



Overview of Juvenile Services Educational System (JSES)

**Deborah Grinnage-Pulley
Executive Director
November 3, 2021**

Vision and Mission

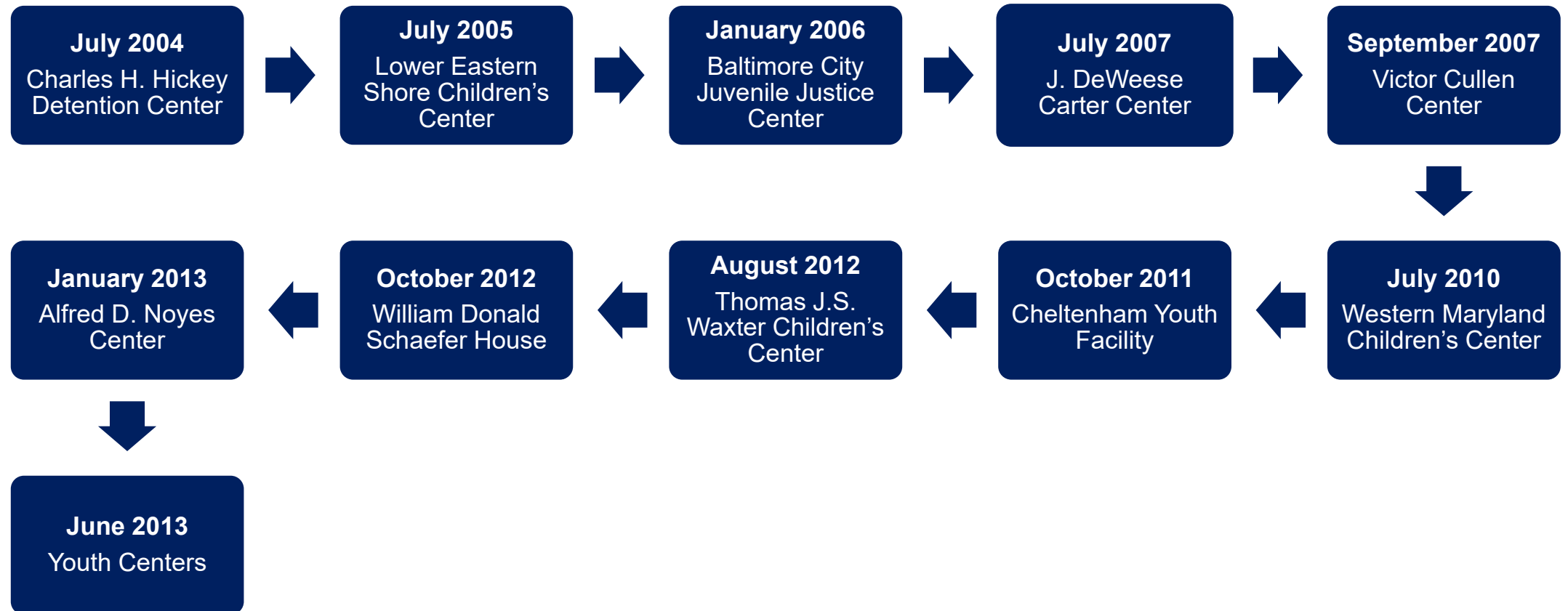


- The goal of Juvenile Services Education System (JSES) schools is to empower students no matter their background or circumstances to successfully re-enter/re-engage with the community. JSES prepares students to experience success in both academics and careers by connecting them with meaningful and challenging learning pathways. This is accomplished by providing:
 - Relevant learning that students can apply to their lives and future goals
 - Rigorous academics that challenge them to learn and grow
 - Rewarding opportunities for post-secondary experiences
 - Respectful learning environments that support a comprehensive and holistic approach to academics and social and emotional growth that serves the whole child

Transition to Maryland State Department of Education (MSDE)



The Education Coordinating Council for the JSES was established by statute in 2004. In 2013, full responsibility for juvenile services education was transferred from Department of Juvenile Services (DJS) to MSDE following several years of incremental implementation. During this time, MSDE created JSES to serve as the educational administrative office for all youth in DJS facilities.



Senate Bill 496-Juvenile Service Education Program

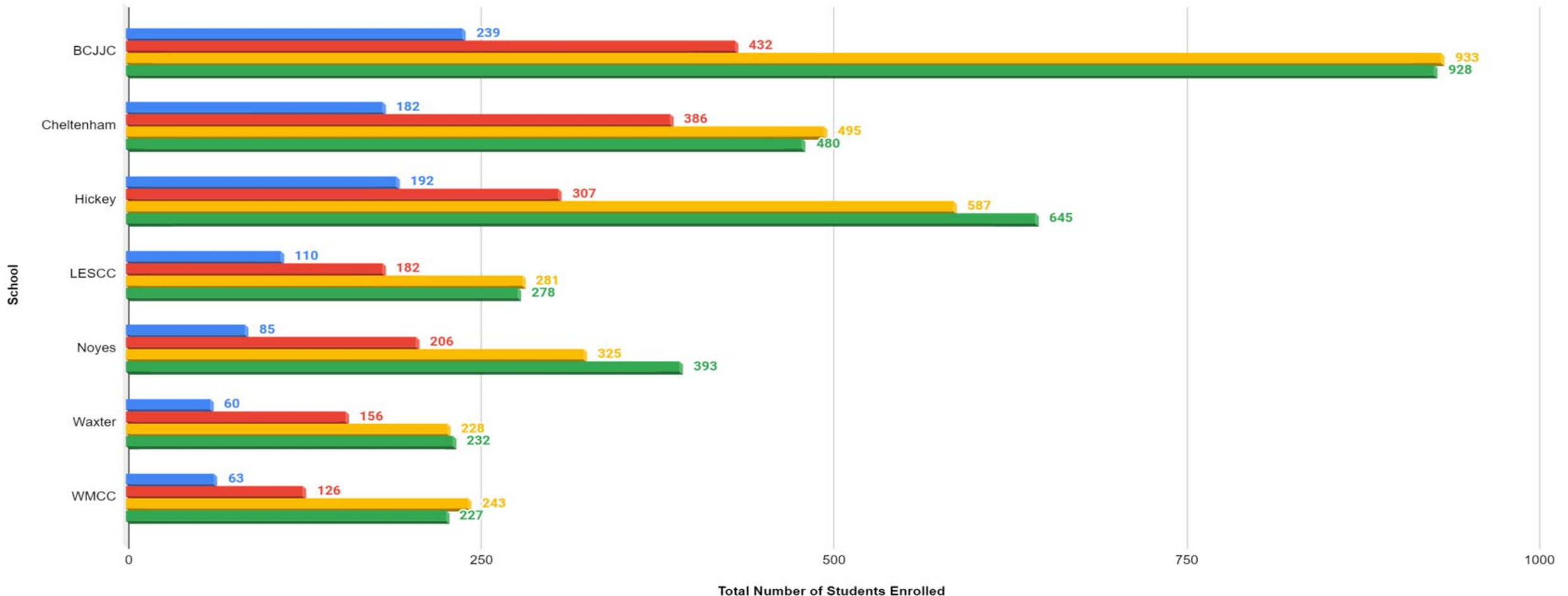


- Passed May 18, 2021
- Established the Juvenile Services Education Program
- Repealed provisions of law establishing educational programs for juveniles in residential facilities under the State Department of Education
- Established the Juvenile Services Education Board in the Department of Juvenile Services
- Requires the Board to approve all educational services for juveniles in a residential facility beginning July 1, 2022

Enrollment Trends- Detention Centers

Enrollment Trends for Detention

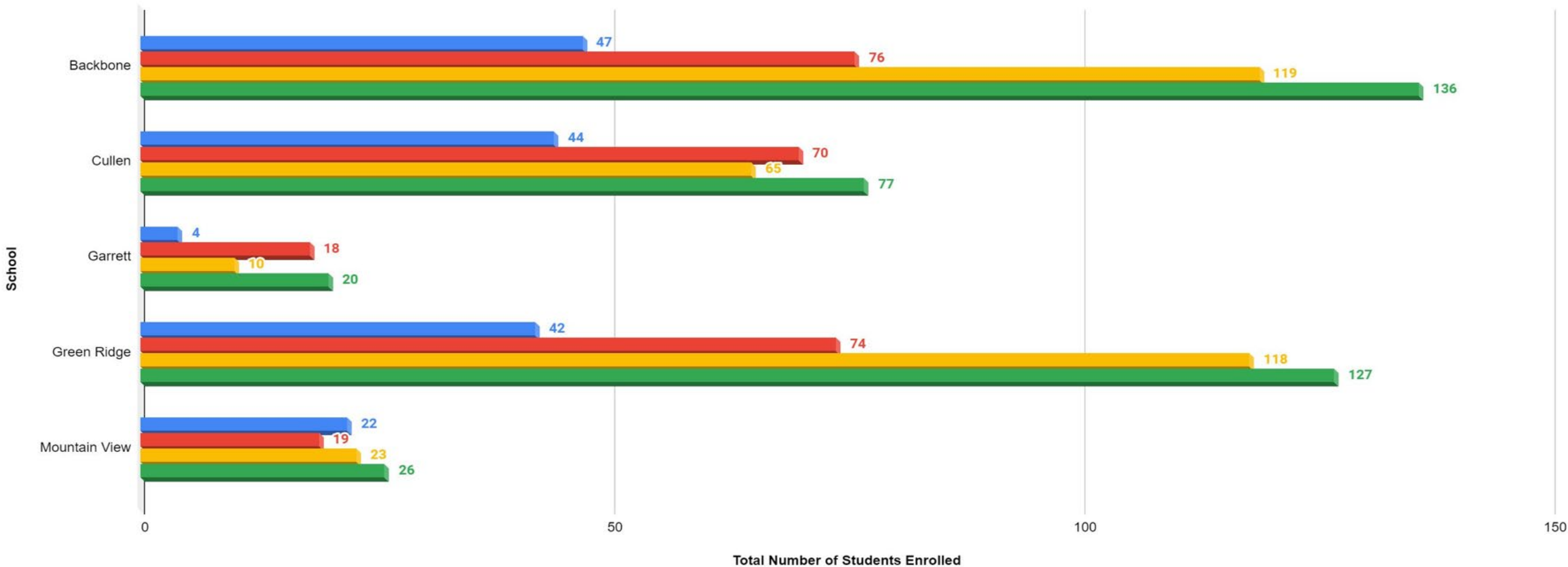
FY21 FY20 FY19 FY18



Enrollment Trends- Treatment Centers

Enrollment Trends for Treatment

FY21 FY20 FY19 FY18



*J.W. Deweese Carter closed in FY 20 and reopened as Mountain View

Areas of Progress to Be Reviewed



- Special Education
- Curriculum Alignment
- GED
- Testing
- Post-Secondary
- Instructional Initiatives
- Professional Development
- Teacher Leave
- Technology
- Strategic Partnerships
- Challenges

IDEA State Performance Plan and Annual Performance Report



2017 Findings	2019 Findings
“Needs Assistance” tier of general supervision	Meets Requirements” tier of general supervision
Assigned the "Targeted" tier for the delivery of the Division of Early Intervention and Special Education Services technical assistance (DEI/SES	Assigned the "Universal" tier for the delivery of the DEI/SES technical assistance

Tiers of support levels are universal, targeted, focused and intensive. The amount of general supervision that a local school system receives is determined by the tier level.

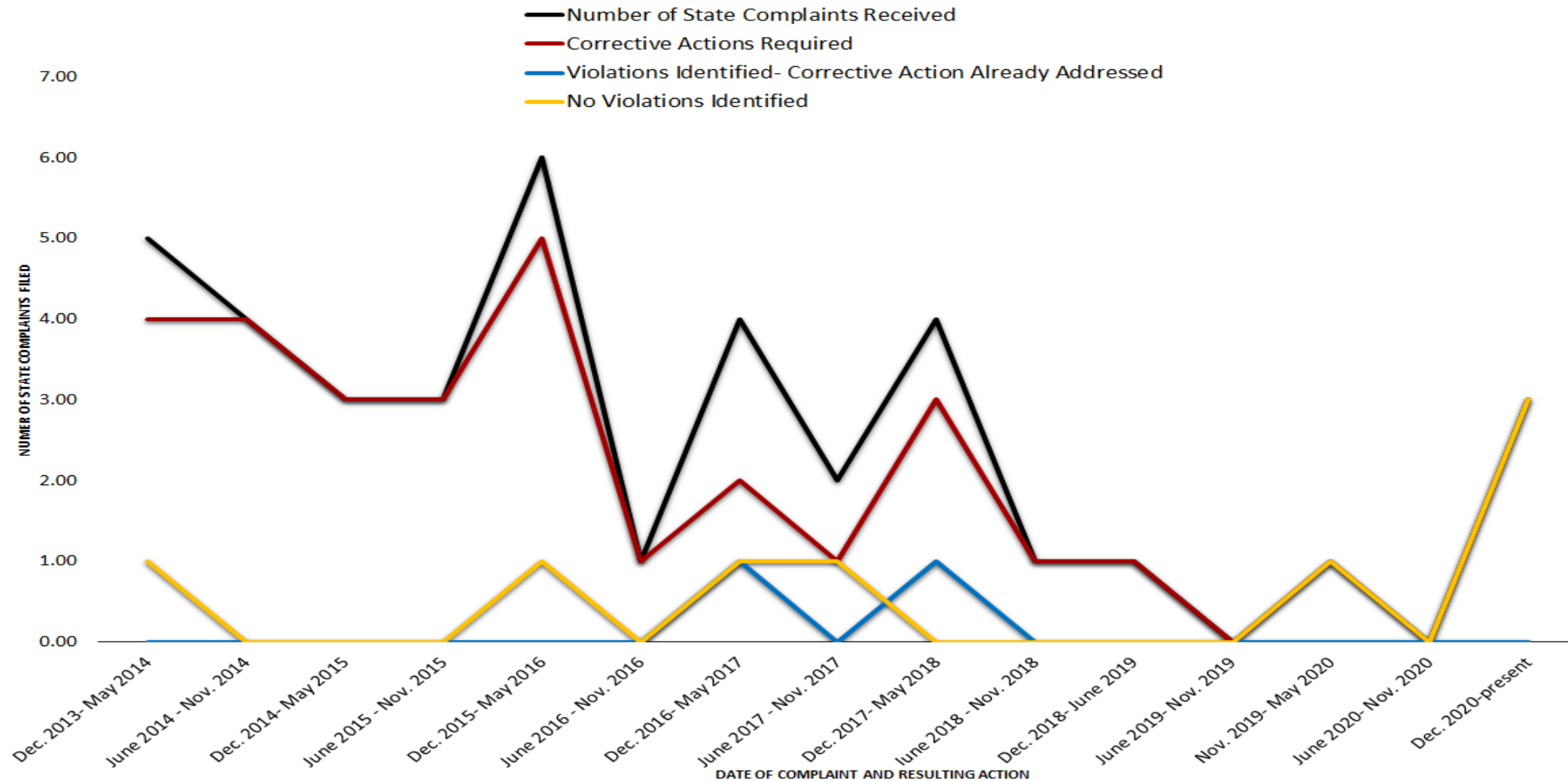
Special Education Monitoring for Continuous Improvement and Results



Area Reviewed for Compliance throughout all JSES schools	2017 Results	2019 Results
Provision of related services	65%	97%
Individual Education Development (IEP) components	88.6%	99.3%
IEP team process	95%	100%
Extended school year determination (ESY)	87.6%	100%

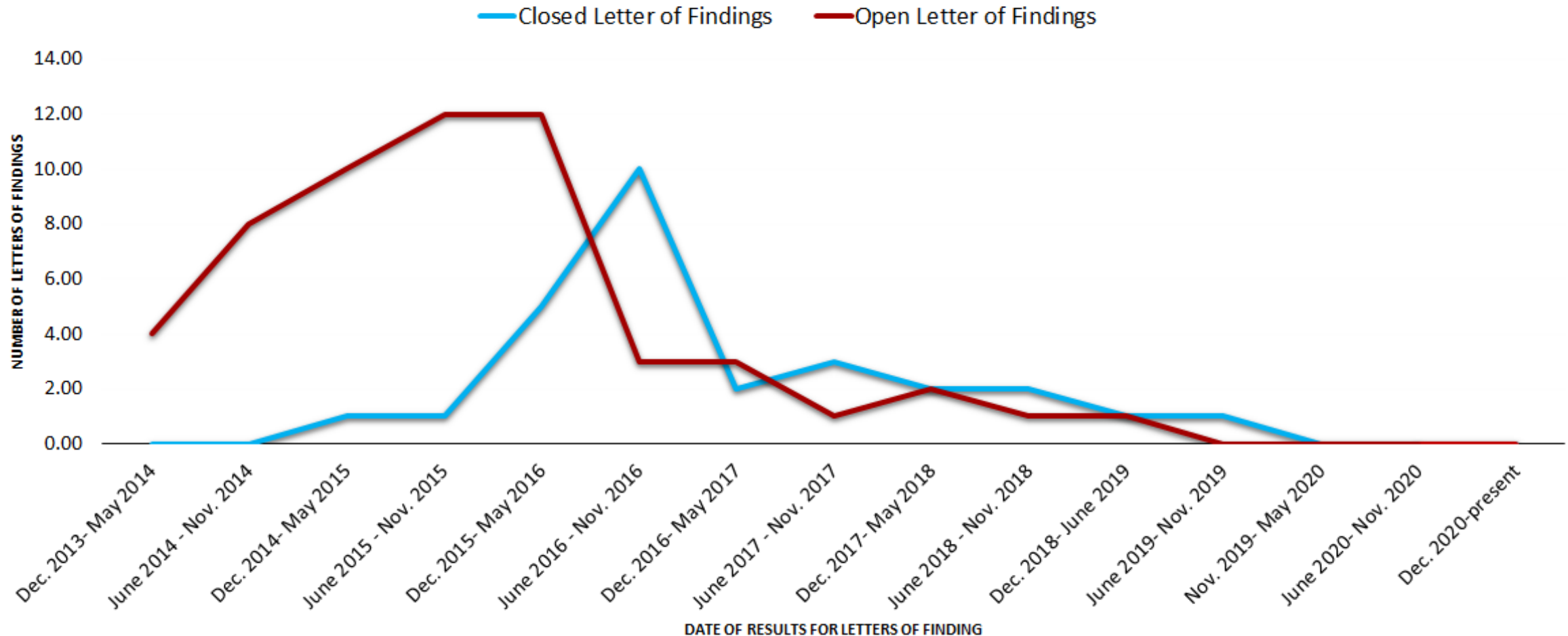
Number of State Complaints

Number of State Complaints and Actions



Letters of Findings

Letter of Findings



- **Facilitators utilized for Professional Development:**

- JSES Special Education Coordinator
- JSES Compliance Coordinator
- MSDE Division of Special Education staff
- Riverside Assessment consultant
- Lexia Learning
- Johns Hopkins University Center for Technology in Education
- Division of Rehabilitation Services

- **Professional Development topics include:**

- Comprehensive monitoring tools
- Maryland Online IEP user trainings
- Specially designed instruction
- Data driven decision making
- Comprehensive IEP development
- Assessment and Intervention administration

- All credit-bearing courses are aligned to all Maryland State Standards including:
 - the Maryland College and Career Ready Standards,
 - the Maryland Standards for Social Studies, and
 - the Next Generation Science Standards.
- Curriculum frameworks developed by MSDE content specialists and Maryland JSES teachers guided the curriculum development.
- A JSES team of teachers worked together to ensure alignment of state standards with the JSES curriculum in all four core content areas.
- Career and Technology Education (CTE) courses are aligned to Maryland State Career and Technical Pathways.

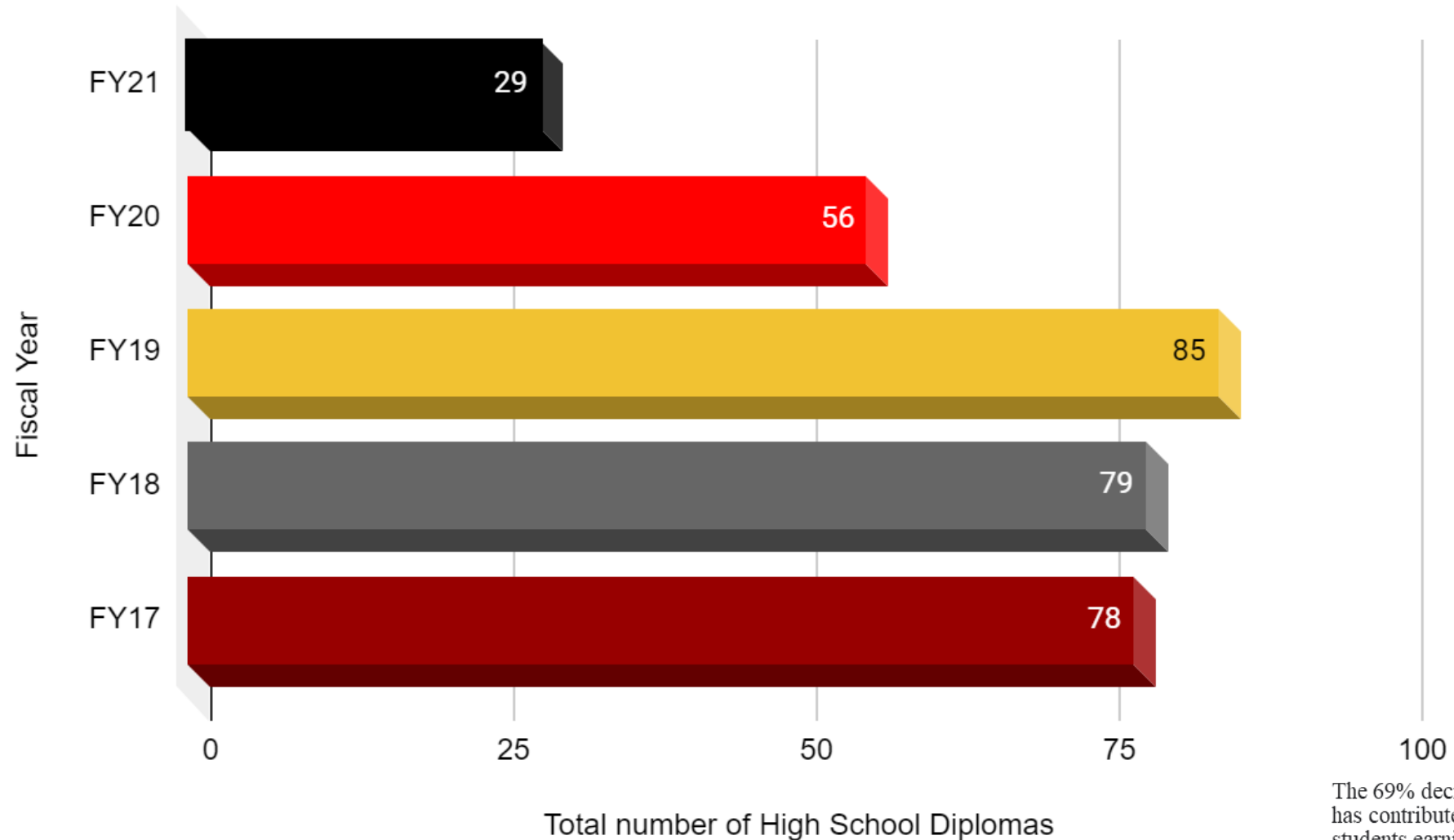
Instructional Rigor and Resources



- All instruction is on grade level.
- Virtual labs and simulations are embedded in science courses to ensure appropriate science credits are earned for high school graduation.
- New textbooks were purchased for all content areas in all grades.
- Digital resources are used to assist English Language Learners (EL).

- JSES adheres to state regulations and Pearson VUE's requirements to successfully deliver GED examinations to all eligible students.
- In 2014, JSES established two Pearson VUE testing labs for students at Hickey and Green Ridge Youth Center for students to sit for the GED.
- In 2020, JSES began the utilization of two GED mobile labs to address the needs of students during the pandemic.

GED Trends



The 69% decrease of student enrollment has contributed to the 66% decrease of students earning Maryland High School Diplomas since FY19.

State Mandated and English Learner (EL) Testing



- JSES administers all Maryland State mandated testing to students.
- JSES assigns testing coordinators for each site to ensure proper administration of mandated testing.
- JSES offers the World-Class Instructional Design and Assessment (WIDA) ACCESS 2.0 assessment to all students enrolled at the time of testing who are identified as EL students.
- Educators at each school have been trained to facilitate the WIDA Screener in order to identify students needing EL services.
- EL assessment scores are included in the student information system (SIS) so that teachers can make appropriate accommodations for students needing EL services.

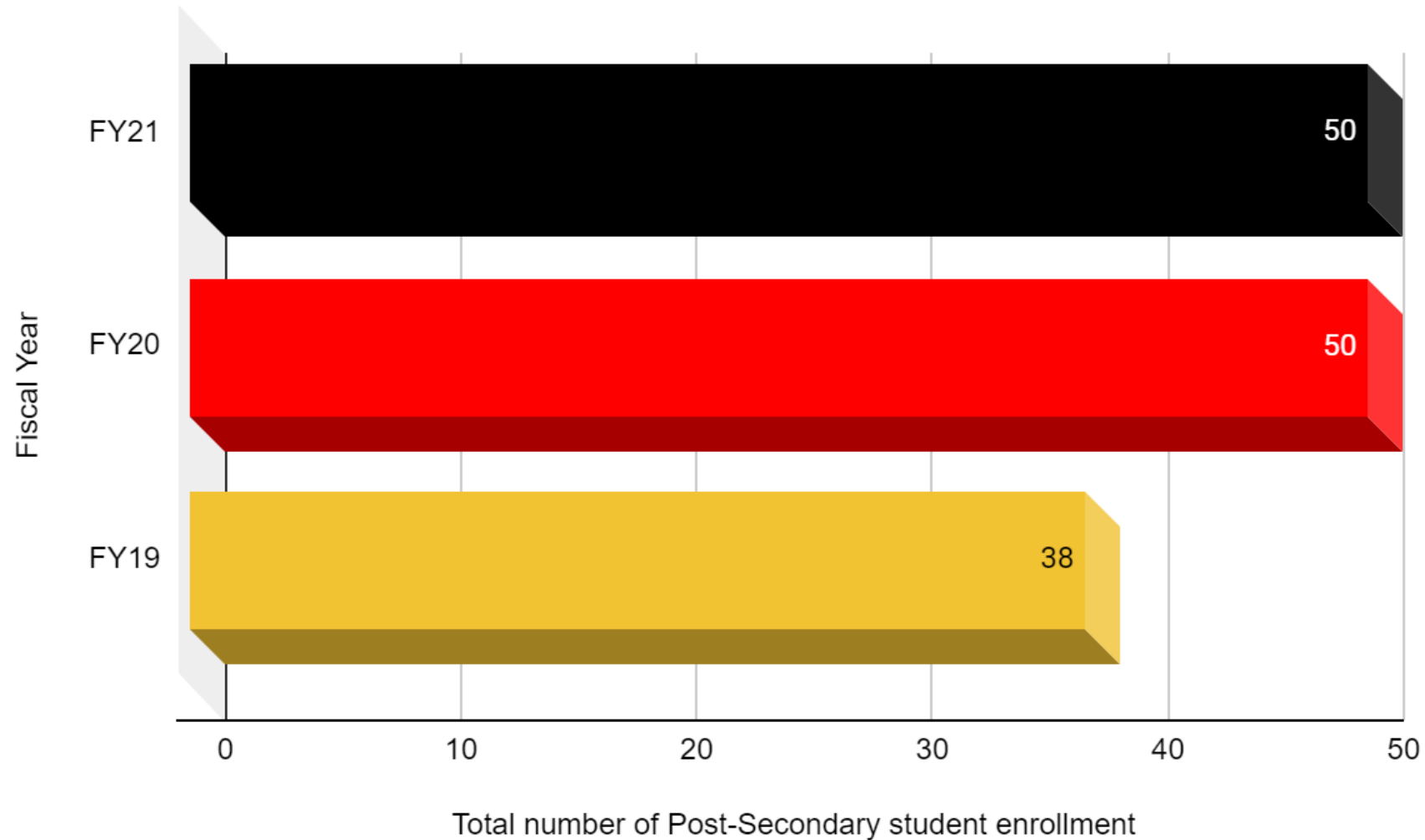
Northwest Evaluation Association(NWEA) Measures of Academic Progress (MAP)



- The NWEA MAP Test is JSES' adaptive achievement and growth test.
- The assessment is personalized for each student.
- Students are tested once per quarter.
- The MAP Test assessments is designed to reveal precisely which academic skills and concepts students have acquired and what he/she is ready to learn.

- Students have the opportunity to participate in online/distance learning college courses provided through collaborative community college partnerships.
- In 2016, JSES established a partnership with Frederick Community College for enrollment of all students, in all 12 facilities who earned a high school diploma, or complete high school programming by GED.
- Partnerships:
 - Frederick Community College (2016)
 - Baltimore City Community College (2017)
 - Anne Arundel Community College (2017)
- Coursework includes both credit-bearing and continuing education and workforce development courses.

Post-Secondary Enrollment



Instructional Initiatives



- Danielson Training
- Learning Walks
- Principals follow the Maryland Evaluation System
- JSES created three instructional coaching positions
 - Coaches are trained in the Coaching Impact Cycle developed by Jim Knight
- JSES instructional coaches offer support by:
 - Informally observing lessons
 - Setting goals with teachers
 - Identifying research-based strategies for implementation in the classroom
 - Providing professional learning around JSES initiatives and goals
 - Providing real-time feedback to support instructional improvement

School Year and Summer Schedules



The JSES implemented 4-period and 5-period day schedules to provide:

- Students who were under-credited with multiple opportunities to earn credits
- Students opportunities to enroll in electives courses to meet graduation requirements

The summer school schedule was developed to allow students to:

- Recover credits for students who failed courses
- Earn .5 elective credits toward graduation when recovery of credits was not needed.

- Based on surveys and feedback directly from principals and teachers.
- Professional learning options align with offerings from local school systems.
- Continuing professional development credits are offered for certification renewal.
- Opportunities for face-to-face, online, and hybrid sessions are provided.

- **Facilitators utilized for Professional Development:**

- EdAlly Consulting
- MSDE Content Specialists
- JSES teachers and coaches
- Educators from local school systems
- Psychometric Solutions
- StreetLaw
- WIDA
- Code.org
- American Traffic Safety Services Association

- **Professional Development topics include:**

- Trauma-Informed Instruction
- Culturally Responsive Teaching
- Building Rapport
- Curriculum Updates
- Foundations of Computer Science
- Training for CTE certifications: Flagger, CPR, and OSHA-10

School Counseling and Guidance Professional Development



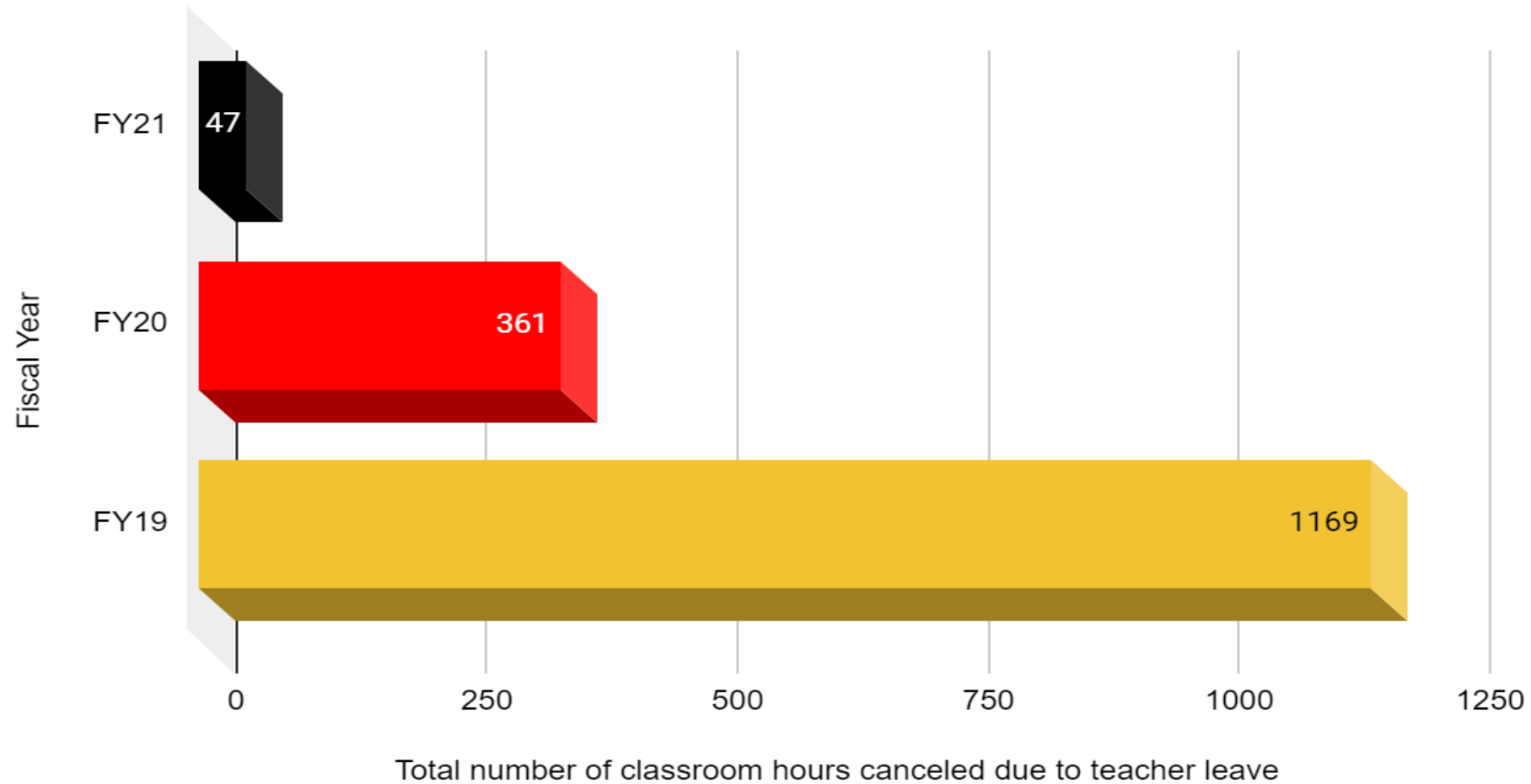
- **Facilitators utilized for Professional Development:**

- JSES School Counseling and Guidance Coordinator
- MSDE Office of School Counseling, Section Chief
- Founder, The Cambio Group
- Founder, Lauryn's Law
- Counseling Specialists, Anne Arundel County Public Schools
- Program Developer, Correction Education, Anne Arundel Community College

- **Professional learning topics include:**

- American School Counselor Association Standards
- Meditation and Mindfulness
- Trauma Informed Care
- Mental Health and Suicide Prevention
- Lauryn's Law
- 21st Century School Counselors
- Student Support Team and 504 Interventions
- Post High School Options

Teacher Leave - Managing for Results (MFR)



Technology: Powerschool and System-Wide Network Infrastructure Upgrades



- Launched the student information system (SIS) Powerschool (PS) in 2016.
- Expanded PS to allow for the monitoring of student CTE certificates, student service learning hours, and student enrollment in post-secondary education in 2017.
- Performed major upgrades to the PS teacher access portal, successfully transferring from the standard online gradebook to the dynamic Unified Classroom system in 2019.
- Increased bandwidth for all JSES schools in 2020
- Installed high speed fiber connection to Backbone Youth Center and Garrett Mountain Youth Center.
- Launched Performance Matters (PM) in 2020. PM provides schools with a comprehensive view of overall student performance.
- Ensured full functionality and standardization of all network configurations and equipment and adhered to DoIT standards

1:1 Chromebook / G-Suite Initiative



- In 2020, the JSES launched the 1:1 Chromebook initiative.
- G-Suite Enterprise accounts procured for all students which are utilized in conjunction with Chromebooks.
- Chromebook usage was an integral component of the JSES' virtual and hybrid learning program during the COVID-19 Pandemic.

Montgomery County Public School (MCPS) Partnership



MOU with MSDE and DJS established:

- MCPS professional development for Noyes staff
- Alignment of MCPS and JSES curriculum
- A MCPS transition specialist for reentry support to Noyes' students returning to MCPS
- Technical support provided by MCPS to ensure student access to the curriculum
- Recruitment support provided by MCPS

Supports provided:

- Staffing - art teacher, physical education teacher, special education case manager, transition specialist, program evaluator, teacher and principal coach
- Four parent engagement activities involving MCPS and Noyes prior to the COVID pandemic
- Additional office space provided by MCPS
- Math 180 intervention instructed by MCPS staff
- Naviance a college and career readiness solution provided to students
- AZTEC software for GED preparation and Accuplacer (college placement test)

Ongoing Challenges



- Hiring Certified Content Teachers
- Teacher retention
 - Teaching staff are twelve months
- Outdated classroom facilities
- Limitations and restrictions of the state procurement process
- Student transition
 - Lack of student transfer information once they leave the facility

Research, Evaluation, and Accountability

- To continue JSES' upward trajectory, in May 2019, MSDE/JSES entered into a Researcher-Practitioner Partnership (RPP) with Florida State University (FSU) to evaluate and elevate the quality of educational services provided to youth in Maryland's DJS detention centers and commitment programs, and to develop a continuous quality improvement system.
- FSU was chosen for the RPP based upon their national record of successfully partnering with state and local jurisdictions in the employment of evidence-based best practices to improve juvenile justice education (OJJDP 2005; The Juvenile Justice NCLB Collaboration Project: Final Report, 2008)
- The RPP was designed with the three distinct phases of discovery, implementation, and validation.

Florida State University Partnership

Dr. Thomas G. Blomberg, Dean

Sheldon L. Messinger Professor of Criminology and Criminal Justice.
Florida State University

Overview, Findings, and Recommendations



Overview

- From June 2019 through March 2020, FSU researchers conducted site visits to MSDE and the JSES schools, reviewed relevant state and school level policies and documents, and reviewed student performance and educational personnel data provided by JSES.
- Site visits included participation in meetings with MSDE, JSES, and DJS, observations of HB1607 Workgroup meetings, extensive interviews with JSES central office personnel, and visits to JSES schools throughout the state.
- The site visit reviews of JSES schools included facility tours, interviews with school administrators, instructional personnel, and students, classroom observations, reviews of student educational record information, and services provided.
- Onsite reviews were completed at ten (10) JSES schools, and telephone interviews with principals were conducted in the remaining three (3) schools, due to pandemic restrictions.
- Aggregate findings from these data collection efforts follow.

Findings

- DJS is responsible for transition and reentry services of youth returning to the community, educational personnel are typically not involved in this process and there are few educationally focused transition services that are coordinated between students' home/zone schools and JSES educational personnel and a lack of educational transition services for students returning to the community.
- **Individual Education Plans (IEP) for special education students were found to be well maintained** and is reflected in the subsequent decline in the number of special education complaints and increases in closed filings.
- **Individual planning for non-special education students was not used**; testing and assessment to guide services, programming, and **instruction based on individual student needs was not conducted**.

Findings

- Students were largely enrolled in courses needed for high school graduation, however, there were **limited options for credit advancement, recovery, and remediation.**
- **JSES schools maintained a strong focus on core academic courses needed for high school graduation,** however, there were limited career and technical curriculum options available.
- Prior to JSES expanding the offering of GED exams in all of its schools through the Pearson Vue mobile testing lab, testing was limited to transporting students to two schools, namely the Charles H. Hickey Jr. School and the Green Ridge Youth Center.
- **There was an observed need for improved JSES and DJS collaboration** regarding student planning, coordination of transition services, and behavior management.

Overview, Findings, and Recommendations



Findings

- Highly-qualified teachers, teaching in their area(s) of certification, was common practice, however, **human resources data from JSES reveals teacher retention as a major challenge for many JSES schools.**
- Providing educational services in detention center schools presents unique challenges including unplanned and often short lengths of stay dependent upon the youth's disposition, limited coordination with local schools for youth who are released after their detention, and students being grouped in classrooms based upon their dorm rather than their grade level or educational needs.
- **Student outcome data on transition back to home schools and communities were not available and remains a major obstacle in evaluating the effectiveness of JSES schools.**

Recommendations

- To address the diverse and unique needs of the youth in DJS programs, core educational components should include high-quality teachers and educational personnel, individualized instruction and services for all students, comprehensive community transition services, and the use of data and research to continuously evaluate and modify programs and services as needed.
- **JSES administration, school principals and teachers, and FSU held multiple deliberation meetings to identify and prioritize educational best practices for school and classroom implementation.** Schools should continue to implement the practices outlined in the collaboratively developed deliberation tools. Initially identified best practices for immediate implementation included assessment, individualized instruction and student planning for all students, family and home/zoned school communication, and educational community transition services (Deliberation Tools for Development of the Educational Service Action Plans, 2020; JJEP Educational Model Action Plan, 2021).

Overview, Findings, and Recommendations



Recommendations

- The recommended educational model for commitment program schools should place greater emphasis on offering a variety of educational and career and technical programming opportunities, and long-term community transition planning.
- Given the more transient nature of the student population in detention centers, the recommended educational model for **detention center schools should emphasize coordination with local schools** and individual planning and services that are guided by the disposition status of each student.

Overview, Findings, and Recommendations



Recommendations

- JSES should implement a data-driven model that is **guided by annual on-site quality reviews, student performance data, community reintegration outcomes, and continuous improvement as mandated by the various performance outcomes.**
- Onsite, annual peer-reviews of detention center and commitment program **schools will focus upon the use of evidence-based student services** and ensure that state and federal laws regarding juvenile justice education are being implemented appropriately. This should entail training school district staff, school principals, assistant principals, and other designated school administrators on conducting site visits and reviews (Educational Quality Assurance Standards for Commitment Programs and Detention Centers, 2010).
- **Develop a longitudinal juvenile offender-based tracking system.** The tracking system should include information about youths' 1) pre-detention and/or commitment educational and delinquency histories; 2) educational performance and attainment during detention and/or commitment; and 3) post-release return to school, continued educational participation, and juvenile and adult recidivism.