

BILL: HB0528
TITLE: Education - Juvenile Services Education County Pilot Program -
Workgroup Extension
DATE: 2/14/2020
POSITION: SUPPORT
COMMITTEE: Ways and Means
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Montgomery County Public Schools (MCPS) **supports** HB0528. In support of this bill MCPS is submitting an update on the current pilot project that is a partnership between the Maryland State Department of Education (MSDE), the Department of Juvenile Services (DJS) and MCPS.

Alfred D. Noyes Pilot Project Update

In August 2019, MCPS entered into a partnership with the MSDE and the DJS to (a) implement a management model to provide enhanced support to Noyes center students while they attend the Alfred D. Noyes Center school and align their education with that of the MCPS schools where many Noyes school students have attended and will re-enroll after they are released from Noyes; and (b) to determine the alignment of the secondary school curriculum utilized at the Noyes school with the MCPS curriculum in English, mathematics, social studies, science, and other courses and make recommendations regarding instruction.

In October 2019, MCPS began to incorporate grant funded and in-kind staffing and resources into the instructional program at the Alfred D. Noyes Children's Center. To date, programmatic supports to include but not limited to, a weekend enrichment teacher, special education case manager/coach, full-time transition specialist and in-kind supports from various MCPS offices have been incorporated into the instructional program. Additionally, an instructional leadership coach is currently being on-boarded and instructional and professional supplies and materials have and will continue to be provided. All supports and resources have been provided through and are in alignment with the guiding principles outlined in the Alfred D. Noyes Pilot Project Memorandum of Agreement:

I. Support focused instruction that increases their ability to make consistent progress in credit-bearing courses:

Instructional Support Staff

Through the incorporation of a part-time special education case manager/coach, a review of the case management process and student Individualized Education Program (IEPs) has been completed. A needs assessment, intervention analysis and ongoing consultation, with the principal and Students with Disabilities (SWD) staff, have been used to develop a plan of action to address instructional gaps and identify professional development needs. The special education case manager/coach provides regular consultation, coaching and support to the principal and SWD staff.

MCPS has also added a visual arts weekend enrichment teacher to the educational program and is working to add additional teachers and course offerings. However, physical space is limited at the center. As a result, MCPS recently completed the installation of a learning cottage, to allow for additional space for enrichment teachers as well as office space for the grant funded transition specialist and special education case manager/coach.

MCPS is also supporting the school leadership through the incorporation of an instructional leadership and school culture coach who will join the Noyes staff as soon as the complete HB0486 security clearance process has been completed.

Professional Development

Currently, general education and special education staff have access to, and are participating in, MCPS professional development offerings. In addition, they are receiving on-site, campus-specific coaching and professional development facilitated by MCPS instructional and support personnel.

Family Engagement

The MCPS Office of Student and Family Support and Engagement (OSFSE) is also collaborating with Noyes and has conducted Restorative Justice training for the educational and correctional staff. The MCPS OSFSE has provided in-kind support to three family engagement activities this year through the parent community coordinators. In addition, staff from Thomas Edison High School recently hosted a workshop on educational planning and career options for students and families.

II. Enhance the academic transition into the Noyes school, back to the community, and MCPS schools or other educational settings:

MCPS is currently providing transition support through a full-time transition specialist. A proactive student transition support model has been developed and is being implemented. The model:

- initiates the transition process upon a student's enrollment at Noyes,
- supports a student's entry and acclimation into the Noyes' educational environment,
- provides academic counseling (family and 1:1),
- connects instructional and support staff at the center and at a student's community school,
- accounts for academic monitoring while enrolled at the center and
- provides release support to students and families for a minimum of thirty days after release.

The MCPS transition specialist, works collaboratively with Noyes staff, the MCPS court liaison, MCPS OSFSE support providers, DJS, county courts, placement facilities and schools to coordinate academic supports and wrap-around services upon a student's release from detention. In addition, the specialist maintains and monitors a database that provides information relevant to a student's academic success and logs communication as well as support efforts.

III. Provide staff recruiting support:

The MCPS Office of Human Resources and Development has provided in-kind staffing support to the Noyes center by ensuring Noyes has access to potential teaching candidates at the start of the school year. They also prioritize on-boarding of MCPS grant-funded staff to the Noyes facility as much as possible.

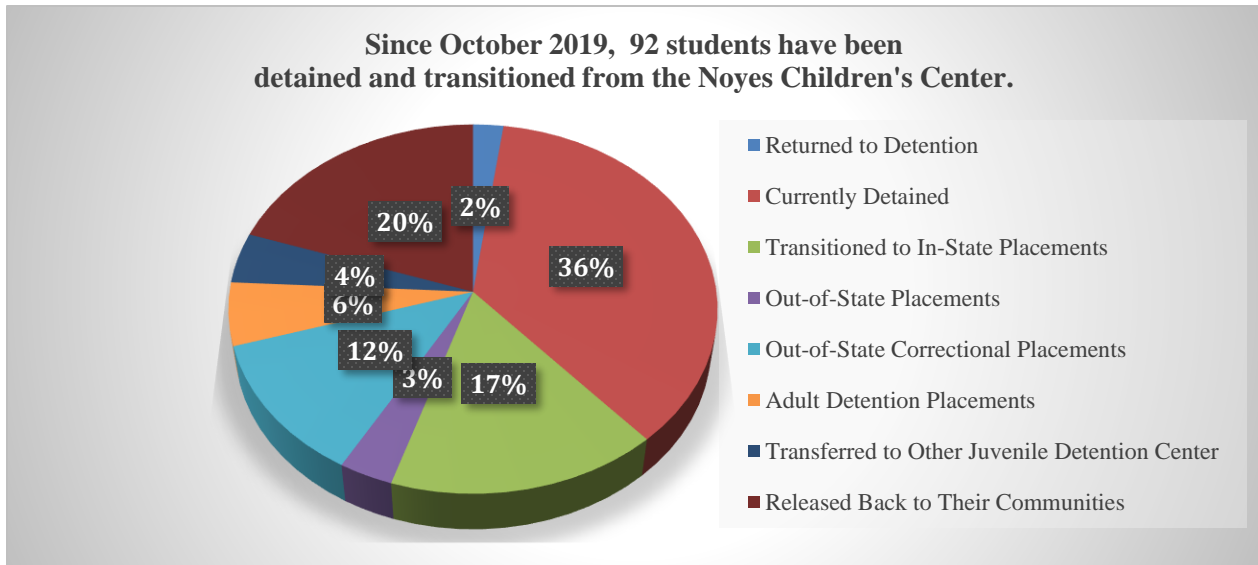
IV. Provide technical support to ensure that Noyes personnel and students have continued access to MCPS hybrid online courses as well as other agreed upon technology-related instructional support materials:

Currently, Noyes has access to MCPS hybrid online courses in English Language Arts (ELA), Math, Social Studies and Science for grade. The MCPS Office of Interim Instructional Services provides technical support and professional development related to the implementation of the online courses. Additionally, MCPS is using grant resources to purchase GED preparation software, career development software and assessment software for incorporation into the school's instructional program. MCPS continues to work with DJS to explore options for expanding the use of technology within DJS security guidelines.

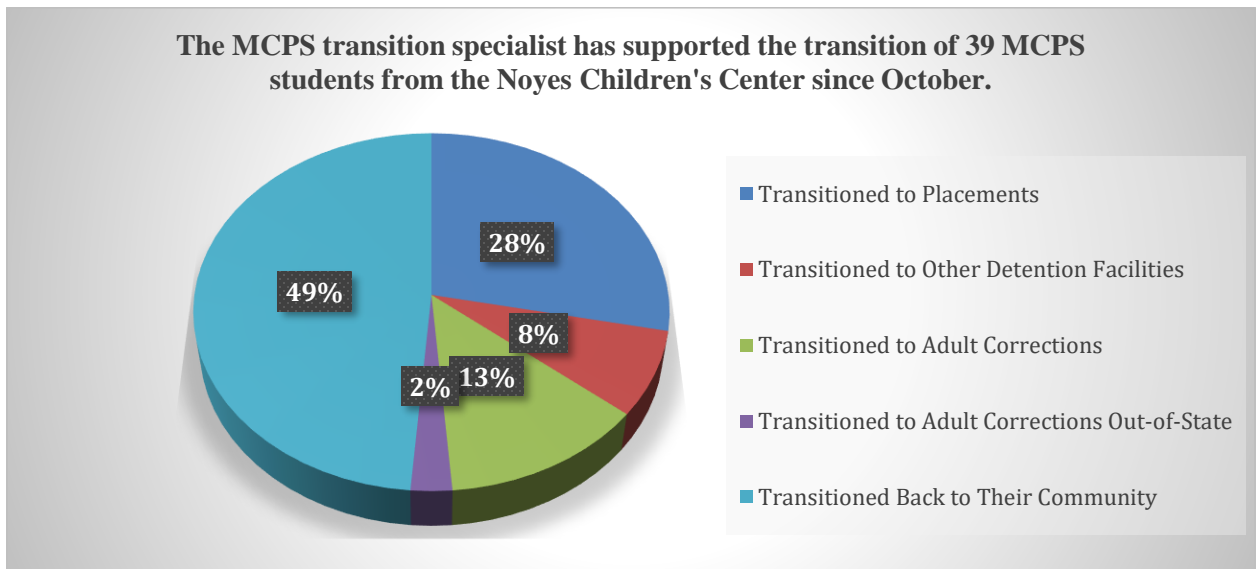
V. Provide program evaluation support to work in collaboration with MCPS and MSDE to develop and implement an evaluation plan focused on the identified goals of enhancing instruction, progress in courses, obtaining credit, and transition supports:

Currently, the executive director to the Office of the Chief Academic Officer (OCAO) MCPS has facilitated the development of a student transition framework, special education plan and the identification of necessary professional development. Noyes and OSFSE support service staff meet routinely to implement a support service plan that supports the educational environment and makes adjustments as needed. The executive director also meets bi-weekly with the Noyes principal and monthly with the MSDE and DJS executive directors to collaborate and coordinate support to Noyes. She also supervises all MCPS support and instructional staff on the campus and meets regularly with them to review and evaluate the level of support and service we are providing to the campus. Each of these bodies of work contain specific outcomes, some of which continue to emerge, that will be used to gauge the impact of MCPS' support efforts.

Student Transition Data Points

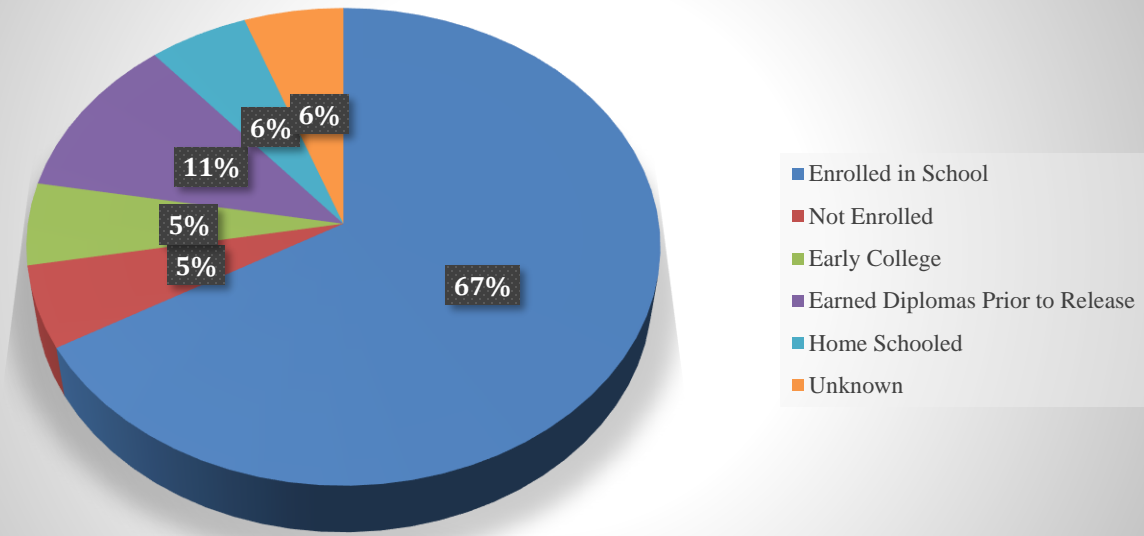


Since the transition services database was initiated in October 2019, Noyes has served 92 students. Two of those have been detained twice. Thirty-three students currently reside at Noyes, 15 went to in-state placements, 3 went to out of state placements, 11 went to out of state correctional facilities, 5 went to adult jail, 4 changed detention centers, and 19 were released back into the community.



Since the database was initiated in October 2019, the transition specialist has supported 39 students. Of the 39 students, 11 went to placements, 3 transitioned to other detention facilities in Maryland, 5 transitioned to adult corrections, 1 transferred to an adult corrections facility in Virginia and 19 transitioned back to their home communities.

Enrollment Status of 19 Students Who Transitioned Back to Community



Of the 19 students released back to the community, two have returned to Noyes (one of those is back out in school now), one is not in school, 11 are re-enrolled in school, one student re-enrolled in early college at MCC, two earned diplomas while detained, one is in home school, and one is unknown.

In light of the successful partnership around the Noyes Pilot, MCPS **supports** this legislation and urges a favorable report.