



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: 4/23/2019
SUBJECT: Juvenile Services Education System (JSES) Update

PURPOSE:

The purpose of this item is to provide an update on the Maryland State Department of Education (MSDE) Juvenile Services Education System (JSES).

BACKGROUND:

The MSDE first assumed responsibility for educating juveniles within one residential facility operated by the Department of Juvenile Services (DJS) in 2003. In 2004, the responsibility was expanded and the MSDE was required to provide educational services in all fourteen residential facilities. By 2013, the MSDE had assumed control of educational programming at all DJS facilities.

EXECUTIVE SUMMARY:

The MSDE JSES provides direct instruction in all schools operated by the DJS. There are thirteen detention and committed residential facilities statewide. Students in the JSES are enrolled in credit-bearing courses based on transcript analysis. The JSES provides instruction in core content curricula including language arts, mathematics, science and social studies based on Maryland College and Career Ready Standards. Students also have the opportunity to earn their GED while attending school in the JSES. The JSES prepares students for the successful return to their home schools and community.

In 2018, the Maryland General Assembly passed House Bill (HB) 1607. HB 1607 established the Juvenile Services Education County Pilot Program. The purpose of the program is to pilot a management model where a juvenile services education program at a facility located in a county is operated by the county board of education. Through a partnership between the MSDE and Montgomery County Public Schools, the Alfred D. Noyes Children's Center in Rockville, MD, will serve as the JSES facility participant in the pilot. HB 1607 also require that a work group be established to make recommendations on the management and operation of juvenile services education programs.

ACTION:

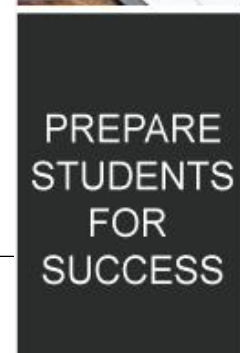
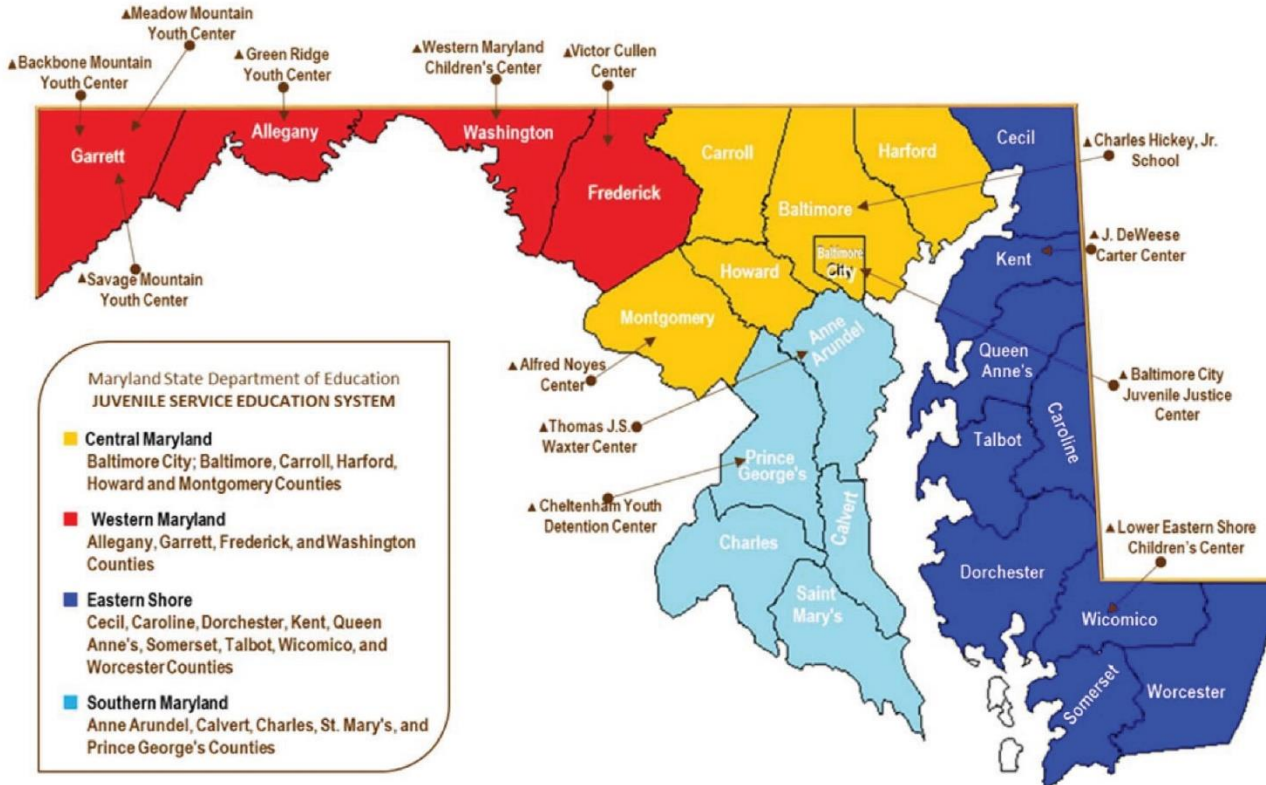
For information only.



Maryland State Board of Education

April 23, 2019

13 SCHOOLS



NEW VISION/MISSION

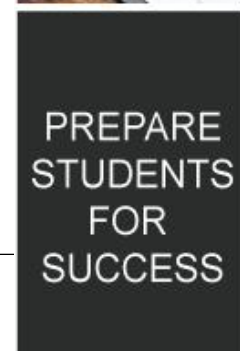
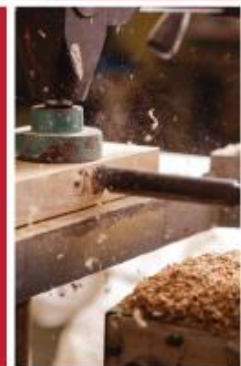
VISION & MISSION

Student growth is at the heart of our community. In JSES schools, our goal is to empower our students no matter their background or circumstances to successfully re-enter/re-engage with the community. We will prepare students to experience success in both academics and careers by connecting them to meaningful and challenging learning pathways.

Therefore, our mission is to provide:

- 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 environment that supports a comprehensive and holistic approach to academics, social and emotional growth that is a comprehensive approach to serving the whole child.

Approved 11.28.2018



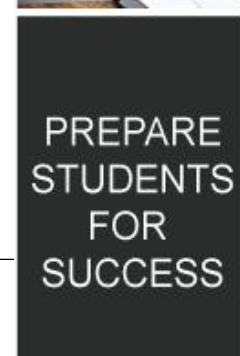
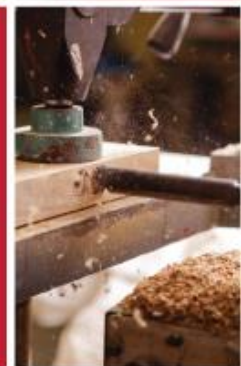
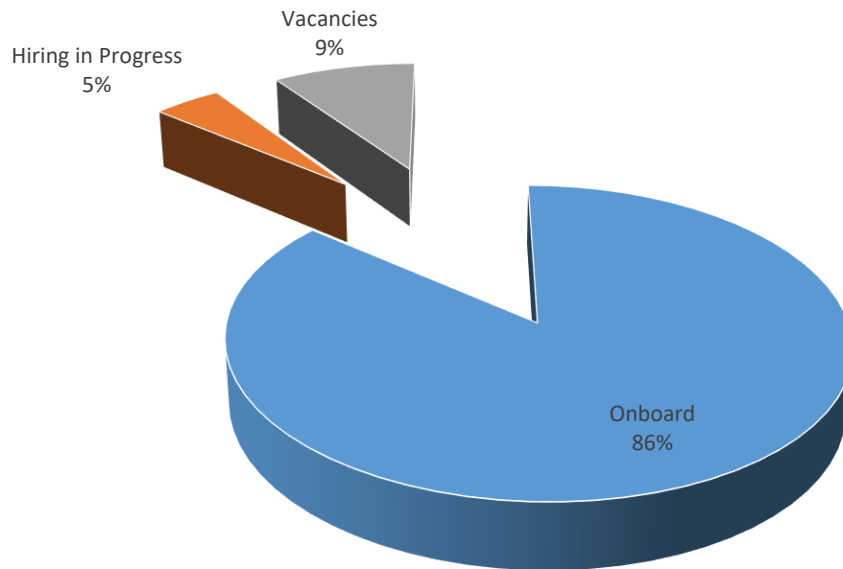
SCHOOL PROFILES

Detention	County	Student Capacity
Alfred D. Noyes Children's Center	Montgomery	57
Baltimore City Juvenile Justice Center	Baltimore City	120
Charles H. Hickey, Jr. School	Baltimore	72
Cheltenham Youth Detention Center	Prince George	72
Lower Eastern Shore Children's Center	Wicomico	24
Thomas J. S. Waxter Children's Center	Anne Arundel	42
Western Maryland Children's Center	Washington	24

SCHOOL PROFILES

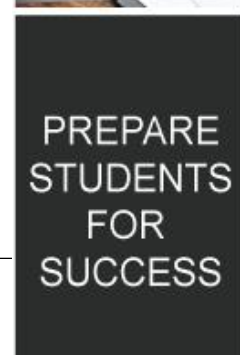
Placement	County	Student Capacity
Backbone Mountain Youth Center	Garrett	48
Green Ridge Youth Center	Allegany	40
J. DeWeese Carter Youth Center	Kent	14
Meadow Mountain Youth Center	Garrett	40
Savage Mountain Youth Center	Garrett	24
Victor Cullen Center	Frederick	48

STAFFING STATUS



CLUBS/ACTIVITIES

School Name	Club Name	Club Name
Backbone	Photography Club	SUGO- Sumo Legos
BCJC	Environmental Club	Distinguish Gentlemen Club
Carter	Girls Group	
Cheltenham	Spring Basketball League	Math Activity Club
Hickey	Chess Club	Chess Club
Green Ridge	Book Club	Bucket List Adventure Club
Lower Eastern Shore (April)	Phenomenal Woman	Music Introduction for Beginners
Lower Eastern Shore (May)	Personal Finance/Math Club	Chess Club
Meadow Mountain	Mix it Up at Meadow- cooking class	Book Club
Noyes	Book Club	Art Club
Savage	Robotics with Legos	Chess Club
Victor Cullen	Horticulture Club	Chess Club
Waxter	Introduction to Chess	Painting Club
WMCC	Chess Club	Passport Club



INSTRUCTIONAL PROGRAM

CURRICULAR FRAMEWORK

- The JSES curricular framework is aligned to all of the appropriate state standards including Next Generation Science Standards, Maryland College & Career Ready Standards, & Maryland Social Studies Standards.
- The JSES collaborates with the Division of Curriculum Instructional Improvement & Professional Learning to develop curriculum and provide professional learning.

MEMORANDUM OF UNDERSTANDING

- Frederick Community College (FCC)
- Baltimore City Community College (BCCC)
- Anne Arundel Community College (AACC)

ONLINE CREDIT RECOVERY

- APEX



INSTRUCTIONAL PROGRAM

BLENDED AND VIRTUAL LEARNING

JSES courses are available for required and elective courses through multiple on-line platforms.

ELECTIVE COURSE ONLINE INSTRUCTION

APEX allows JSES students the opportunity for:

- Foreign language, Art and Music Appreciation, and Credit Recovery

PROFESSIONAL DEVELOPMENT

JSES has embedded five system-wide professional learning days and 18 school-based professional learning days during the school year for principals, teachers, school counselors, and records staff.



ACCOUNTABILITY

PowerSchool

JSES is now in our second year of using PowerSchool as our school information system. All PowerSchool policies and procedures are fully aligned with JSES. The system was successfully implemented on July 1, 2017 and has allowed us to monitor overall student academic performance across multiple years and schools.

Academic Aspects

- Enrolling students into courses
- Tracking/adding students' credits
- Identifying/creating alerts for Special Education
- Creating report cards/progress reports/transcripts
- Collaboration with thirteen schools to for continuity of services
- Reporting state standardized testing
- Record student certifications
- Monitoring GED trends



HIGH SCHOOL CREDITS

1827 Credits

were earned during the
2017-2018 school year



GED

77 Students

Earned a GED during the
2017-2018 school year

60 Students

Earned a GED since July 1 during
the 2018-2019 school year



LIBRARIES

3 Schools were provided new and updated libraries

- Alfred D. Noyes Children's Center
- J. DeWeese Carter Center
- Savage Mountain Youth Center



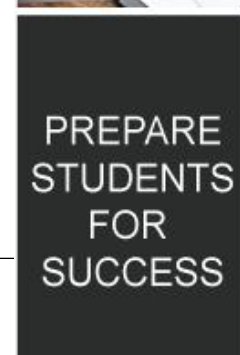
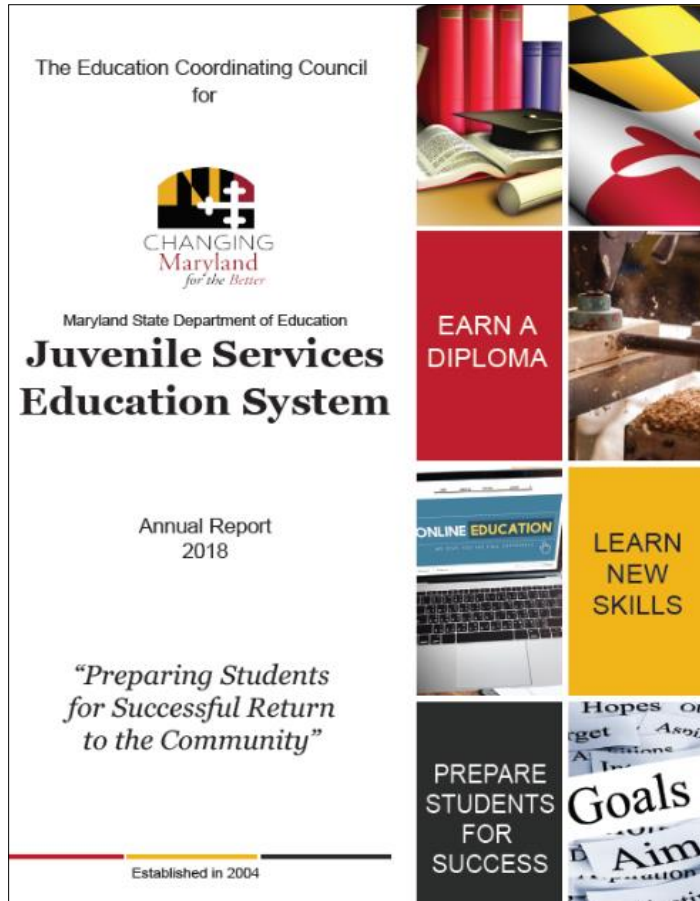


Alfred D. Noyes
Children's Center
Library

J. DeWeese Carter
Center Library

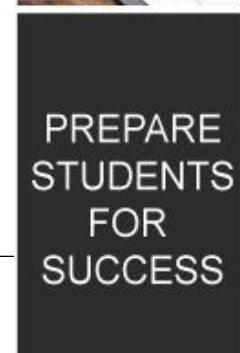


ANNUAL REPORT



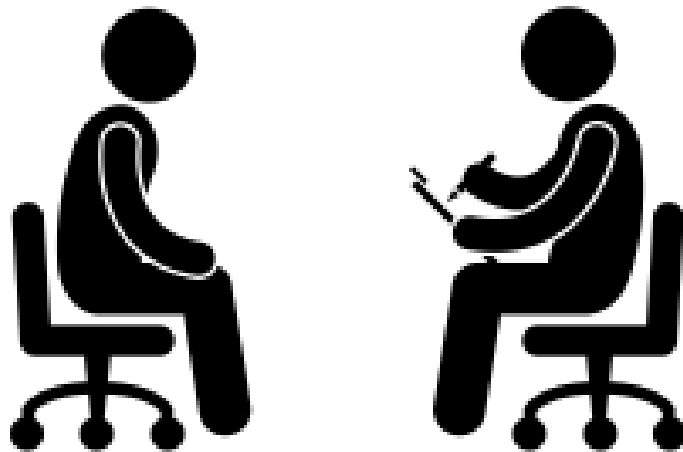
COLLABORATION

Montgomery County Public Schools



CHALLENGES

- 12 Month Employees
- Procurement
- Substitutes
- Hiring/Specific Content Area
- Retention - Location



HOUSE BILL 1607

- Mission of Work Group
 - ✓ Pilot
 - ✓ Management
 - ✓ Funding
 - ✓ Calendar
 - ✓ Transition
 - ✓ Staffing
 - ✓ Post Secondary
 - ✓ Eliminating Disparities
- Update on Work Group



Dr. Thomas G. Blomberg

Florida State University

College of Criminology & Criminal Justice

RESEARCH *Brought to Life*



- ✓ Research
- ✓ Data Analysis
- ✓ Support

The Education Coordinating Council
for



Maryland State Department of Education

Juvenile Services Education System

Annual Report
2018

*“Preparing Students
for Successful Return
to the Community”*

Established in 2004





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State Superintendent of Schools



Justin M. Hartings, Ph.D.
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Juvenile Services Education System



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JSES

The Juvenile Services Education System (JSES) provides educational services to students detained and committed to the Maryland Department of Juvenile Services (DJS). JSES administers education services in thirteen DJS facilities statewide.

VISION

JSES will be recognized for accelerating student achievement and preparing students for a successful transition to their communities.

MISSION

JSES schools challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and when appropriate, high school diplomas by examination.



Education for a Brighter Tomorrow

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History

*Established
in 2004*

The Education Coordinating Council for the Juvenile Services Education System (ECCJSES) was established in 2004 by Education Article §22-305 to provide oversight for the development and implementation of the Juvenile Services Education Program provided by the Maryland State Department of Education (MSDE) in DJS facilities.

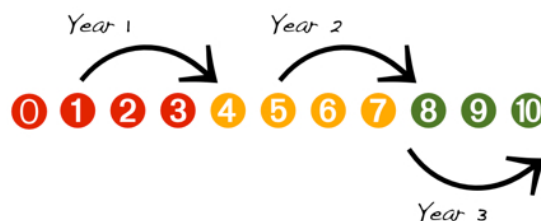
The Council resides within the MSDE for administration and budgetary purposes and is chaired by the State Superintendent of Schools.

The Council's responsibilities are outlined in Education Article §22-305 of the Annotated Code of Maryland which mandates the Council; "shall develop, recommend, and approve an educational program for each residential facility" operated by the DJS.

The Council is required by Education Article §22-306 to submit a report on its activities to the Governor and in accordance with §2-1246 of the State Government Article, to the General Assembly. This report documents the activities and accomplishments of the recently renamed Juvenile Services Education System (JSES).

The Council met on November 27, 2017 and reviewed JSES' accountability outcome data for FY 2016 involving academic gains, attendance, and Maryland Diploma completions. Members received updates on FY 2017 JSES initiatives. These included:

- Staffing
- Instructional Programing
- Professional Development
- PowerSchool
- 2017 Annual Report
- Data
- Academic Aspects



Additionally, the Council met on May 15, 2018 and received updates on:

- Vision and Mission Statement
- Computers Technology
- Accountability
- Post Secondary Education
- Facility Update

Statutory Requirements

Authorization for the Maryland State Department of Education's Juvenile Services Education Program is provided under Education Article §22-301, et seq., Annotated Code of Maryland. The development of programs, establishment of a Director and Coordinating Council, and the responsibilities of the Juvenile Services Education Program, are specifically outlined within Education Articles §22-301 through §22-310. The Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under twenty-two years of age with a certified disability that constitutes an educational impairment.

Students

*3,662
Students
Served*

Approximately 3,662 youth were served by the MSDE Juvenile Services Education System during FY 2018 operating at:

- Alfred D. Noyes Center (NOYES)
- Backbone Mountain Youth Center (BMYC)
- Baltimore City Juvenile Justice Center (BCJJC)
- Charles H. Hickey, Jr. School (HICKEY)
- Cheltenham Youth Detention Center (CYDC)
- Green Ridge Youth Center (GRYC)
- J. DeWeese Carter Center (CARTER)
- Lower Eastern Shore Children’s Center (LESCC)
- Meadow Mountain Youth Center (MMYC)
- Savage Mountain Youth Center (SMYC)
- Thomas J.S. Waxter Center (WAXTER)
- Victor Cullen Center (VCC)
- Western Maryland Children’s Center (WMCC)



At entry, the average reading and math scores for this population continues to reveal substantial achievement deficits in both key core academic areas.

During FY 2018, 1,192 of the students served had documented education disabilities. Of this total, 992 students were enrolled in detention schools and 200 were enrolled in treatment schools.

Of the 1,192 students with disabilities, the majority were designated with an emotional disability. The average stay typically ranged from 19 days in detention to 95 days in treatment facilities. The unique instructional challenges illustrated by this population necessitated the need for effective and well-planned instruction.



394

Total Youth enrolled on July 1, 2017



3,662

Total Youth educated throughout the year in JSES schools



13

Detention Centers & Treatment Centers



1,192

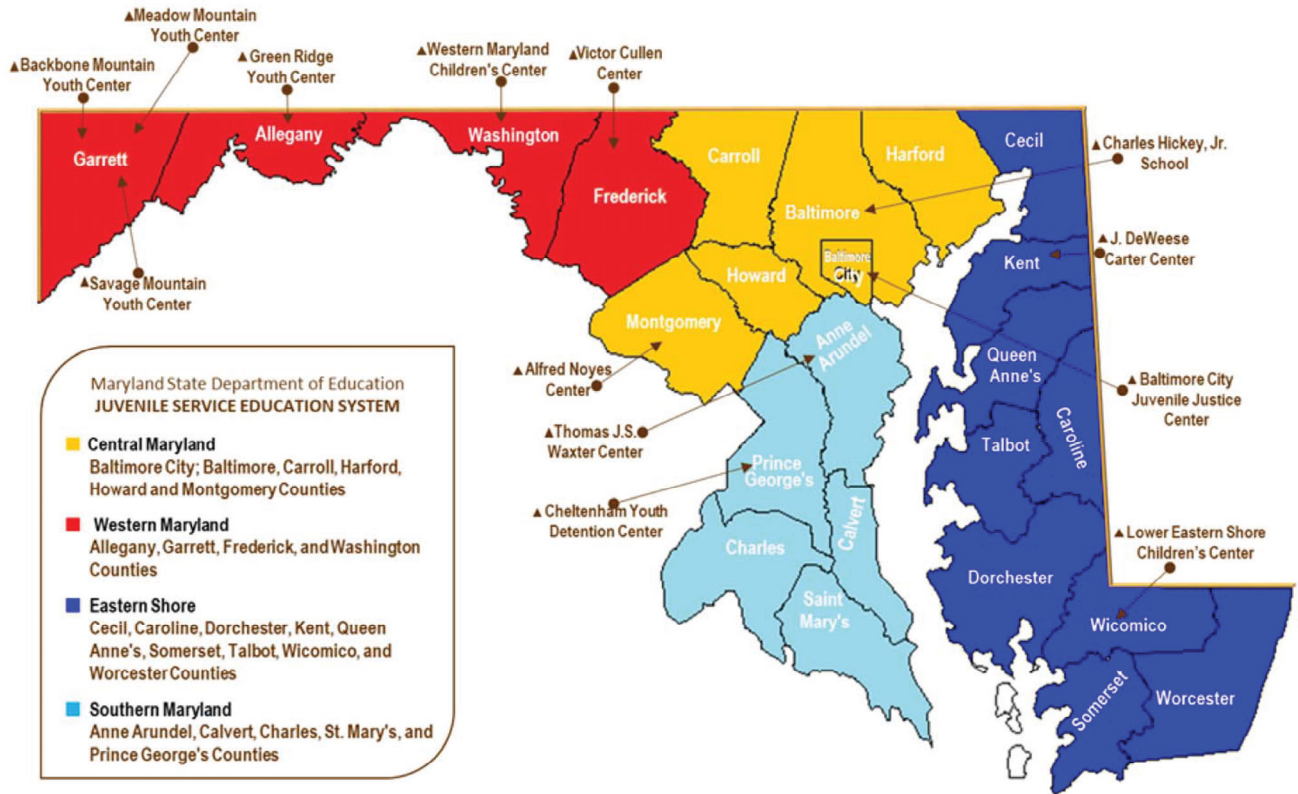
Students with educational disabilities

The data above only includes students enrolling on or after July 1, 2017 and exiting on or before June 30, 2018.

Locations

13 Centers

The MSDE Juvenile Services Education System schools are located in the following DJS residential facilities:

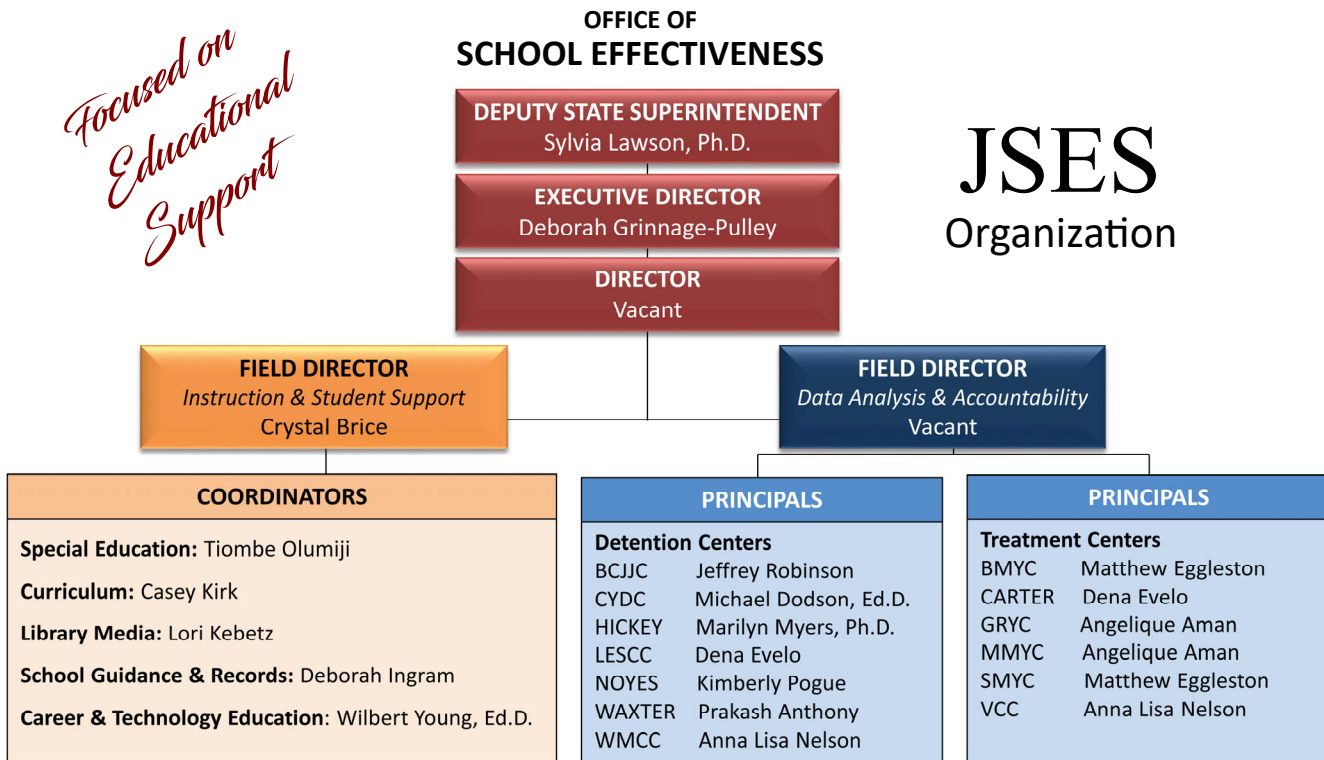


Facility	Location	County	Type
Central Maryland			
BCJJC	Baltimore	Baltimore City	Male Detention Center
HICKEY	Parkville	Baltimore County	Male Detention Center
NOYES	Rockville	Montgomery County	Co-ed Detention Center
Eastern Shore			
CARTER	Chestertown	Kent County	Female Treatment Center
LESCC	Salisbury	Wicomico County	Co-ed Detention Center
Western Maryland			
BMYC	Swanton	Garrett County	Male Treatment Center
GRYC	Flintstone	Allegany County	Male Treatment Center
MMYC	Grantsville	Garrett County	Male Treatment Center
SMYC	Lonaconing	Garrett County	Male Treatment Center
VCC	Sabillasville	Frederick County	Male Treatment Center
WMCC	Hagerstown	Washington County	Male Detention Center
Southern Maryland			
CYDC	Cheltenham	Prince George's County	Male Detention Center
WAXTER	Laurel	Anne Arundel County	Female Detention Center

System Administration

Organization

The JSES is part of the Office of School Effectiveness within the MSDE. The JSES's primary focus is to provide educational support to students and help them accrue credits toward graduation or receive a diploma by examination (GED).




Department of Information Technology Support

The JSES collaborates with the MSDE's **Department of Information Technology (DOIT)** staff and with the DJJ DOIT staff to ensure the students are provided access to the best available resources which include network access to new and evolving technology. Through on-going and systematic coordination with the JSES leadership and schools, MSDE DOIT and JSES instructional technology staff provide support to ensure all JSES schools, staff, and students are able to access a variety of instructional software and applications.

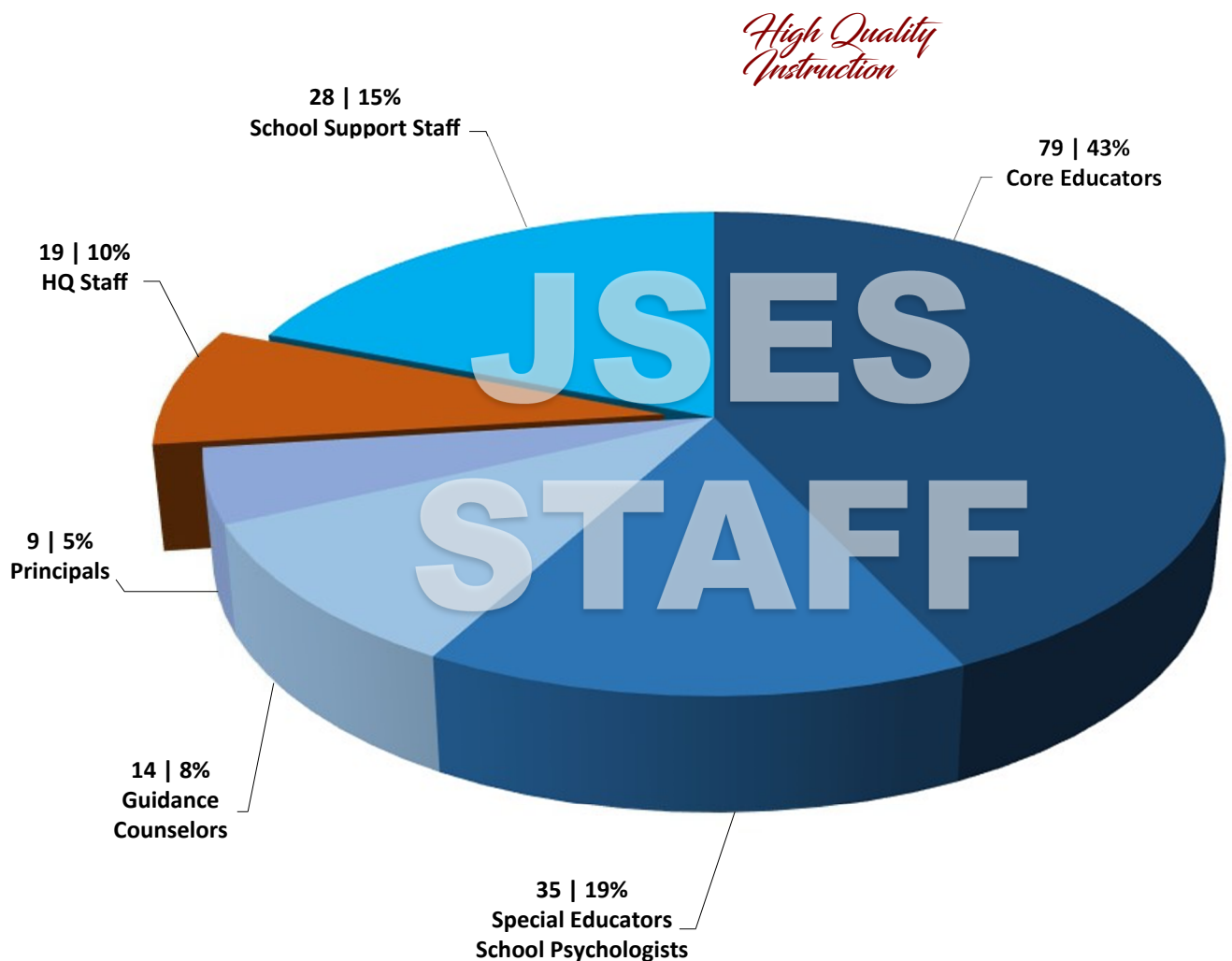
System Administration

Student Information System

The JSES released the attendance portion of PowerSchool to all schools in FY 2017. Over the course of the year, the school performance team worked diligently to build and align the PowerSchool system policies and procedures with JSES needs. In FY 2018, the system was fully implemented to include both attendance and gradebook to support tracking student information and monitoring overall student performance.

Professional Development

The JSES staff participates in comprehensive professional development sessions designed to increase capacity and proficiency for the delivery of high-quality instruction. Professional learning sessions are led by MSDE specialists focusing on pedagogy, special education, classroom management, and content-specific topics. The JSES staff rotate through sessions based on need and interest. Materials and resources are available on the JSES Google Drive, so that professional learning needs can be addressed anytime, anywhere.



*The above graphic reflects all JSES Staff.

Instructional Programs

The mission of the Juvenile Services Education System is to challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and when appropriate, high school diplomas by examination. To fulfill this mission, highly focused and individualized instruction is often needed.

Credits Toward High School Graduation

The majority of students enrolled in JSES schools are over-aged based on their educational placement and under-credited. By offering courses aligned to the Maryland College and Career Readiness Standards (CCRS), students are able to earn credits toward graduation while in a JSES school. Students who complete courses and meet mastery receive one credit for each course successfully completed.

CORE CONTENT AREA COURSES OFFERED IN JSES SCHOOLS

English	Mathematics	Social Studies	Science
English I	Algebra I	World History	Biology
English II	Algebra II	US History	Chemistry
English III	Geometry	Government	Physics
English IV	Pre-Calculus		

Basic Achievement Skills Inventory (BASI)

Many students will not be enrolled long enough to complete a full course of instruction. The goal of BASI is to identify students' reading and math levels. BASI provides teachers with an overview of students' strengths and needs. All students are assessed when they enroll and after every thirty days of instruction.

Service-Learning

Students participated in a wide array of service-learning programs sponsored by their schools and were successful at earning hours to meet requirements for high school graduation. The MSDE provided leadership assistance to school administrators and staff at schools in creating new plans and revising existing service-learning plans.

GED

For some students, the path to a high school diploma is the GED program. During FY 2018, the JSES had 77 students successfully obtain their high school diplomas through examination.



Instructional Programs

Career and Technology Education (CTE)

In FY 2018, the JSES continued efforts to ensure the alignment of all CTE classes to those offered within local school systems across the State. This allowed JSES students the ability to earn course credit and for those credits to be recognized by local school systems. The JSES CTE classes allow students to earn credits in different CTE pathways and offers courses in the following CTE Programs of Study:

Business Administrative Services

Business Administrative Services provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance.

Construction Trades

The Construction Trades course is aligned to the National Center for Construction Education and Research (NCCER) curriculum. During FY 2018, students at BMYC were able to progress through the modules of the core curriculum. Upon completion of all modules in this pathway, students earn industry certification.

Career Research and Development (CRD)

CRD encompasses financial literacy activities based on Maryland's curriculum for Personal Financial Literacy Education in addition to general life skill instruction including resume creation and interview skills.

The JSES also allows students the opportunity to earn industry certificates in a variety of programs. CTE certification programs have been modified and/or expanded to best suit the needs of our students and facilities. Certifications at the various facilities include the following:

- NCCER Core
- OSHA 10
- IC3 (Internet & Computing Core)
- C-Tech Certificates
- National Retail Federation
- Customer Service & Sales
- Medical Billing & Coding
- Flagger
- Servsafe
- Financial
- Code.org

*1,248 Students
Earned industry
Certificates*

Guidance and Counseling

The school counselor provides a needs-based, comprehensive, planned school counseling program. Counseling services facilitate the development of student skills to support personal and academic achievement through the incorporation of educational/career decision making and interpersonal skills.

The JSES counseling program follows the American School Counseling Association (ASCA) standards. Counselors offer a wide range of services to assist students, parents, and staff in making decisions regarding educational planning, career planning, and social/emotional issues. Counselors provide individual and small group counseling as needed.

Instructional Programs



Special Education

The JSES ensures the provision of a free and appropriate public education for students with disabilities, in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and Code of Maryland Regulations 13A.05.01. The provision of special education and related services to students with disabilities includes screening and assessments, instructional and classroom interventions, psychological, speech and language, and social work services. The JSES staff, including the special education coordinator, special education compliance specialist, special education teachers, psychologists, school counselors, and contracted speech/language services, work diligently on a daily basis to ensure that a continuum of special education and related services are provided to students with disabilities.

Instructional Technology

The JSES Instructional Technology staff continued an on-going collaborative effort with the MSDE DOIT and the DJS OIT to ensure technology best practices in building infrastructure. The JSES school interconnectivity was monitored and supported to ensure daily effective, efficient, technology-rich educational programming to JSES students. During FY 2018, the JSES was able to deploy new desktop computers for students and teachers. This provided every school with an upgrade in technology and software capabilities. The JSES was also approved for an E-Rate program that will be used in FY 2019 to improve broadband and internet connectivity.

Blended Learning and Online Instruction

The JSES has implemented the use of online course providers in order to offer credit recovery and original credit opportunities for students. Online credit recovery provides students with the option to re-take courses in order to earn the necessary credits for graduation. Students may also complete online courses for original credit, if the course is unavailable in a face-to face setting. For instance, through our online provider partnerships, students may earn credits in a foreign Language (Spanish, French, Chinese) or in health education. These options allow students more paths toward school graduation.

Library Media

The JSES Library Media Program, through collaboration with MSDE DOIT and JSES IT staff, engaged in planning to increase and enhance the use of technology. The collaboration provided the opportunity for school librarians, together with classroom instructors, enhancement of skills designed to extend the content area curriculum through the use of virtual resources. On-going library media efforts during FY 2018 included the expansion of access to digital learning opportunities as well as the integration of digital learning within the classroom setting.

Outcome & School Accountability

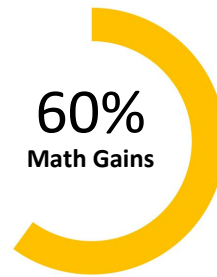
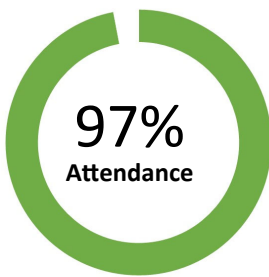
School Accountability

Data critical to the JSES is collected throughout the fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. A program improvement initiative was established under the direction of the Education Coordinating Council for Juvenile Services Education. Each school is held accountable for making progress toward achieving satisfactory/excellent levels of performance in four key areas: attendance, reading gains, mathematics gains, and GED test pass rate. These areas reflect the JSES's goal to accelerate student achievement in preparation for successful return to the community. During FY 2018, the number of academic and CTE credits students obtained while in JSES, as well as the passing rate for GED subtests, continues to be collected. The standards noted in the table below were approved by the Council in FY 2010 and remained in effect for FY 2018.



Key Performance Area	Description	Satisfactory	Excellent
Attendance	The percent of enrolled students in school during each class period o f the day.	94%	96%
Reading Gains	The percent of all tested students that demonstrated at least two months' growth on the Basic Achievement Skills Inventory (BASI) pre and post-test in reading, for every thirty days of enrollment.	60%	70%
Mathematics Gains	The percent of all tested students that demonstrated at least two months growth, on the Basic Achievement Skills Inventory (BASI) pre and post-test in mathematics, for every thirty days of enrollment.	60%	70%
GED Pass Rate	The percent of students that completed the GED exam and earned a passing score on all four sections.	60%	70%

Outcome & School Accountability



State-Wide JSES School Performance

At the school level, continuous improvement efforts are led by the School Improvement (SIT) Team which is usually chaired by a teacher. The team submits an annual School Improvement Plan (SIP) to the JSES Executive Director which details activities that are being implemented to increase student achievement and attendance. The SIT teams meet on a regular basis during each month to discuss school progress toward the yearly goals and to revise strategies to increase student achievement and attendance.

Data Quality


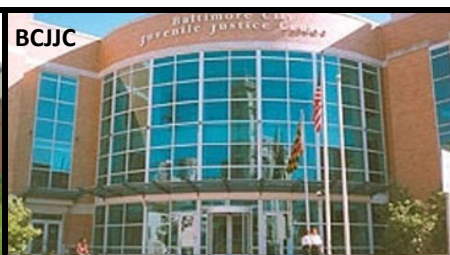
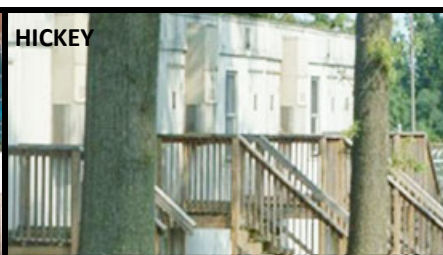




Schools have completed their second year implementation of PowerSchool, the student information system. All JSES schools submit monthly reports which are reviewed and analyzed on a monthly basis (with the exception of July 1 enrollment), discussed on a quarterly basis with program leadership to inform school performance, and reported at the end of each fiscal year as school performance measures.



School Profiles

Detention Center Summary

DETENTION CENTERS

			
<p>Alfred D. Noyes Children's Ctr. Rockville, MD</p>	<p>Baltimore City Juvenile Center Baltimore, MD</p>	<p>Charles H. Hickey Detention Ctr. Baltimore, MD</p>	
			
<p>Cheltenham Youth Detention Center Cheltenham, MD</p>	<p>Lower Eastern Shore Children's Center Salisbury, MD</p>	<p>Thomas J. S. Waxter Children's Center Laurel, MD</p>	<p>Western Maryland Children's Center Hagerstown, MD</p>

Alfred D. Noyes Children's Center

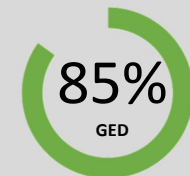
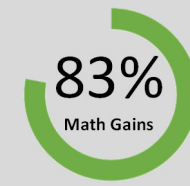
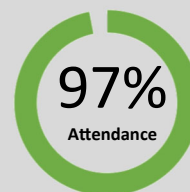


Type: Co-Ed Detention
Student Capacity: 57
Total Faculty/Staff: 10
Location: Montgomery County

During FY 2018, the Alfred D. Noyes Children's Center served approximately 393 students. Eleven students earned their high school diploma through examination. Three students continued their

post-secondary education by enrolling into Community College. NOYES maintained a 97% attendance rate. Students earned a total of 62 academic credits. In addition, 20 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects. The students achieved a 78% post-test gain in reading, and 83%

post-test gain in the area of mathematics. Students participated in the annual career fair where they interacted with education and training representatives as well as community partners. A young man from NOYES competed in the Federal Bar Association Maryland Chapter's Martin Luther King essay contest and tied for third place.



School Profiles

Baltimore City Juvenile Justice Center



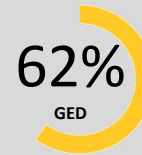
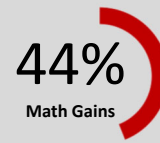
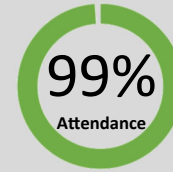
Type: Male Detention
Student Capacity: 120
Total Faculty/Staff: 27
Location: Baltimore City

During FY 2018, the Baltimore City Juvenile Justice Center served approximately 928 students. Eight students earned their high school diploma through examination. The pass

rate increased 15% from the previous school year. Three of the students were enrolled into Frederick Community College. The attendance rate increased from 92% in 2017, to 99% in 2018. Students earned a total of 536 academic credits. In addition, 18 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such

projects as Flagger Force, State and Federal contracted construction projects.

The students at BCJJC actively participated in Maryland College Application Campaign. Students researched different colleges and universities, received resilience lesson, and decorated classrooms with t-shirts of mascots from their favorite colleges and universities. Speakers for the event were from local colleges: John Hopkins, Howard University, and University of Maryland College Park.



Charles H. Hickey, Jr. School



Type: Male Detention
Student Capacity: 72
Total Faculty/Staff: 23
Location: Baltimore County

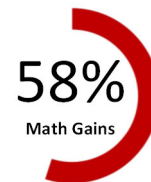
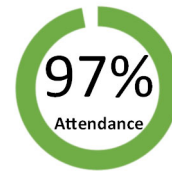
During FY 2018, Charles H. Hickey, Jr. School served approximately 647 students. Seven students were able to successfully obtain their high school diploma through examination. Five students continued their post-secondary education by enrolling into

Community College. Hickey maintained a 97% attendance rate.

Students earned a total of 151.5 academic credits. In addition, 33 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects.

Students were able to participate in various community service

projects such as: Breast Cancer Walk, Cards for Veteran, and the Victim Awareness Kite project. In October, the school participated in the Maryland College Application Campaign. Student were informed about the college acceptance process, financial aid, and scholarships. In March, students participated in Project L.I.F.E. Students who met the Project L.I.F.E program goals were able to meet with guest speakers and gather further information to present in their "Shark Tank" presentation about education or entrepreneurship.



School Profiles

Cheltenham Youth Detention Center



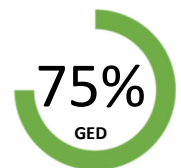
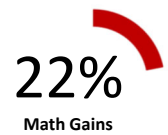
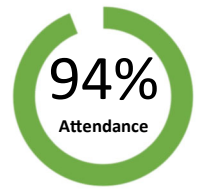
Type: Male Detention
Student Capacity: 115
Total Faculty/Staff: 21
Location: Prince George County

During FY 2018, the Cheltenham Youth Detention Center served approximately 480 students. Twelve students obtained their high school diplomas through examination.

CYDC maintained a 94% attendance rate. Students earned a total of 142.5 credits. In addition, 19 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects.

CYDC received a \$4,000.00 grant from Lowes to initiate a garden project

that included a greenhouse. The students were able to plant both fruit and vegetables. The youth enjoyed multiple activities during the FY 18 school year: assembly with Dr. Lonise Bias (mother of fallen basketball star), assembly with character playing Dr. Benjamin Banneker-During Black History Month, intramural Basketball League, annual Career Fair celebration of Black History Month, Latino/Hispanic Heritage Month, National Women's Month Celebration, and Cancer Research Fund Walk.



Lower Eastern Shore Children's Center



Type: Co-Ed Detention
Student Capacity: 24
Total Faculty/Staff: 8
Location: Wicomico County

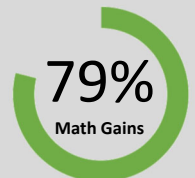
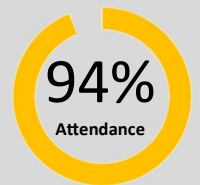
During FY 2018, the Lower Eastern Shore Children's Center served approximately 278 students. One student earned their high school diploma through examination. LESCC maintained a 94% attendance rate. Students earned a total of 59

academic credits. Students earned a total of 87 certificates in various career and technical education areas: ServSafe, Microsoft Key Boarding, Excel, PowerPoint, and Green Systems.

The students achieved a 79% post-test gain in the area of mathematics. In addition, six students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal

contracted construction projects.

LESCC celebrated the 4th annual music appreciation day featuring Rhythm Jones and Co. In September, the center held the first health and wellness fair with numerous guests including chiropractic, mental/behavior health, yoga demonstrations, and sound therapies. LESCC had numerous guest speakers that covered a range of topics such as 9/11 Remembrance and Women's Black History. For community service, students participated in Operation Gratitude by creating posters and thank you notes to soldiers overseas.



School Profiles

Thomas J. S. Waxter Children's Center



Type: Female Detention
Student Capacity: 42
Total Faculty/Staff: 10
Location: Anne Arundel

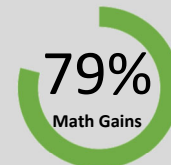
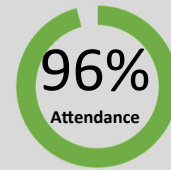
During FY 2018, Thomas J.S. Waxter Children's Center served approximately 232 students. One student earned their high school diploma through examination. Three students continued their post-secondary education

by enrolling into community college. Waxter maintained a 96% attendance rate. Students earned a total of 56.5 academic credits. Students earned a total of 198 certificates in various career and technical education areas. The students achieved a 79% post-test gain in the area of mathematics. The students achieved an 82% post-test gain in the area of reading.

During May 2018, the school held its annual career day hosting numerous local businesses and programs from different parts of the state. The school held many

collaborated activities with its partner agency. Guest speakers, community partners, and established business owners visited the facility throughout the year. Teachers also introduced numerous instructional and service learning projects.

Waxter continued its partnership with the University of Maryland College Park by collaborating in an essay/poetry contest. In addition, students participated in numerous state and national level art competitions. The school also successfully participated in the Unjammed Program.



Western Maryland Children's Center

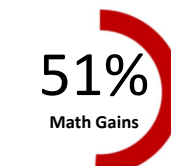
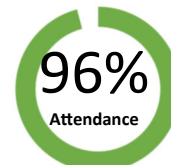


Type: Male Detention
Student Capacity: 24
Total Faculty/Staff: 7
Location: Washington County

During FY 2018, the Western Maryland Children's Center served approximately 227 students. Three students earned their high school diploma through examination, and two students graduated from Washington County Public

Schools. One student earned six continuing education course credits through Frederick Community College. Students earned a total of 30.5 academic credits. WMCC maintained a 96% attendance rate. In addition, 13 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects.

Students at WMCC participated in several service learning projects, including making sleeping pads for the homeless, making and sending cards to veterans and for Mother's Day, and joining DJS in the creation of art pieces for submission in a national competition. Students participated in a week long chess tournament and enjoyed presenters such as military recruiters, health department staff, and ministers. All students were part of the UnBound Read-a-thon, which involved building connections with teams across the U.S. and competing in several activities.



School Profiles

Treatment Center Summary

Maryland Out-of-Home Treatment Centers

 <p>BMYC</p>	 <p>GRYC</p>	 <p>CARTER</p>
<p>Backbone Mountain Youth Center Swanton, MD</p>	<p>Green Ridge Youth Center Flintstone, MD</p>	<p>J. DeWeese Carter Youth Center Chestertown, MD</p>
 <p>MMYC</p>	 <p>SMYC</p>	 <p>VCC</p>
<p>Meadow Mountain Youth Center Grantsville, MD</p>	<p>Savage Mountain Youth Center Lonaconing, MD</p>	<p>Victor Cullen Center Sabillasville, MD</p>

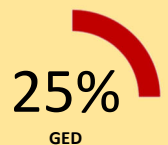
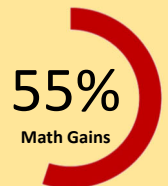
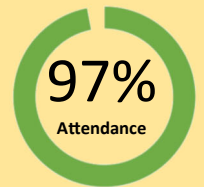
Backbone Mountain Youth Center



Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 7
Location: Garrett County

During FY 2018, the Backbone Mountain Youth Center served approximately 136 students. Nine students earned their high school diploma through examination. Five students continued their post-secondary education by enrolling into Garrett Community College. Students earned a total of 192.5 academic credits. BMYC maintained a 96% attendance rate. Many students completed OSHA certification with us. BMYC continues to partner with Garrett Community College which allows students to attend classes on campus.

During the school year at BMYC, a total of 19 students completed 210 hours of service learning in community beautification with the Evergreen Heritage Center. Students not only helped to clean up, they were also educated about the area in which they were cleaning. Students also volunteered their time at a local pantry.



School Profiles

Green Ridge Youth Center



Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 10
Location: Allegany County

During FY 2018, the Green Ridge Youth Center served approximately 127 students. During FY 2018, 12 students earned their high school diplomas through examination.

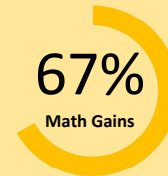
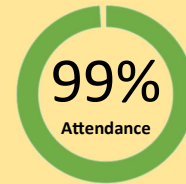
GRYC maintained a 97%

attendance rate. Students earned a total of 215 academic credits. The students achieved a 67% post-test gain in the area of mathematics.

Students earned certificates in various career and technical areas which included: NCCER Construction, Financial Literacy, Green Systems Technology and Mission Blackboard.

Students at GRYC had the opportunity to engage in a variety of service learning projects. Examples of the projects included: outreach to veterans from over twenty states and several

active duty members, assisting in the annual Memorial Day Dedication at Rocky Gap Veterans' Cemetery, creating cards and letters for nursing home patients, and assisting with the local animal shelter. In addition, students attended assemblies with guest speakers on topic of "The Wereth 11" and poetry from author Lamont Carey. Students attended college visits to Frostburg State University and Allegany Community College as well as a learning walk to Antietam Battlefield and Math in Baseball at the Hagerstown Suns Stadium.



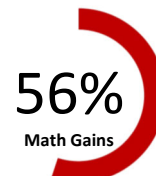
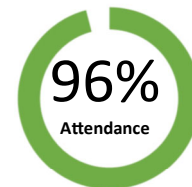
J. DeWeese Carter Youth Center



Type: Female Treatment
Student Capacity: 14
Total Faculty/Staff: 6
Location: Kent County

During FY 2018, the J. DeWeese Carter Center served approximately 26 students. Three students earned their high school diploma through GED testing. Five of the post-graduate students were enrolled in one or more on-line college courses through the partnership with Fredrick Community College. Carter maintained a 96% attendance rate. Students earned a total of 52.5 academic credits. Students earned 21 certificates in various career and technical education areas which included: ServSafe, Flagger, Microsoft Key Boarding, Excel, PowerPoint, and Green Systems.

In October, the students from Carter participated along with numerous incarcerated youth from Maryland, Virginia, and Washington DC, in the Justice Policy Institute (JPI) Art for Justice Competition. After much consideration the judging panel selected one of our Carter student's mixed media piece as one of the three winning submissions.



School Profiles

Meadow Mountain Youth Center



Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff:
Location: Garrett County

During FY 2018, Meadow Mountain Youth Center served approximately 93 students. Ten students earned their high school diploma through examination. MMYC maintained a 98% attendance rate. Students earned a total of 203 academic credits. The

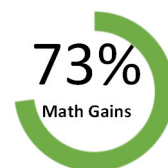
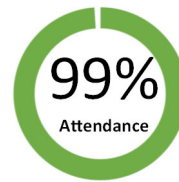
students achieved a 73% post-test gain in the area of mathematics. Additionally, students achieved a 60% post-test gain in the area of mathematics.

Students were provided with an opportunity to earn certificates in Financial Literacy and Green Technology. In addition, 16 students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal

contracted construction projects.

In partnership with DJS, MMYC'S educational staff successfully implemented the use of a Positive Behavior Intervention System (PBIS).

Students at MMYC had the opportunity to engage in a variety of service learning projects which included: outreach to veterans, assisting in the annual Memorial Day Dedication at Rocky Gap Veterans' Cemetery, creating cards and letters for nursing home patients, and assisting with the local animal shelter. In addition, students attended assemblies with guest speakers on topic of "The Wereth 11" and poetry from author Lamont Carey.



Savage Mountain Youth Center



Type: Male Treatment
Student Capacity: 24
Total Faculty/Staff: 7
Location: Garrett County

Savage Mountain Youth Center closed for the majority of the FY 2018 school year. Renovations will change the center from a staff secure facility to a hardware secure facility. Through this process, a new school building has been established that will serve all of the educational needs in one building.

When SMYC reopens, students will have the ability to earn high school credits as well as complete service learning hours. The students will also have opportunities to earn certificates in many CTE areas. These certificates

will assist students in finding employment when they graduate and/or return home.

N/A

*SMYC was open for less than 90 days in FY 2018, therefore, there is not enough of a dataset to provide annual data for the report.

School Profiles

Victor Cullen Center



Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 13
Location: Frederick County

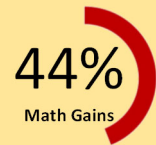
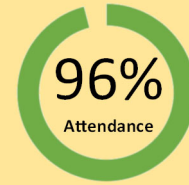
During FY 2018, Victor Cullen Center served approximately 77 students and 4 students earned their high school diploma through examination. VCC maintained a 96% attendance rate.

Students earned a total of 132 credits. In addition,

nine students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects.

In partnership with DJS, Cullen's educational staff successfully implemented the use of a Positive Behavior Intervention System (PBIS).

Several service learning opportunities were provided this year at VCC. Students planted seeds and created a school flower garden, created posters around Martin Luther King's birthday, and participated in a unit of study that identified their strengths. VCC was fortunate to have two area community members, a local veterinarian and a local artist/entrepreneur volunteer their time at the school. The volunteers provided "visiting animals" such as sheep, goats, and a horse-drawn cart, as well as assisted with tutoring and incorporating art into the classroom.



TREATMENT CENTERS



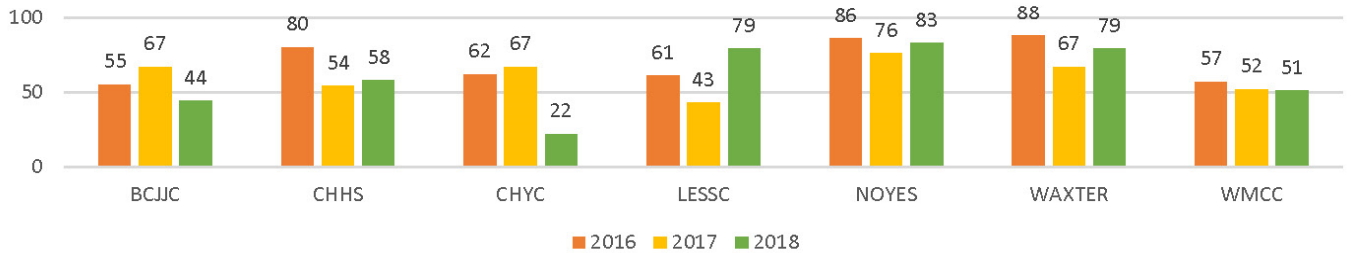
Detention Center Outcome Trends

OUTCOME TRENDS

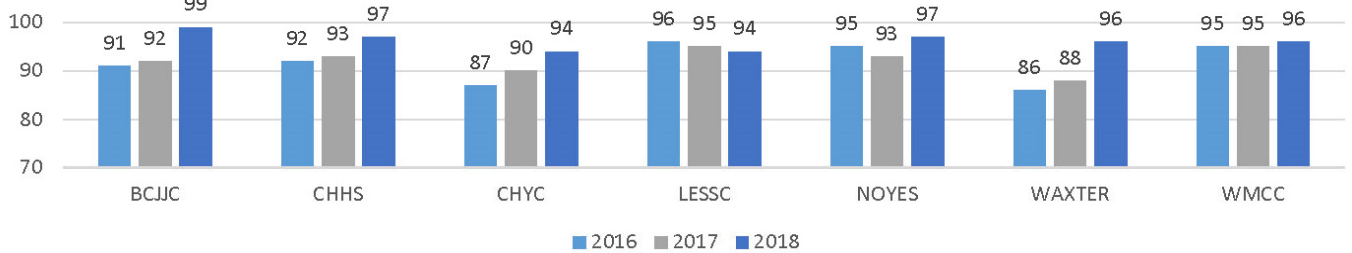
Percent of Students Meeting Reading Gains



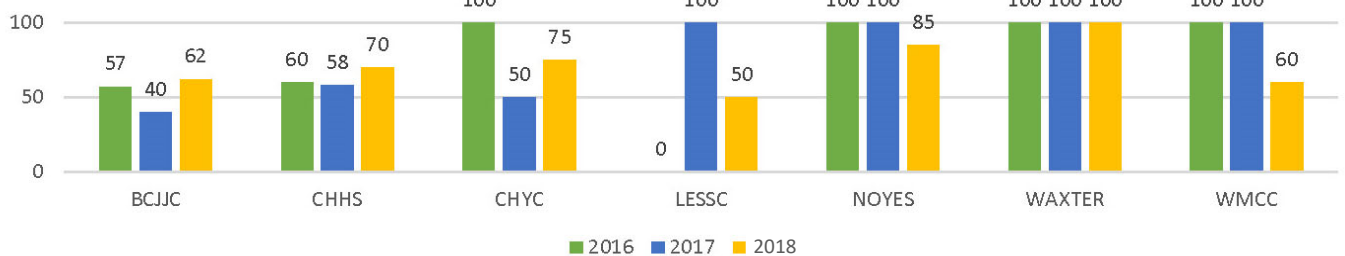
Percent of Students Meeting Math Gains



Percent of Average Daily Attendance



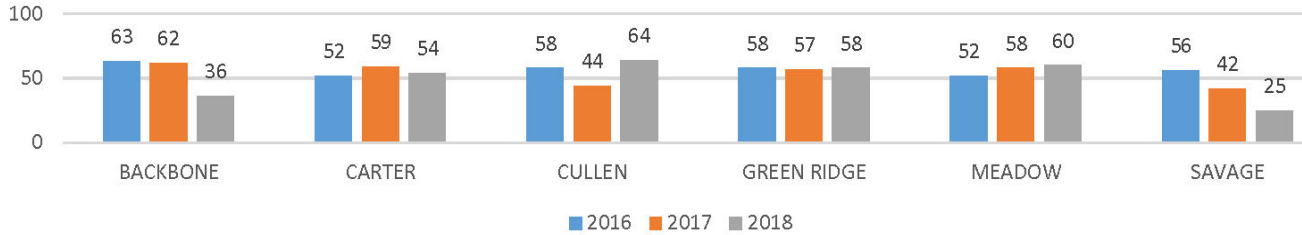
GED Passing Rate



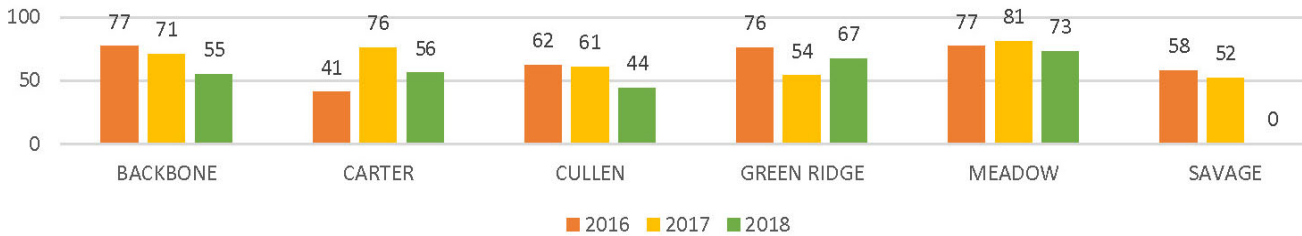
*No data indicates no students qualified to take the GED Exam.

Treatment Center Outcome Trends

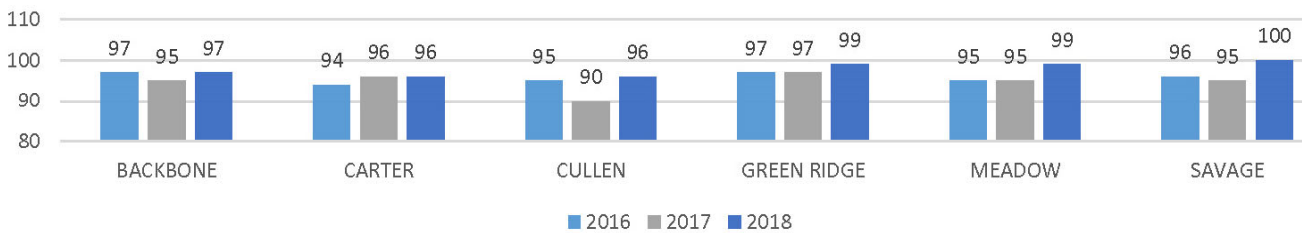
Percent of Students Meeting Reading Gains



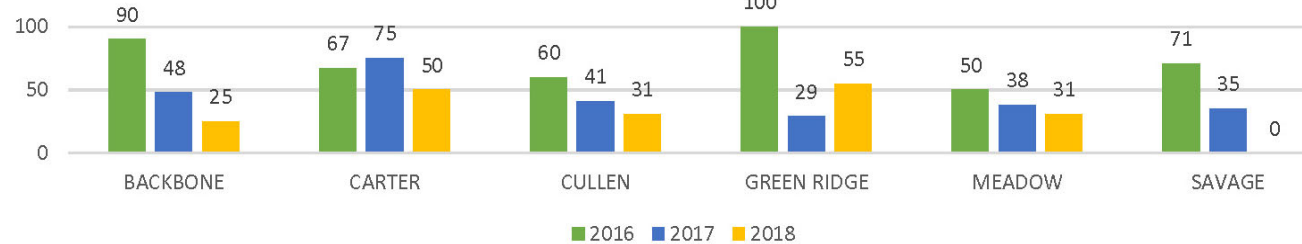
Percent of Students Meeting Math Gains



Percent of Average Daily Attendance



GED Passing Rate



*No data indicates no students qualified to take the GED Exam.

Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the JSES during fiscal year 2018. Since the creation of the JSES in 2004, JSES staff across the State have focused daily on providing students who reside in the Department of Juvenile Services' facilities access to rigorous and relevant educational opportunities. It is through these continuing efforts shared in this report, as well as with the support of the Governor and the General Assembly, that educational needs are met in a consistent and effective manner.

*“Education for a
Brighter Tomorrow”*



Maryland State Department of Education
Office of School Effectiveness
Juvenile Services Education System
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Baltimore, Maryland 21201

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