banneker and Eastern Middle as an afternoon complement to summer school focused on visual art programming with engaging STEM activities serving a total of 184 students
- MCPS is in partnership with the Maryland Soccerplex providing \$200 scholarships to students to attend soccer camp during the weeks when summer school is not in session.
- MCPS is also partnering with the BlackRock Center for the Arts to provide free/low-cost programming to students
- Partnership with Montgomery County Parks and Rec to provide students at Title One schools on site afternoon camp at the completion of summer school. Families will pay a nominal fee for the camp and will have a full day. This addresses the challenges that families have regarding childcare.

### **City of Gaithersburg Programs**

- Lakelands Park MS  
Camp Imagination & YAPs (Youth Activity Programs) – ages 6 to 10
- Thurgood Marshall ES  
Camp Quest & Kinderplay – ages 5 to 10
- Fields Road ES  
Camp Discovery – ages 5 to 10

### **City of Rockville Camps**

- Beall ES – 8:00 AM-4:00 PM, M-F, June 27<sup>th</sup>- August 12<sup>th</sup>
- Meadow Hall ES – 8:00 AM-4:00 PM, M-F, June 27<sup>th</sup>- August 12<sup>th</sup>
- College Gardens ES – 7:00 AM-6:30 PM, M-F, June 27<sup>th</sup>- August 12<sup>th</sup>
- Lakewood ES - 1:00-6:30 PM, M-F, July 6<sup>th</sup>- July 29<sup>th</sup>

## **MCPS**

### **Student Leadership**

- Aug (week long)- Maryland Association of Student Councils
- 8/8- Leadership Day at the Smith Center
- Friday Night Lights- Youth Reach Academy (open gym bball and video games), grades 5-12, 5:30-8:30 pm throughout the summer

### **Athletics**

- Each high school has full summer training and conditioning, which allows student-athletes to condition for the start of the season.

### **Summer School Lunch Free at MCPS Locations**

Students in many summer school or recreation programs will be provided meals as part of the Montgomery County summer food program.

- The program ensures that students continue to receive nutritious meals during the summer months when school breakfasts and lunches are not available.
- The free meals will be served at approximately 175 sites throughout the county every weekday starting June 27 (start dates vary by site).
- All children 18 and younger, as well as persons with physical and mental disabilities up to 21 years old, are eligible to receive meals. Walk-ins will be able to go to open sites for meal service.
- All meals offer five components including a selection of fruits, vegetables and whole grains and must be consumed onsite. A list of locations including open sites for walk-ins will be posted in the next week.

### **Summer School**

This year, Montgomery County Public Schools (MCPS) is offering: Extended Learning Opportunities (ELO) for Title I elementary schools, Extended School Year (ESY), Central High School Summer Programs (CHSSP), and Local Summer Programs (LSP). Included in the LSP are courses for the Edison Center. Included in the CHSSP are courses for Career/Technology Education (CTE).

### **Program Updates**

- Bi-monthly meetings with summer school district leaders have taken place since January 2022.
- Online registration was extended to June 2 (from May 27). Manual entry of students was extended to June 3.
- A districtwide message was shared with the MCPS family community that the registration date was extended.
- ELO registration remains open through the program.

### **Total Enrollment is: 34,295**

<b>Program</b>	<b>Enrollment</b>
Elementary	17,316
ELO	7,851
Middle	5,347
High Local School Programs	3,461
Central High School Summer Program	7,519

## **Summer RISE Program**

Montgomery County Public Schools' (MCPS) Partnerships Unit in collaboration with businesses, government agencies, higher education institutions, and nonprofit organizations.

- Rising MCPS juniors and seniors to participate in a career-based learning opportunity during the summer.
- Students will have the opportunity to engage in hands-on learning opportunities related to their field of interest.
- 50 hours of either in-person, virtual or a combination of the two experiences.

### **Learning Outcomes:**

- Organizational structures and how an organization functions as a whole
- Employer expectations in a typical workplace environment
- Career options, starting salaries, degrees, certifications or experiences required in a specific field
- Professional and transferable technical skills determined by the business community
- Technical and professional transferable skills that apply to any job

## **Accessing School-Based Wellness Services**

*See Crisis Response memo*

### Counselors

Central office support is available year round.

- Counselors are not 12 month but they have 20 summer days. Counseling offices are open year round.
- At the secondary level where there is a team, they do their best to create a schedule that ensures the office has at least one counselor in each day to be accessible to students and families.
- Elementary counselors don't have many summer days. However, some of them are able to get funding to be on site for their school's summer school.
- CCICs are 12 month and spend the majority of the summer doing parent and student workshops. They are both virtual and in person and range from information to rising 9th to rising 12th graders. There are some that are also offered in Spanish.

### Social Workers

- **How are efforts to ensure and promote youth safety and positive youth development being coordinated at the leadership level across departments and agencies?**

To date, 33 social workers and one supervisor have been hired. The majority of the team has begun working at their worksites. All social workers attend weekly PLCs to enhance

knowledge of school social work in MCPS. Additionally, social workers are encouraged to attend professional development either through local PDO courses, or continuing education needed to maintain the social work professional license. All social workers have weekly (at minimum) access the supervisor via in person visit to their school, PLC or virtual office hours. All social workers that are not fully licensed have an agreement for weekly supervision to enhance the skills and knowledge to most efficiently serve students.

- **What services, programs, and supports are in place this summer to support youth in positive activities and to prevent violence and other negative outcomes?**

Social workers are all placed at their schools (remaining 6 will be onboarded by 7/1) and have integrated with the student services/counseling and administrative teams. Social workers will be available for: student support during summer school; crises that may arise and support through the school-level; continue working with students that were supported during the school year; begin working with new students that have been identified through suspension data and/or through new well-being team referrals (all social workers will conduct assessments via record review, consultation with school teams, and complete psycho-social assessment)

- **How was community input regarding what programs and supports are needed obtained, and how was it incorporated into the development of the summer services and supports offered?**

Summer services were predetermined. However, social workers will continuously collaborate with well-being teams, administration and central office leadership to identify caseload and student and school need.

- **What levels of enrollment and participation have been seen thus far? What steps are being taken to improve outreach and ensure that impacted communities can access services and supports?**

As there has been a “soft rollout”, social workers began onboarding at schools from March 2022 through July 1 2022. The social workers have all provided crisis supports, check-in with identified students, and short-term counseling supports. Some social workers have begun parent outreach, by developing and facilitating parent information sessions on mental health and well-being. For SY 23, each social worker will be expected to maintain a regular caseload of individual counseling, group counseling, parent support and outreach (4 events/year), provide school consultation and/or professional development, and school/community outreach.

All social workers are currently participating in workgroups that will create framework for our department. By the end of our program development, we will have tools to collect clear and concise data. One data point will address referrals - student demographics, reason for referral, outcomes of referral (if student accessed social work supports or



sought different resources). Additionally, I have been in communication with Val Da Silva – all social workers will be trained on the use of Synergy and MTSS to track student session data. This will allow for data review by leadership to determine if there has been growth in the areas of behavior (suspensions), attendance and/or grades. Additionally, tracking in MTSS will also allow for transparency between social worker and well-being team. Finally, another workgroup that the social workers are involved in is “marketing”. This workgroup will address two areas – 1. information of who the social worker is, what the scope of their role is, and how to access supports; 2. Specific outreach to students. In addition to official marketing of the available services, social workers will be expected to have a presence in school and classrooms to be more visible to students.

### **MCPS-County Leadership Connections**

#### **Up County Summer of Peace 2022 crisis Intervention Meetings**

- Participated in, and collaborated with, the DHHS Positive Youth Development Team’s strategic planning meeting

#### **Multi-Agency Partnership**

MCPS, DHHS, and MCPD are beginning the work of creating a multi-agency framework with structures and processes to be able to effectively act in a comprehensive manner to:

- proactively address the well-being, safety and security of our young people and community
- Engage in wellness and safety data sharing to identify trends and patterns across the county
- Respond quickly with wrap-around services and supports to crisis and emergencies

Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

May 10, 2022

**REVISED**

**MEMORANDUM**

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: Student Support and Mental Health Services

**Executive Summary**

We are coming to an end of another school year, which included five days per week of in-person instruction in all of our schools. This was preceded by virtual learning due to the COVID-19 pandemic for a portion of the spring of the 2019–2020 school year, and nearly all of the 2020–2021 school year. In addition to the incredible efforts to realign curriculum and learning, to ensure that students are learning at the appropriate grade level and making necessary adjustments to address learning loss during the pandemic, we have made needed parallel adjustments. These adjustments included addressing the physical, social, and psychological well-being of students, particularly issues of mental health which arose and/or became more prominent and apparent during and since the pandemic.

During this presentation, the Board will receive an update on student services provided by staff from the Office of Student and Family Support and Engagement (OSFSE) in a collaborative effort with other offices and community agencies. This information includes how these services are communicated to staff, students, and families.

**Student and Staff Well Being**

The social-emotional development and mental health of both students and staff are fundamental to fostering a healthy climate throughout Montgomery County Public Schools (MCPS). Students' mental health, social development, and emotional balance are key to their abilities to regulate their emotions, relate to and socialize with peers and adults, and focus on their education so they are able to achieve both social and academic success in schools.

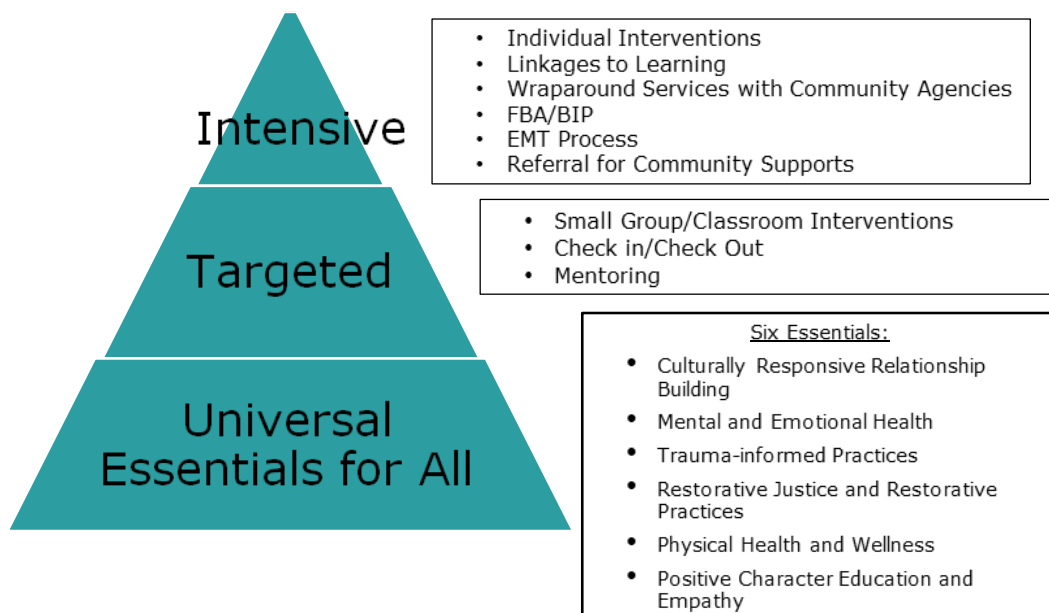
Although our primary focus remains to support the well-being of our students, the district must also support the social emotional needs of our staff. This is in alignment with Dr. McKnight's PROSPER 100 initiative from July 15, 2021, "S- supporting staff to meet student needs". When staff are healthy and well, they are more present in their work, are at less risk for depression

and anxiety, and serve as better role models for students and other staff. Planned support includes helping staff access the Employee Assistance Program (EAP) services at no-cost; communicating through the *Well Being Matters* video series; establishing support groups for caregivers and other groups significantly impacted by the pandemic; and continuing the Well Aware Employee Wellness Program, which gives employees wellness credits from MCPS medical plan partners to participate in virtual exercise and mindfulness classes, behavior change classes, and physical activities. Well Aware is sponsored by our Employee and Retiree Services Center.

Prior to the pandemic, when there was no indication that such an event would change our lives so drastically in the near future, OSFSE developed and launched the Be Well 365 Initiative. This initiative is committed to the academic success and well-being of all students, all staff and all schools. This framework for student services has continued to provide structure for the mental and physical health concerns and family support needs that have been made more prominent and apparent during the pandemic. In this presentation, we will provide updates on student services through this framework. The Six Essentials identified in the framework are as follows:

- Culturally Responsive Relationship Building
- Restorative Justice
- Mental & Emotional Health
- Positive Character Education & Empathy
- Trauma-Informed Practices
- Physical Health & Wellness

MCPS provides a tiered continuum of mental and emotional support to students and staff. The multi-tiered system of support is grounded in the understanding that there are services that benefit all students, while other supports or services are needed by only some of our students. These differentiated levels of support are referred to as Tier 1 (Essentials for All), Tier 2 (Targeted), and Tier 3 (Intensive).



**Culturally Responsive Relationship Building**

To create a welcoming school environment for students and families, OSFSE staff intentionally strive to be inclusive of our families and their diverse needs, and provide resources that are culturally respectful. In the important and personal work conducted by this office, relationship building is core to effective service, among OSFSE staff, school staff, students, and families. Following are a number of the positions working directly with students and families.

- Social workers
  - In Fiscal Year (FY) 2023, the Office of Teaching, Learning, and Schools (OTLS) proposed the hiring of social workers using Elementary and Secondary School Emergency Relief III funds; OSFSE has hired 32 social workers and one supervisor. These staff members will be assigned to each high school, and six will be assigned to Central Office to provide support to the middle and elementary schools. All positions have been filled and staff will be in place by July 1, 2022. Additionally, eight social work interns will serve with us during the upcoming school year. As social workers have been onboarded to schools, principals have been required to share a letter of communication with the community. Social workers also have participated in video introductions with students and several have been interviewed for school newsletters and publications.
- English for Speakers of Other Languages Transition Counselors (ETC) provide support to the following student groups: Multidisciplinary Educational Training and Support (METS), Students with Limited or Interrupted Formal Education (SLIFE), English Learners (EL), Emergent Multilingual Learners (EML), and English Language Development (ELD).
  - The ETC team is a highly trained team of multilingual and multicultural mental health professionals who work exclusively with the EL/EML student population and the school staff who support them. They deliver social emotional learning (SEL) lessons in multiple languages in collaboration with key school personnel. They also provide support with unique newcomer challenges that include reunification, acculturation and trauma.
- Parent Community Coordinator (PCC) support of families
  - The PCC team supports schools with parent and community engagement needs. They participate in Parent Teacher Student Association meetings, conduct needs assessments of their school communities, facilitate parent academy workshops in multiple languages, and support families (one-on-one) with a wide range of needs (healthcare, housing, food insecurity, legal services, etc.). They also collaborate with community partners to connect families with much needed resources and services.
  - Student, Family and School Services (SFSS) actively has been interviewing and hiring additional PCCs and ETCs throughout the year to fill new positions from additional MCPS and County Council budget allocations. In FY 2022, 15 additional PCCs (total 49) and 23 ETCs (total 27.9) were added to the SFSS staff. Currently, there are 3 PCC and 15 ETC vacancies to be filled. The department is continuing to interview for these positions.



- Pupil Personnel Workers (PPWs) support of families
  - PPWs support students, families, and staff in each of our schools. PPWs specifically are skilled in analyzing and addressing attendance and engagement trends, supporting students who exhibit social emotional and disciplinary concerns, and in connecting students and families to critical community resources. PPWs have the expertise to engage in the problem solving and root cause analysis of complex student and family issues.
  - PPWs help to lead school-based Student Well-Being Teams (SWBTs) to address an average of 10 attendance/engagement cases per week, 6.5 cases per week where families need resources, and 6.5 cases per week of students experiencing social emotional concerns.

As the 2021–2022 school year continues, MCPS anticipates that our students will need additional positive supports in place. OSFSE is taking meaningful steps to create spaces of positive presences with the implementation of programs, such as Dads on Duty and People Animals Love (PAL).

- Dads on Duty is a program that empowers men in the school community to be in-school volunteers. It helps to provide increased presence at key times of the day, while maintaining positive energy, support, and supervision in key areas of the school, as well as mentoring students who could benefit from additional social-emotional support.
- PAL utilizes a human-animal bond to comfort students and staff by bringing trained dogs into schools. MCPS has identified 22 schools to begin these no-cost programs, with plans to expand to more schools in the future.

### **Student Well-Being Teams Implementation and Expansion**

During the 2020–2021 school year, OSFSE led the implementation of SWBTs in all schools. These teams reviewed cases of students who were referred to them in need of additional support outside of academics, including concerns regarding high absenteeism and health and welfare issues. SWBTs consisted of cross-functional, school-based staff and supporting services staff, including administrators, teachers, school psychologists, school counselors, PPWs, PCCs, and others.

SWBTs continue to meet on a monthly or bi-monthly basis in all schools. During and following the pandemic, SWBTs mostly were focused on attendance and engagement. As the students returned to school, we saw an increase in cases related to student social emotional well-being. Through April 26, 2022, SWBTs have conducted collaborative problem solving and root cause analysis on 5,107 student cases; 52.4 percent of those cases involved students with attendance and/or engagement issues and 29.5 percent involved students demonstrating social-emotional concerns. The unique needs of each school community specifically are addressed by their SWBTs. For example, 18.7 percent of the 182 cases discussed by Bethesda-Chevy Chase High School's SWBT were for families in need of resources, while 31.3 percent of the 316 cases discussed by Quince Orchard High School's SWBT were for students demonstrating social-emotional concerns.

In addition, SWBT members have been called upon to address specific and unique crises faced by students and families:

- Afghan refugees who are being housed in hotels, but are not being supported with the enrollment of their children.
- The immediate, near-term, and long-term needs faced by the families impacted by the explosion and fire at Friendly Gardens in Silver Spring.
- The evolution of attendance expectations, interventions, and supports as families continue to face challenges brought on by the pandemic and other societal factors.

Through April 28th, SWBTs have engaged in discussions in support of 5,171 students.

<b>Primary Reason for Referral</b>	<b>Number (Percentage)</b>
Attendance/Engagement	2,721 (52.7%)
Family in Need of Resources	351 (6.8%)
Other Needs	380 (7.3%)
Social/Emotional Concerns	1,517 (29.3%)
Health Concerns - Family	37 (0.7%)
Health Concerns - Student	165 (3.2%)

#### **Demographics of Students Discussed**

<b>Race</b>	<b>Number (Percentage)</b>
American Indian & Pacific Islander	21 (0.5%)
Asian	233 (4.5%)
African American	1,474 (28.5%)
Hispanic	2,549 (49.3%)
White	677 (13.1%)
More than One Race	217 (4.1%)

Service Group	Number (Percentage)
IEP	1,231 (23.8%)
EML	1,521 (29.6%)
FARMS	4,039 (78.1%)

### **Restorative Justice**

Over the past three years, MCPS has engaged in implementing restorative justice (RJ) practices through a RAND Corporation grant and study. MCPS is implementing RJ throughout all schools. During summer 2021, staff members from elementary, middle, and high schools attended RJ training, as supported by a \$750,000 appropriation by the County Council. Middle and high school RJ coaches have spearheaded the work of providing a consistent, equitable approach to building relationships and addressing disciplinary issues. All elementary schools will receive stipends in FY 2023 to support restorative justice and mindfulness work. Stipends for secondary schools will continue.

- RJ instructional specialists support the implementation of RJ practices in all schools. They work with a network of RJ Coaches. RJ instructional specialist positions will be increased to nine in FY 2023.
- The Student Engagement, Behavioral Health and Academics (SEBHA) team has prepared a compliance module to be included in the required compliance training for all staff during summer 2022.

### **Community Schools**

In 2019, Senate Bill 1030 (5-203) defined community schools as “a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students by providing wraparound services.”

As a component of the Be Well 365 Student Well-Being Framework, MCPS currently has 19 Community Schools based upon the governor’s criteria around Free and Reduced-price Meals System rates under the funding of Senate Bill 1030. Through a concentrated series of interventions and supports, each school focuses on culturally responsive relationship building, mental and emotional health, trauma informed practices, restorative practices, physical health, and wellness. An additional focus is to ensure that quality instruction has a greater impact on the overall school community.

In FY 2023, seven new Community Schools will be added. All 26 Community Schools have increased support in student and family engagement through universal supports such as, *Let's Play Maryland Youth Soccer*, *Dolly Parton's Imagination Library*, school diaper banks, food distribution, continued health services, additional staff allocations, summer camp partnerships, and parent engagement events.

### **Mental and Emotional Health**

MCPS recognizes the impact that a student's mental health has on learning and achievement. All schools and classrooms provide curriculum, programs, and strategies that foster the academic success and physical, social, and psychological well-being of all students, Prekindergarten through Grade 12. Our goal is to provide students access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community.

- Signs of Suicide (SOS) prevention program: SOS is delivered annually to every secondary student in the system. There are differentiated lessons for each grade level and for students with alternative learning outcomes. All lessons revolve around the concept of Acknowledge, Care, Tell (A.C.T). This is designed to teach students to recognize and acknowledge signs of depression and/or suicidality in themselves or their peers, show their peers that they care about them, and tell a trusted adult so the peer can be supported.
- MCPS has contracted with Jewish Social Services Association (JSSA) to provide in-person and telehealth services in 16 schools including supporting Col. Zadok Magruder High School following the January 2022 shooting incident. Schools were identified that did not have other mental health resources accessible to students as equitably as others.
- The Division of Psychological Services (DPS) is collaborating on a Request for Proposal (RFP) for additional mental health telehealth services in schools, with an anticipated start date at the beginning of the 2022–2023 school year. The RFP is forthcoming and will be posted on the MCPS Procurement Open Solicitations webpage as well as eMaryland Marketplace.
- In February 2022, DPS provisionally hired a Mental Health Coordinator. The new coordinator is a social worker and oversees initiatives with JSSA, Our Minds Matter, and Trauma Informed Practices.
- DPS is continuing to develop additional Waymaking Videos for our families, students and staff. The next set of videos will provide information on common mental health disorders and available support to treat students in schools.
- DPS continues to work with our partners at Our Minds Matter to expand this initiative in our secondary schools. Our Minds Matter currently is available at 17 of our high schools and is being piloted at 2 of our middle schools. We hope to expand these student-led mental health advocacy clubs to additional middle and high schools in the next school year.
- DPS continues to provide school crisis intervention services to all of the schools impacted by an acute traumatic event (i.e. student/staff member death, school shooting, etc.). In addition, DPS is responsible for managing suicide risks and behavior threat assessment cases in schools. Working collaboratively with staff in the Department of Districtwide Safety and Security, EAP, district/building administrative and mental health staff, the Montgomery County Police Department (MCPD), and Department of Health and



Human Services (DHHS), we utilize multiple resources to provide support to all students, staff, and families during these crisis events. With a grant from the state, additional PREPaRE Crisis Prevention and Interventions training have been made available for all mental health staff in MCPS.

The Student Well-Being and Achievement department continues to provide staffing support, crisis management assistance, and professional development for school counselors. The counselors completed the third year of the American School Counselor Association National Model three-year training. The school counselors learned the revised national model designed to develop school counseling programs that:

- Are based on data-informed decision making,
- Are delivered to all students systematically,
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors of all students need for postsecondary readiness and success,
- Close achievement and opportunity gaps, and
- Result in improved student achievement.

### **Positive Character Education and Empathy**

#### *Social Emotional Learning (SEL) Curriculum*

In the spring of 2021, the Board approved the purchase and implementation of a SEL curriculum for the district, *Leader in Me*, developed by Franklin Covey. *Leader in Me* aims to increase students' self-confidence, teamwork, initiative, leadership and problem-solving skills and is the selected curriculum being implemented across the district.

Cohort 1, consisting of schools at all grade levels in each cluster, began implementing the curriculum this school year. These schools attended an intensive three-day training during the summer. Many MCPS support professionals, central office staff, and administrators received the training and learned how to embed components of the curriculum into their work with students. Throughout the year, Cohort 1 schools received support from central office staff and *Leader in Me* consultants. Schools that are slated to adopt the curriculum in future school years were offered separate SEL lessons for this year.

Beginning in summer of 2021, Cohort 1 schools utilized the Measurable Results Assessment (MRA) survey for a baseline assessment of students, staff, and caregivers. MRA is a school climate survey that reviews students, staff, and caregiver perceptions of the school environment to determine how the school performs in the areas of leadership, culture, and academics. In spring 2022, these schools will take or already will have taken the survey again and the progress will be analyzed. The goal is for school scores to increase by three points in each of the areas of the data throughout the course of the year.

In analyzing the data:

- School Lighthouse Teams will review and analyze data with their coach and identify targets for improvement. Lighthouse Teams are comprised of building leadership, staff development teachers, school mental health staff, teachers, and students.

- Lighthouse Teams will present data and targets to staff and make adjustments to the lesson pacing guide based on feedback provided.
- School Leadership will present data and targets to caregivers/parents.
- The Franklin Covey Team will review and discuss district data with district leaders and discuss support/intervention strategies.
- Cohorts 1 and 2 staff will be able to submit feedback about the updated curriculum summer 2022 after attending the summer training.

Cohort 2, an additional 70 schools in each cluster, has initiated onboarding and a number of these schools are participating in a book study on *Leader in Me*. Selection of their leadership “Lighthouse Teams” also has begun. Staff training for both Cohorts 1 and 2 will occur this summer. Staff feedback from Cohort 1 was used to revise the training for Cohort 2 for this summer. In addition, feedback from Cohort 1 staff, school Lighthouse teams, SEL Super Team, and the SEL Workgroup was used to collaborate with Franklin Covey Education to revise student lessons for the 2022–2023 school year. Questions and concerns around older content and alignment with our Equity initiatives were addressed. Through a comprehensive review of all Kindergarten–Grade 12 lessons, any lessons indicated to have concerns were removed and rewritten. Cohorts 1 and 2 staff will have an opportunity to review the updated curriculum and provide additional feedback this summer. In addition, staff in the Office of Shared Accountability will be conducting an internal evaluation of the implementation of the *Leader in Me* Curriculum. They will be gathering student, staff, and family voice data about curriculum implementation.

The extended Nearpod SEL Lessons were purchased in December 2021 to provide additional support to all schools, summer school, Virtual Academy, and the George B. Thomas, Sr. Learning Academy. The original MCPS contract with Nearpod provided a limited number of SEL lessons. The new package provides a more extensive Kindergarten–Grade 12 library of SEL lessons and resources.

### **Trauma-Informed Practices**

MCPS recognizes the impact of adverse childhood experiences on our students, families, and staff. Engaging in Trauma-Informed Practices illustrates the ways in which each school understands the impact of individual and collective incidents from a life-threatening, harmful, dangerous, and/or stressful environment. These practices engage in a multi-tiered system of support to those who have experienced trauma, including having a positive school and classroom climate and engaging in anti-bias and anti-racist actions and behaviors. Equity-centered Trauma-Informed Practices engage in efforts that support the four pillars: Resiliency, Leadership, Mindfulness, and Care for the Caregiver.

- Handle with Care initiative with MCPD
  - Currently, implementation of the Handle with Care initiative is in its initial pilot year. MCPS partnered with MCPD to implement the program in MCPD District 5, which incorporates the following high school clusters: Clarksburg, Damascus, Northwest, and Seneca Valley. MCPD officers responding to a scene, following a potentially

traumatic event, will obtain information from any youth present (name, age, school attending) and will notify OSFSE staff. OSFSE staff then notify appropriate school-level staff so that follow-up and monitoring occurs. To date, eight Handle with Care incidents have been reported to MCPS.

- Professional Development

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Bounce Back – a Tier 2/Tier 3 group intervention providing mental health support to students who have experienced trauma. We currently are training psychologists and counselors in this technique utilizing grant funds. We are working with the University of Maryland National School Mental Health Center to provide this training and to train our staff to become trainers in this model. In this way we will be able to train additional staff after grant funds are expended.
- Youth Mental Health First Aid (YMHFA) – MCPS has a staff cohort of YMHFA trainers who engage non-mental health staff in this curriculum. During summer 2021, approximately 80 certificated staff were trained. It is anticipated that we will train up to 200 additional staff this summer. YMHFA focuses on basic knowledge of common mental health challenges, how to approach a youth who may be experiencing these challenges, and how to connect that youth with professional help.
- Trauma Informed Teaching – additional staff training on the impact of trauma and how to provide trauma informed teaching with an equity lens will be available for all staff during summer 2022. A checklist to review if schools are implementing a trauma-informed framework for building Instructional Leadership Teams will be available summer 2022. The training and checklist will be piloted at Col. Zadok Magruder High School this month.
- Neurosequential Model in Education (NME) training – the ETC team is completing NME training that draws upon the Neurosequential Model of Therapeutics (NMT), a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning. NME will help educators understand student behavior and performance. The goal of NME is to educate faculty and students in basic concepts of Neurosequential development and teach them how to apply this knowledge to the teaching and learning process. NME is not a specific “intervention”. It is a way to educate school staff about brain development and developmental trauma and to further teach them how to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences.
- La Cultura Cura/Circle Keeper Training – MCPS has three cohort teams comprised of ETCs, School-Based ESOL Counselors (SBECs), PCCs, PPWs and ELD staff from METS sites. These teams are completing a training course that is designed to support educational institutions and community-based organizations. The goal of these teams is to develop and implement a culturally focused, trauma informed, healing-based program. Sessions are designed for school staff members who have participated in and completed previous La Cultura Cura training and curriculum

certification. Sessions will offer important implementation skills, classroom management, daily integration and the ability to root teaching pedagogy on the La Cultura Cura Transformational Learning Principles and Values.

### Physical Health and Wellness

- **COVID-19 Vaccinations:** In response to the COVID-19 pandemic, MCPS has partnered with the DHHS to make the COVID-19 vaccination and booster shots available to the community. Particularly focusing on youth, as the Centers for Disease Control and Prevention has approved youth vaccines. Vaccine clinics were held in schools across the county, resulting in the following vaccinations (as of March 2022). MCPS and DHHS will continue its COVID-19 vaccination efforts with an added focus on the hesitant population, as well as on boosters.

<i>Overall Data of DHHS Collaborative Efforts (as of March 2022)</i>	<i>Pediatric Doses (5–11 years old)</i>	<i>ALL vaccination efforts (DHHS data only)</i>
American Indian/Alaska Native	73 (0.31%)	90 (0.30%)
Asian	3,794 (16.11%)	4,798 (15.97%)
Black/African American	3,625 (15.38%)	5,018 (16.70%)
Hispanic or Latino	4,790 (20.33%)	6,234 (20.75%)
Native Hawaiian/Pacific Islander	43 (0.18%)	51 (0.17%)
Other Race	1,680 (7.13%)	2,089 (6.95%)
White	9,557 (40.56%)	11,767 (39.16%)
<b>Total</b>	<b>23,562</b>	<b>30,047</b>

- The annual Personal Body Safety Lessons (PBSL) were taught to all students. During the 2020–2021 school year, the lessons were revised for PreK–Grade 8, ensuring they were more interactive and age appropriate. A video option was also provided for Grades 9–12. Lessons, student evaluation forms, and all other resources are available for staff to access on the PBSL Resource Page. PBSLs will continue to remain a collaborative effort between the counselors and health educators and/or designee at each secondary school.

### Student Services Staffing

The various roles in the mental health and student services categories include school counselors, school psychologists, social workers, and other support staff. Each is a distinct field, with specific expertise and roles, although they can and do work in collaboration with each other.



As the demand for student support and mental health continues to increase, OSFSE is working with other offices in MCPS, primarily the offices of Human Resources and Development and General Counsel, to make revisions in order to deliver additional services.

<b>Staff Role</b>	<b>Positions in FY2021</b>	<b>Positions in FY2022</b>	<b>Positions in FY2023</b>	<b>Currently Filled</b>
SFSE 12 Month Social Workers	0.0	33.0	33.0	33.0
ESOL Transition Counselors (ETCs)	14.9	37.9	37.9	22.0
Parent Community Coordinators (PCCs)	34.0	49.0	49.0	46.0
Pupil Personnel Workers (PPWs)	54.0	54.0	54.0	54.0
School Psychologists (See following table for details)	132.034	146.034	145.534	124.534
School Counselors			+ 37.0	
Restorative Justice Specialists	3.0	3.0	9.0	3.0

<b>Staff Role</b>	<b>Positions in FY2021</b>	<b>Positions in FY2022</b>	<b>Positions in FY2023</b>	<b>Currently Filled (FY2023)</b>
School Psychologists – SFSE (DPS and BAT)	TOTAL 105.5  BAT 6.5  DPS - 99	TOTAL 117.5  BAT 6.5  DPS - 111	TOTAL 117.5  BAT 6.5  DPS - 111	TOTAL 99.0  BAT 5.0  DPS 94

<b>Staff Role</b>	<b>Positions in FY2021</b>	<b>Positions in FY2022</b>	<b>Positions in FY2023</b>	<b>Currently Filled (FY2023)</b>
School Psychologists – Alternative Programs	1.0	1.0	1.0	1.0
School Psychologists - Autism	3.0	5.0	5.0	5.0
School Psychologists – Autism Waiver (Division of Bus, Fiscal and Information Sys)	0.5	0.5	0.5	0.5
School Psychologists – Central Placement Unit (CPU)	2.5	2.5	2.5	2.5
School Psychologist – Carl Sandburg Learning Center	1.0	1.0	1.0	1.0
School Psychologists – DESC/Child Find	1.5	1.5	1.5	1.5
School Psychologists – D/HoH	1.0	1.0	1.0	1.0
School Psychologists – Preschool Education Program (PEP)	3.0	3.0	3.0	2.5
School Psychologists – PreK/HS	4.034	4.034	4.034	4.034

<b>Staff Role</b>	<b>Positions in FY2021</b>	<b>Positions in FY2022</b>	<b>Positions in FY2023</b>	<b>Currently Filled (FY2023)</b>
School Psychologist – Rock Terrace School	1.0	1.0	1.0	1.0
School Psychologists – SESES & Bridge	8	8.0	7.5	5.5

*Board of Education Policy IJA, School Counseling Programs and Services*

OSFSE staff is coordinating with the Office of General Counsel (OGC) to begin the process for the revision of Board Policy IJA, *School Counseling Programs and Services*; the plan for revisions was presented to the Board's Policy Management Committee on April 21, 2022. A draft policy will be forthcoming in fall 2022. This policy will help to delineate the roles and functions of school counselors, psychologists, and social workers in our schools. The updated policy (including a name change) will discuss the roles and functions of school-based mental health professionals in MCPS, including counseling in schools, crisis intervention support, suicide prevention through postvention, behavior threat assessment, confidentiality, and duty to warn.

*School Psychologists Upgrades from 10-month to 12-month Employment*

OSFSE has realigned funding in order for the school psychologists' employment year to be adjusted from 10 to 12 months, in the 2022–2023 school year. Currently, more than 40 percent of the psychologists are 10-month employees. The budget increase request for this employment year has been made in previous years, however; the need for more hours for staff is very evident as we recover from the pandemic. Transitioning all school psychologists to 12-month positions, as they were prior to the 2013–2014 school year, will allow for them to provide direct mental health services, counseling, and social emotional learning lessons year-round to our students. This would include meetings and assessments that are required by state and federal law, and may take place throughout the summer months. Additionally, this will relieve current 12-month psychologists of the escalated work load they receive when providing coverage to the 10-month psychologists during the summer months and will increase the amount of services they can provide in their assigned schools. A number of 10-month psychologists, 21, have indicated that they desire to become 12-month employees effective July 1, 2022, in a staff survey in April 2022. Thirty 12-month positions are available for current staff and new hires.

*ESOL Transition Counselors and Parent Community Coordinators*

- ESOL Transition Counselors Reclassification: The ETCs support our English-learner students to acclimate to the school district. These positions were approved for a reclassification, through a year-long process, effective July 1, 2022: change from grade 22 to grade 25; title change to Emergent Multilingual Learner (EML) Therapeutic Counselor to better describe their target student population and their work.
- SFSS staff actively has been interviewing and hiring additional PCCs and ETCs throughout the year to fill new positions from additional MCPS and County Council budget allocations. In FY 2022, 15 additional PCCs (total 49) and 23 ETCs (total 27.9) were added to the staff of SFSS. Currently, there are 3 PCCs and 15 ETCs vacancies to be filled. The department is continuing to interview for the positions.

*School Counselors*

There was an additional allocation of 37 full-time equivalent school counselors provided for the 2022–2023 school year to provide counseling support for students at all the elementary, middle, and high school levels and an increase in School-based ESOL Counselors (SBECs) at the high school level. Examples of counseling needs that are unique to the SBECs include:

- Support specialized programs that support extended learning opportunities (ELO) for ESOL students that help them improve academic outcomes (George B. Thomas, Sr. Learning Academy and specific ELO programs developed by schools).
- Interact with newcomer ESOL students to understand their unique counseling needs as they relate to adjusting and achieving in school in the United States.
- Provide individual and group multicultural and multilingual counseling services to ESOL and METS students.
- Assist in the cultural, social and emotional adjustment of ESOL students in MCPS.

**Wellness Center Updates**

Through an appropriation from the County Council, DHHS has implemented an expansion of wellness services in partnership with MCPS to provide additional space for mental health and case management services across all high schools. That space will consist of two dedicated offices and one group meeting space for DHHS staff. These services will be in place beginning in the fall of 2022, while a plan is developed to build and implement a full Wellness Center, including medical services, at every high school. The wellness space for each school initially is being identified based on rooms that can be converted with the least impact on educational programs. In schools that already are overutilized and/or in cases where classrooms are required for this conversion, additional relocatable classrooms may be provided.

**Expansion**

**Interim Phase (April 2022)-** Mental health and Positive Youth Development (plan for 19 schools for the fall, including the 10 priority schools and the 6 currently existing wellness centers).

- Goal/recommendation – the space will consist of two private offices of 150 square feet each and one “group space” with a minimum sized conference room or conference style

room as a High School Wellness Center (per the purchase order). In the interim, the “group space” can be a shared space in the school and does not need to be exclusive to this effort.

- Schools that have High School Wellness Centers (HSWCs) include: Gaithersburg, John F. Kennedy, Northwood, Seneca Valley, Watkins Mill, and Wheaton high schools.
- Ten county executive recommended “priority” schools without HSWCs: Bethesda-Chevy Chase, Montgomery Blair, James Hubert Blake, Clarksburg, Albert Einstein, Col. Zadok Magruder, Northwest, Rockville, Springbrook, and Walt Whitman high schools.
- Additional nine schools without HSWCs (per discussion with Councilmember Navarro): Winston Churchill, Damascus, Thomas Edison, Walter Johnson, Richard Montgomery, Paint Branch, Poolesville, Quince Orchard, Sherwood, and Thomas S. Wootton high schools.

**Full-Scale Phase (to be determined, tentative update May 2022)** – a similar assessment of capital improvement around the schools that do not have finalized plans will be discussed with the Space Planning Group. The team will do a school-by-school review in order to finalize decisions.

**Status of Portables** – in addition to the DHHS allocation of \$2 million of expanded services, a \$3 million supplemental appropriation was introduced for additional relocatable space; \$5 million was approved for the temporary space, \$3 million in the MCPS Relocatable budget and \$2 million in DHHS capital funds. Staff in the Department of Facilities Management (DFM) will review the 19 schools, including spacing concerns and identified spaces and confer with the school’s area associate superintendent. Cost advantage for each school will be a priority as DHHS has identified that interim space can be either inside the existing building or in a portable classroom. The preference being inside the building, but the lowest cost option will be explored. Should this evaluation result in costs exceeding \$5 million, both the County Council and Office of Management & Budget (OMB) staff immediately will be informed for appropriate action.

**Communication Plan** – MCPS, DHHS, County Council Administration, OMB, and County Executive Administration jointly are working to ensure support for all MCPS students in order to increase access to mental health support. The public information officers from each agency will coordinate communications.

### **Communicating to Families and Students about Services**

The Department of Communications is beginning a comprehensive review of mental health and wellness resources currently available and developing an outreach campaign to better connect multiple audiences to the work of MCPS in support of mental health and wellness. In response to the increased need of these resources following the COVID-19 pandemic and feedback from students and others concerning awareness of these resources, the department has completed the following work.

- Improved search engine optimization of the multiple online resources already available
- Search engine improvements through Google Search promotion in our web system

- Aggregating available high-level content in a new featured section on the MCPS homepage
- Ensuring featured resource pages have Google translate

The department's outreach campaign has multiple tactics already identified to communicate with specific individual audiences. One essential item will be to establish a student and parent advisory committee to inform the community of the work and establish outreach partners to deepen awareness through the community. Other key elements of the outreach strategy include:

- Utilization of established stakeholder focus groups (Family Engagement Advisory Team, Montgomery County Council of Parent-Teacher Association communication committee, COVID Advisory Team Subcommittee)
- Mental health resources App for mobile devices
- Focused/scheduled student emails
- Informative “explainer” videos to feature program/resource availability
- Materials in languages supported by MCPS for families
- Community Navigators and PopUp Shops
- Flyers, memes, one-pagers and more for distribution at school or use in social media

This work is benefited by the many already developed resources and programs currently in use throughout MCPS as outlined in the attachment. The Department of Communications will utilize an ever-increasing and purposeful approach annually to ensure student, staff and family awareness of these valuable resources.

MBM:RR:EMD

Attachment



# School-Based Services—FY 2021

[illegible]





## Montgomery County Community Youth Support and Engagement Initiative (MoCoCYSE)

### Montgomery County Council Update

June 2022

The **Montgomery County Community Youth Support and Engagement Initiative (MoCoCYSE)** was initially piloted by Montgomery County Collaboration Council for Children, Youth and Families in spring 2021, expanded in summer 2021 and was most recently appropriated County Council funding in June for FY 23 and contracted through the Montgomery County Recreation Department.

The MoCoCYSE approach to supporting and engaging youth is built on a process regularly employed, formally and informally, by the Positive Youth Development department at Collaboration Council:

- **Engage** communities (youth and their families), providers and partners to assess the needs and identify the desired results.
- **Equip & Enrich** established providers and partners to serve communities through leveraging their authentic and pre-existing relationships with communities and their established programs to increase families' access to additional resources via a referrals
- **Evaluate impact** of MoCoCYSE providers' efforts on the participating youth and families' feelings of **engagement, safety, belonging and support**

During Spring and Summer 2021, MoCoCYSE as an initiative engaged over 1300 youth and their families through 20 contractual and co-location partnerships with private community-based youth-serving organizations and their numerous community location partners, MCPS and Montgomery County Recreation Department. Eighty percent of youth surveyed in MoCoCYSE's inaugural year reported strongly agreeing that their program engagements made them feel safe and 72% of youth strongly agreed that their MoCoCYSE program provider made them feel they belonged or were a part of a group, which is an essential positive youth development support and resiliency factor.

To date, Collaboration Council has already supported 2022 spring and early summer MoCoCYSE programs and partnerships with youth-serving providers offering programs between **March and June 30, 2022** in an effort to stem the widespread lack of engagement for youth especially during the immediate weeks after the close of the school year.

With the recently appropriated funding from County Council for FY 23, Collaboration Council is able to stem program disruption for youth this summer, extending current MoCoCYSE programming throughout the summer. Additionally, Collaboration Council will be contracting providers to establish additional MoCoCYSE program locations, especially in communities like Long Branch and in specific areas where MoCoCYSE providers have established records of partnership and service. This approach will address several community requests for continued investment in previous summer opportunities offered through MoCoCYSE, increase the number of youth and families supported and engaged through the



MoCoCYSE by adding additional options for summer programming and supports, as well as expand on the impact of the initiative's initial summer efforts.

**In response to Council's questions:**

1. How are efforts to ensure and promote youth safety and positive youth development being coordinated at the leadership level across departments and agencies?
  - Collaboration Council continues to collaborate with the Community Use of Public Facilities office. This partnership helps to ensure that access to permit accessible County facilities as program spaces and subsidies are made available to MoCoCYSE providers as a county-funded initiative. This partnership also reduces the burden to MoCoCYSE provider program budgets and helps to leverage other supports that County Council has mobilized to support our youth and families.
  - MCCC's OST program team also continues to engage with MCPS and community partners to promote MoCoCYSE programming and most importantly, to help identify needs of youth who have shown interest/need for specific engagement and supports. This partnership between MoCoCYSE providers and key County partners has helped the initiative to match up program opportunities with communities in a strategic manner based on available data.
  - Collaboration Council consistently presents MoCoCYSE program proposals to the convened Countywide Youth Support group comprised of all the county's youth-serving agencies focusing on OST opportunities on behalf of the Positive Youth Development Initiative Committee.
2. What services, programs, and supports are in place this summer to support youth in positive activities and to prevent violence and other negative outcomes?
  - Focusing more on the application of Positive Youth Development principles, namely addressing the known developmental supports and needs for youth instead of focusing violence prevention, MCCC is poised to continue supporting youth and families with quality, accessible, and free engagement Out-of-School-Time positive youth development services and supports for **summer 2022 (starting July 2022)** with newly appropriated funding support for MoCoCYSE from County Council.
  - MoCoCYSE providers are encouraged to refer participating families to partners and programs like MCCC's Pathways to Services for emotional and behavioral health service referrals, MANNA, and EveryMind as well as other service partners identified by providers themselves.
3. How was community input regarding what programs and supports are needed obtained, and how was it incorporated into the development of the summer services and supports offered?
  - It is Collaboration Council's standard practice to launch all programming phases with outreach to community representatives as well as countywide community advocacy and leadership partners (like Montgomery Village Foundation's Recreational Department leadership, CHEER, and other community partners) as well as established community-based providers to ensure that data they've gathered from



the community is incorporated in program plans to ensure that proposed programming targets the needs expressed by youth and families in the communities to the community partners and leaders with whom they are in trusted relationships.

- One example of Collaboration Council's intentional community partnership and engagement can be found in the call for increased supports to the Long Branch community in direct response to the Long Branch Collective Action for Youth (LBCAY). The Collaboration Council's focus is to support the community mobilization and advocacy efforts of CHEER/YMCA.
4. What levels of enrollment and participation have been seen thus far? What steps are being taken to improve outreach and ensure that impacted communities can access services and supports?
- At the time of this report, MoCoCYSE supported STEM, wellness, mentoring, STEP, music/video production, and arts program engagements and referral supports for over 200 youth **until June 30, 2022** in the following communities through community-located programs and partnerships:
    - Wheaton
    - Downtown Silver Spring
    - East County-Silver Spring
    - Gaithersburg
    - Montgomery Village
  - One change in the solicitation approach made by Collaboration Council has been to require MoCoCYSE proposers to explicitly demonstrate their connection to and experience serving any communities identified in their proposals. Collaboration Council is looking to improve outreach, and engage communities in their own wellbeing solutions. Adding this criteria of authentic community connection as a qualifier for promotion, partnership and especially funding providers is a key part of the Collaboration Council's PYD-OST efforts towards equity and belonging.

Thank you for the opportunity to expand this approach, Collaboration Council's opportunity to continue to contribute to the landscape of youth support strategies for Montgomery County and to continue partnering with and on behalf of the County's youth-serving community, agencies, youth and families.