

**The Education Coordinating Council For Juvenile
Services Educational
Programs**

Annual Report



FY 2012

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Introduction

The Education Coordinating Council for Juvenile Services Education (JSE) Programs 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 in Department of Juvenile Services (DJS) facilities. The Council resides within the Maryland State Department of Education (MSDE) for administration and budgetary purposes and is chaired by 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 Department of Juvenile Services. 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.

The Council met on November 1, 2011 and discussed the Juvenile Services Education Program expansion including the October 2011 assumption of Cheltenham Youth Facility as well as the tentative assumption schedule for the seven remaining educational programs in Department of Juvenile Services' residential facilities. The Council reviewed JSE accountability outcome data for FY 2011 involving academic gains, attendance, and Maryland Diploma completions. Lastly, the Council was asked for input into programmatic initiatives planned for implementation during FY 2012. These initiatives included:

- system-wide implementation of Individualized Learning Plans (ILP) based upon the successful FY 2011 pilot project at J. DeWeese Carter Center
- incorporation of Reading as a dedicated class and staffed with a highly qualified Reading Specialist at Charles H. Hickey, Baltimore City Juvenile Justice Center, and Cheltenham Youth Facility to provide intensive instruction in Reading and Literacy skills for youth.



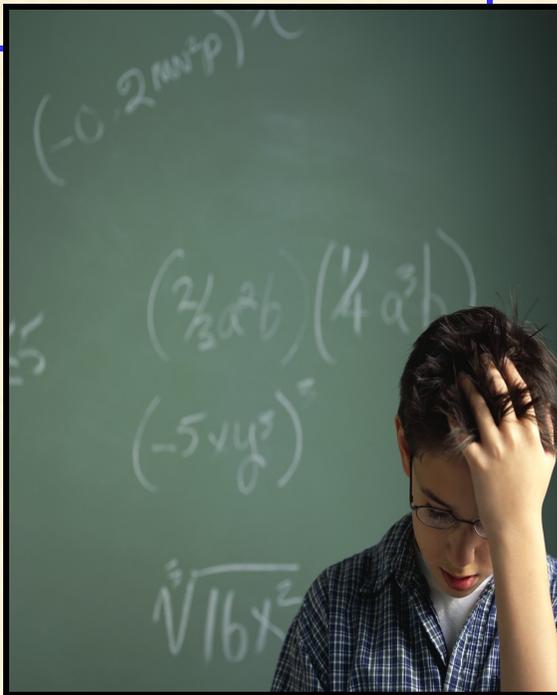
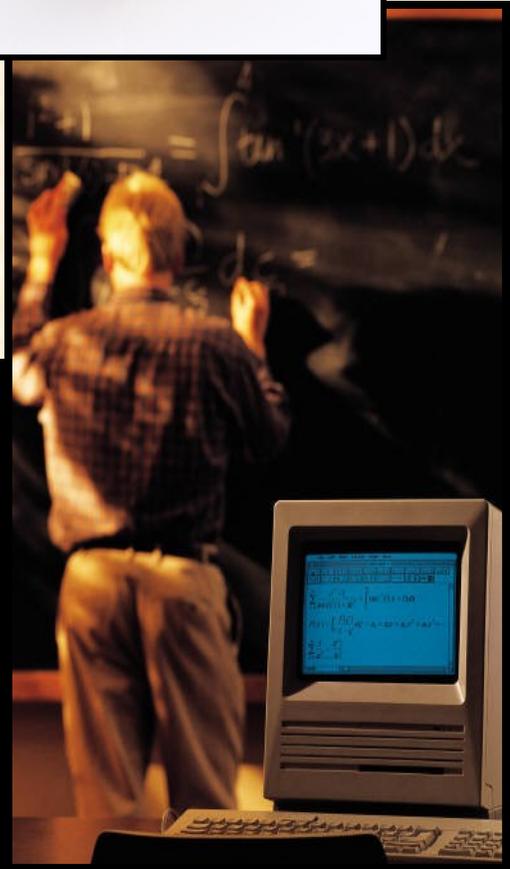
Statutory Requirements

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 federal Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under 22 years of age with legally determined disabling conditions.



Need

Approximately 4,000 youth were served by the MSDE Juvenile Services Education program operating at the Charles H. Hickey Jr. School (CHHS), Baltimore City Juvenile Justice Center (BCJJC), Lower Eastern Shore Children's Center (LESCC), Victor Cullen Center (VCC), J. DeWeese Carter Center (CC), Western Maryland Children's Center (WMCC), and Cheltenham Youth Facility (CYF). At entry, the average reading and math scores for this population continue to reveal substantial achievement deficits in these key core areas. The majority of students assessed fell below the 50th percentile on education assessments and a significant number fell below the 25th percentile. Additionally, approximately 55% of the student population arrived at the facilities with documented education disabilities. Of the students identified with disabilities, nearly 50% are designated with an Emotional Disability and 25% as having a Learning Disability. Given the average stay of these youth at the various facilities of 15 to 197 days, and the unique instructional challenges illustrated by the population, the need for effective and well planned instruction is evident.



Organization

The Director of the Juvenile Services Education Program reports to the Assistant State Superintendent for Career and College Readiness and is responsible for providing appropriate educational services to youth in the Department of Juvenile Services' residential facilities. The services are under the ongoing direction of the Education Coordinating Council for Juvenile Services Educational Programs. The Juvenile Services Education Program consists of Program Coordination Services administered by the Office of the Director, and education and special education services administered through the Field Director of Juvenile Services Education and designated coordinators. The Office of the Director monitors the educational needs of the youth in DJS residential facilities and plans appropriate programming; conducts ongoing programs of assessment, instruction, library/media services, educational guidance and transition services; coordinates educational services offered to students by other agencies; promotes a public understanding of



of the educational needs of youth housed in DJS residential facilities; coordinates the development of policies and procedures pertinent to the general operation of educational programs in conjunction with officials of the Department of Juvenile Services; ensures legally mandated special education services to youth as prescribed by state and federal statute; and coordinates the development of short term and long term program development plans based upon evaluation data.

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Program Coordination Services are under the authority of the Director. This function is responsible for the academic, library media, and career and technical education curriculum as well as special education and instructional technology services with a particular emphasis on developing and monitoring appropriate instructional programs and services for system implementation. The program coordinators are responsible for developing funding proposals for federal and other grant funds with regard to the implementation of program goals; assisting the Field Director and Principals in the development and implementation of local program services; assisting in the selection, training, and evaluation of program staff members; assisting in the identification, evaluation, and selection of instructional equipment and materials; and providing support to the Field Director and principals in the conduct of the effective instructional programs within the Juvenile Services Education Program.



MSDE education programs operate under the supervision of a Maryland certified administrator; i.e., a principal who reports directly to the Field Director for Juvenile Services Education. Each administrator is responsible for operating a comprehensive educational program at each residential site staffed by certified teachers. For the majority of FY 2012, there were seven MSDE Juvenile Services Education program sites throughout the State. Principals are responsible for implementing education and library/media programs in each of these sites; coordinating the development and delivery of services with DJS facility administrators and other appropriate facility personnel; maintaining student participation and progress records; ensuring adequate equipment and materials of instruction; maintaining accountability for allocated staff resources and contractual services; and providing for the recognition of student achievement, attendance, and participation in the program.



MSDE Juvenile Services Education Program sites are located in the following DJS residential facilities:

Central Maryland

Baltimore City Juvenile Justice Center
Charles H. Hickey Jr. School

Baltimore
Parkville

Eastern Shore

Lower Eastern Shore Children's Center
J. DeWeese Carter Center

Salisbury
Chestertown

Western Maryland

Victor Cullen Center
Western Maryland Children's Center

Sabillasville
Hagerstown

Central Maryland

Cheltenham Youth Facility*

Cheltenham

*In accordance with legislation enacted during the 2011 General Assembly, MSDE assumed responsibility for the education program at the Cheltenham Youth Facility on October 5, 2011.





The following DJS residential facilities have education programs which will, or have become part of the Juvenile Services Education Program by July 2013 as stipulated in the legislative guidelines outlined in the FY 13 Budget Bill:

Central Maryland

Thomas J. S. Waxter Center (August 22, 2012)
William Donald Schaefer House (October 3, 2012)
Alfred Noyes Children's Center (January 9, 2013)

Laurel
Baltimore
Rockville

Western Maryland

Youth Centers (July 1, 2013)

- Green Ridge
- Savage Mountain
- Meadow Ridge
- Backbone Mountain

Flintstone
Lonaconing
Grantsville
Swanton

Academic Program

During the 2011-2012 school year, academic services focused on the following initiatives to accelerate the JSE Program's effectiveness:

- professional development to increase the proficiency and effectiveness of teachers and staff
- implementation of the system-wide use of Individualized Learning Plans (ILP) to better target instruction to individual student needs

Services to Cheltenham

Following MSDE's assumption of the Cheltenham Youth Center (CYC) School in October 2011, a series of professional development sessions were conducted throughout the year to acquaint new employees with the academic program provided to students in MSDE's Juvenile Services Education (JSE) Program as well as to revise and align the school's existing academic program with State educational requirements. Additional training provided included: interpreting, administering, analyzing and utilizing student performance data from the Basic Achievement Skills Inventory (BASI) assessment to inform instruction; differentiating instruction to meet students' diverse academic needs; administering Maryland State assessments; and formulating and implementing individualized educational plans.

Professional Development

All existing staff in the JSE Program participated in a comprehensive professional development training designed to increase their capacity and proficiency for delivering high quality instruction to students. In addition to analyzing and utilizing students' reading and mathematics performance data, training sessions were conducted to enhance instructional skills in the areas of: literacy development, mathematics, and differentiating instruction.

Classroom Observations

Classroom observations were conducted in each school to observe teachers' instructional organization and delivery of academic instruction in core content subjects. Following the observations, teachers were provided with feedback and recommendations for improvement based on best educational practices.



Academic Program continued

Individualized Learning Plans

Upon completion of the three-month pilot program at the Carter Center, which focused on developing individual educational plans for students, effective September 2011, the ILP process was implemented in all existing schools in JSE.

Curriculum

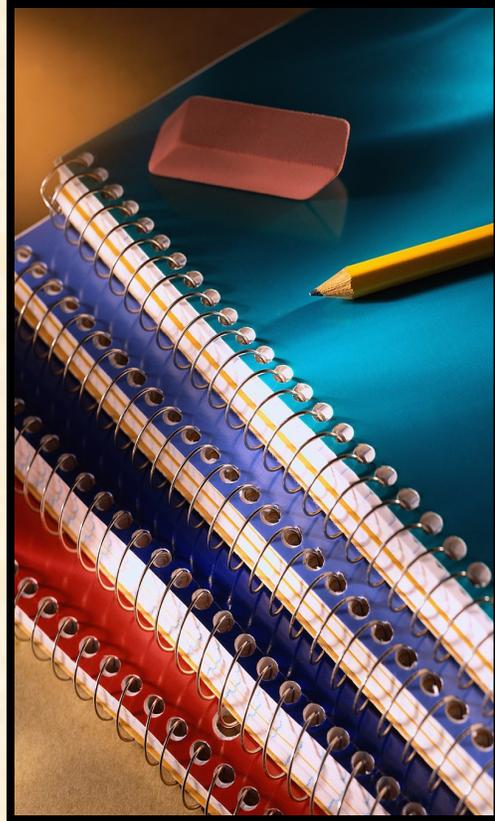
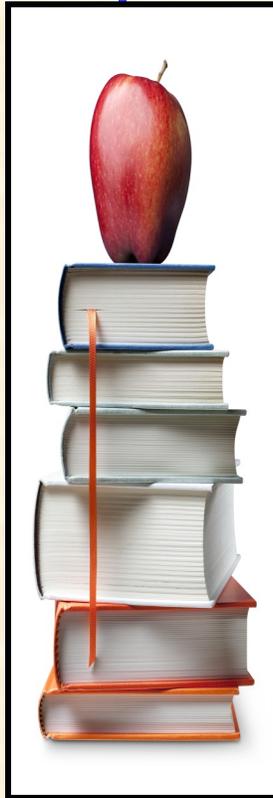
Four documents were developed to assist classroom teachers in delineating the similarities of the curriculum content embedded in the multiple instructional resources and software programs used to deliver instruction to students who perform at varying grade levels. The documents that were developed include: An oratorical curriculum centered on strategies for enhancing public speaking; and comprehensive curriculum alignments in literacy, mathematics, and health education/science.

Transition to The Common Core

Schools in JSE received technical assistance with the development of transition plans that outlined strategies for delivering instruction to students using Maryland's New Common Core Curriculum. In addition, teams of staff members from all schools within the Juvenile Services Education Program participated in the Educator Effectiveness Academies. JSE staff were also provided comprehensive professional development sessions focused on the Universal Design for Learning (UDL)/ Incorporating and Aligning Differentiated Instructional Strategies with UDL Principles.

Service Learning

Students participated in the service-learning programs sponsored by their schools and were successful at earning hours to meet requirements for high school graduation. Leadership assistance was provided to school administrators and staff at schools in creating new plans and revising existing service-learning plans.





Life Skills and Career Development Program

Workforce and Life Skills Development classes and activities integrated career development competencies, career exploration, life skills, and knowledge of community resources into the Juvenile Services Education instructional program. Students are prepared to plan and access available educational opportunities, career training and community resources upon leaving the facility. The program works to maximize the integration and use of classroom instruction, guidance services and the use of technology in the development of workforce and life skills.

Major activities within the program include individual intake interviews, career assessments, career exploration and planning. Many students, primarily in the treatment facilities, will leave their Juvenile Services Education site with a Career Portfolio designed to support the return to school, training, and/or another community partner providing services. Career and community resources have been expanded in the classrooms as well as the library media centers.

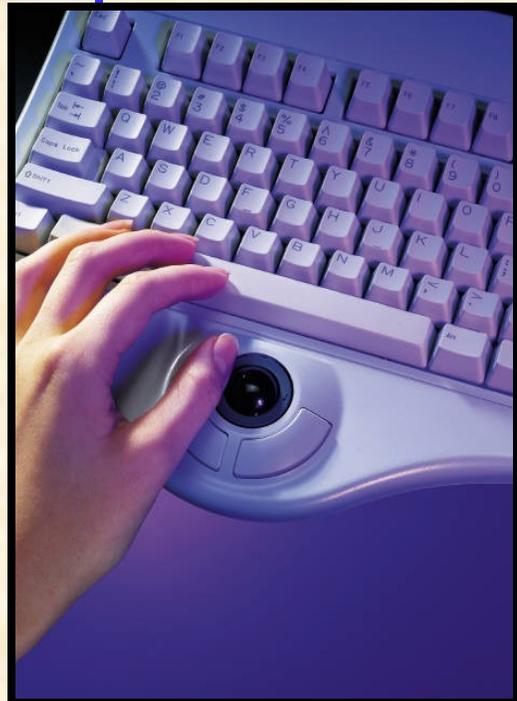
As part of the Life Skills program, students participate in Financial Literacy activities based on the Maryland curriculum for Personnel Financial Literacy Education. Other aspects include decision-making, dealing with consequences of their actions, employability and appropriate school and workplace behaviors.

Career and Technology Education (CTE)

In FY 2012, CTE program offerings were expanded at selected sites to include the following CTE credentialed program areas:

- **Construction:** NCCER (National Center for Construction Education and Research) Core and Electrical; OSHA 10 was offered at VCC as well as WMCC upon the new instructor's completion of national certification requirements.
- **Hospitality:** Serv-Safe/Food Safety National Credential.
- **Information Technology:** Computer Literacy based on the national IC3 standards.
- **Introduction to Green Systems:** Career Exploration and integrated math science was offered at LESCC and the Carter Center.

In June 2012, MSDE renewed the contract with the Cumberland Valley Chapter of Associated Builders and Contractors (ABC) to provide the NCCER Core and Electrical Wiring instructional program at Victor Cullen Center. ABC also works to link students and training to employment opportunities upon return to their communities.



Guidance Services

Each JSE site has a certified Guidance Counselor to perform a broad range of student services. The Counselor provides a needs-based, comprehensive, planned school counseling program. Services provided facilitate the development of student skills to support personal and academic achievement through the incorporation of educational/career decision making and interpersonal skills.



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. As needed, the counselor provides individual and small group counseling. At several sites, the Counselor provides classroom guidance lessons designed to meet the developmental needs of students.

A major function of guidance services is to review student transcripts and credit reports. This function as well as the overall maintenance of student records by the Counselor and records staff for each student provides an accurate and detailed record of student progress while enrolled in a JSE school. The Counselor ensures all student records are in compliance with Maryland State Department of Education (MSDE) Student Records Manual.

In the majority of JSE sites, the counselor also serves as the School Testing Coordinator for State testing. This provides access to all state mandated assessments including those required for high school graduation.

Information Technology Program



The Information Technology (IT) Program ensures program staff were provided with the latest technology, to include computers, servers, and network resources. Instructional applications designed to support the instructional program such as Read 180, Read On, and Access 21st Century are available for students throughout the JSE program.

JSE IT continued to collaborate with MSDE Office of Information Technology (OIT) staff and with the Department of Juvenile Services (DJS) OIT staff to ensure the system was provided access to the best available resources—from network access, to new and evolving technology.

JSE's IT Program provides the security necessary for safe and effective access to resources. Security applications and procedures continue to be revised to meet and defeat the continual cyber-threats that arise in today's society. More secure designs and procedures have been implemented to ensure JSE has effective security measures in place.

Future plans for inter-connectivity among schools continue to be a priority as JSE works to ensure the effective and efficient assumption of educational programming within DJS residential facilities across the state. Network Maryland has made provisions for existing JSE schools to communicate over secure channels, and collaborative efforts are being made to ensure the installation of an effective network model that will be used for future JSE schools.

Special Education

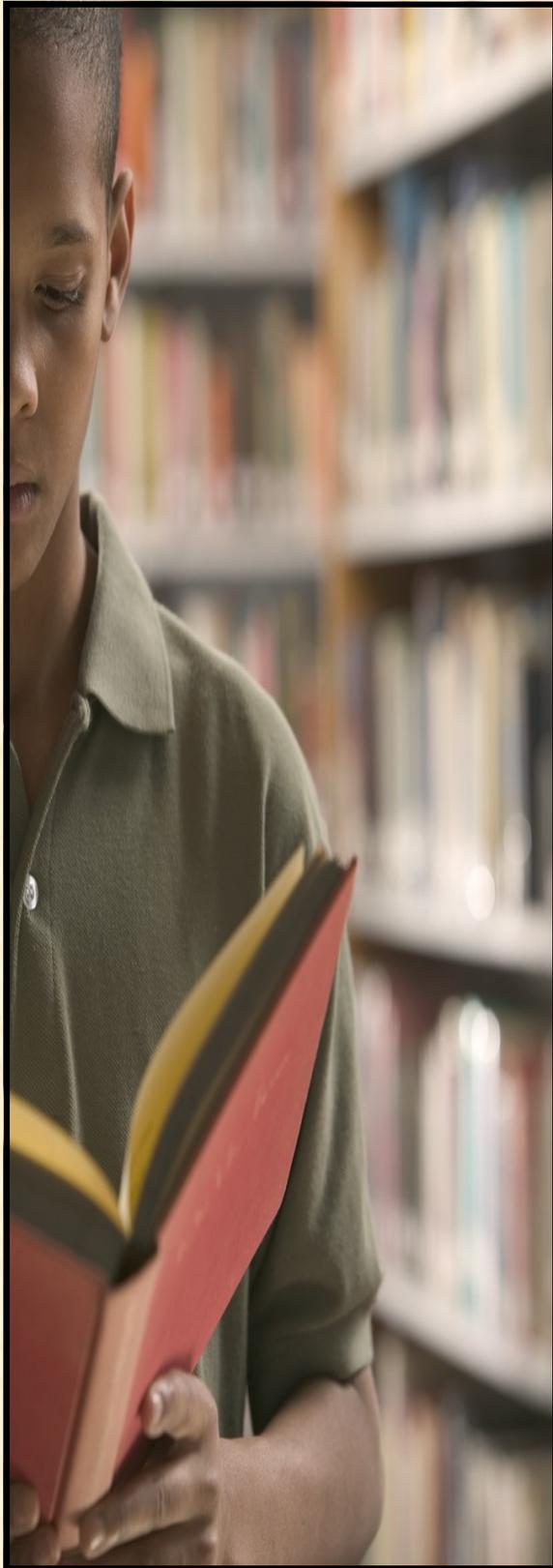
The Juvenile Services Education (JSE) Program ensures the provision of a free and appropriate public education for students with disabilities, in accordance with the Individuals with Disabilities Education Act (IDEA 2004), Code of Maryland Regulations 13A.05.01, and the No Child Left Behind Act of 2001. 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. JSE has allotted positions for one full-time special education coordinator, nineteen (19) full-time special education teachers, two full-time psychologists, seven guidance counselors, and contracted speech/language services to ensure that a continuum of special education and related services are provided to students with disabilities. JSE maintained a 100% retention rate for special education teachers during FY 2012.

JSE continued to improve its Child Find efforts with the goal of locating, identifying, and referring students with, or suspected of having, a disability. During FY 12, these efforts resulted in a 10% increase in the number of students identified and served. Students' academic achievement levels range from second- to twelfth-grade levels. An emphasis on co-teaching and differentiated instruction resulted in 95% of students with disabilities to be educated with their non-disabled peers in the general education classrooms.

At the Hickey school, a verification site visit was conducted by MSDE Division of Special Education /Early Intervention Services (DSE/EIS). This site visit determined that the program met the compliance target of 100%, as required by the federal Office of Special Education Programs (OSEP). Western Maryland Children Center was monitored by DSE/EIS for the first time since being assumed by JSE. The monitoring visited revealed 100% compliance for the program. JSE special education programs have been found to be compliance with federal and state laws.

Professional development was provided to special education staff, including informal classroom assessments, standard-based goals and objectives, the implementation of Individualized Education Plan (IEP) reading goals in the classroom, transition planning for students with disabilities, and adolescent brain functioning.





Library Media Program

During FY 2012, the JSE Library Media Program continued to provide all students with access to an updated and accessible library print collection. The yearly goal is designed to encourage students to develop and/or increase their interest and skill in reading. The collections at all seven JSE schools were updated with current, popular fiction and non-fiction titles. Literacy/reading continues to be a priority at all the schools and the Library Media Program plays an integral role in supporting student progress. Every school reported that the students enjoyed coming to the library media center and selecting and checking out individual reading material. The addition of the regular visits to the students by the JSE Library Media Coordinator proved positive in encouraging recreational reading.

A JSE Library Media Coordinator manages Library Media services and activities for all the schools. During FY 2012, four of the seven schools had functioning library media centers under the direction of an on-site library media specialist. The remaining three sites maintained and enhanced their library print collections which students accessed through their academic classes. Each Media Specialist provides direct instruction to the students as well as managed the media center functions of circulation and book advisory to the students. The schedules of the Media Specialists were integrated into the school schedule in order for the Media Specialist to work collaboratively with the teachers to implement projects in the media center and classroom. Additionally, the JSE Library Media Coordinator traveled bi-weekly to three of the schools (Western Maryland Children's Center in Hagerstown, Lower Eastern Shore in Salisbury, and J. DeWeese Carter Children's Center in Chestertown) to provide routine student access to the library book collection.

The instructional focus of the Library Media Program followed the established academic curriculum of the Juvenile Service Education Program. Media Specialists attended the same professional development activities as the regular classroom teachers and provided differentiated instruction as part of their lessons. In addition, specific Library Skills were taught using the [Maryland State Curriculum for School Library Media](#) as a guideline and reference point. Because of the nature of the Department of Juvenile Services facilities, access to the Internet was prohibited in the media centers; therefore, the curriculum focused on research skills, literacy and recreational reading.



Data Quality

Data critical to the Juvenile Services Education Program (JSE) is collected throughout the fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. These data are used to note the effects of the policies on program outcomes, such as academic gains in math and reading, or the pass rate for the General Education Development Tests (GED).

Monthly Reports are submitted by the principal of each facility. The reports are reviewed by the Education Program Specialist to ensure data integrity. Required data on these reports represent inputs, outputs, outcomes, quality, and efficiency measures.

The following data are collected, 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:

July 1 enrollment: the total number of youth who are enrolled in the Juvenile Services Education Program on the first day of the fiscal year.

Total number of students served: the total number of youth enrolled in the Juvenile Services Education Program within the fiscal year.

High School Diplomas: the total number of students who have completed the minimum requirements necessary to be awarded a Maryland High School Diploma.

CTE Module Certificates: the total number of youth receiving a certificate for completing an instructional module in a Career and Technology Education Program.

Students pre and post tested who make academic gains in reading and math: the total number of students whose Basic Achievement Skills Inventory (BASI) pre and post test scores demonstrate a minimum of two months growth for every 30 days of enrollment.

GED Passing Rate: the total percentage of students who pass all five sections of the General Educational Development Tests compared with the number of students who sat for the test minus the number of incomplete tests.

Attendance: the total percentage of students in school during each class period of the day.

A Data Focus Group in FY 11 reviewed JSE's aging student enrollment/outcome database. The group recommended modernizing the system for the purposes of ensuring data accuracy, uniformity of data collection processes, and sharing of data/records with both internal and external stakeholders. Through collaboration within MSDE, JSE has been able to receive funding as part of a federal grant designed to strengthen Maryland's statewide Longitudinal Data System. This funding will allow JSE to purchase and customize a student information system which will meet the needs of the Program.

School Accountability

The Juvenile Services Education Program (JSE) established a program improvement initiative under the direction of the Education Coordinating Council for Juvenile Services Education (Council). Each school is held accountable for making progress towards achieving satisfactory/excellent levels of performance in three data-based areas: academic achievement, GED test pass rate, and attendance. These areas reflect the JSE program's goal to accelerate student achievement in preparation for successful return to the community. The standards noted in the table below, were approved by the Council in FY 10 and remained in effect for FY 12.

Data-Area	Standard
GED Test Passing Rate	Satisfactory = 60%; Excellent = 70%
Attendance	Satisfactory = 94%; Excellent = 96%
Academic Achievement	Satisfactory = 60% of students tested will demonstrate a minimum of two months growth; Excellent = 70% of students tested will demonstrate a minimum of two months growth

School Improvement (SI)

During FY 12, the JSE Program made a 7% increase over FY11 in reading gains and a 9% increase in math gains. The Program's total enrollment increased by approximately 4% having enrolled an additional 1,048 students. At the school level, continuous improvement efforts are lead by the School Improvement Team usually chaired by a teacher. The team submits an annual SI Plan to the JSE Director which details activities which are being implemented to increase student achievement and attendance. The SI teams meet on a regular basis during each month to discuss school progress towards the yearly goals and revise strategies to increase student achievement and attendance.



School Information

Charles H. Hickey, Jr. School

Charles H. Hickey, Jr. School (CHHS) is located in Parkville, Maryland. It is a secure facility housing up to 72 young men. CHHS is a detention center for detained young men between the ages of 11 and 20 years of age. Maryland State Department of Education (MSDE) assumed responsibility for providing educational services for the detained youth at the CHHS in 2004, under the Division of Career and College Readiness (DCCR). Currently, the school staff consists of nineteen instructional and support staff who provide the youth with six hours of daily instruction; special education services; technology skills; library/media services and transition/life skills; and guidance services.

During the 2011 – 2012 school year, CHHS served 769 students. CHHS FY 12 yearly outcome data indicates the following standards: Attendance – 93%; GED passing rate of - 52%; Reading gains based on BASI testing – 58% improvement gains; and Math gains based on BASI testing 59% improvement gains. CHHS anticipates higher rates of achievement in the future based upon curriculum changes that were implemented to improve reading skills among our students in February. Additionally, strategies designed to ensure program improvement for the coming school year including, but not limited to, consistently monitoring the School Improvement Plan, implementing Individual Learning Plans for every student upon completion of initial BASI examination, and working more closely with the DJS administration in an effort to improve the attendance of the residents/students enrolled in the school program will further serve to increase outcome measures.

Youth enrolled in CHHS were involved in a completing service learning projects. Additionally, the school began piloting an enhanced Advanced Learning instructional component designed to assist youth with obtaining instruction which would lead to the successful obtainment of a Maryland High School Diploma through examination.



School Information continued

Baltimore City Juvenile Justice Center

Baltimore City Juvenile Justice Center is located in the heart of East Baltimore. The facility provides centralized intake, assessment, court, detention services, and 125 beds for delinquent youth requiring detention. The Juvenile Services Education Program at BCJJC is comprised of 25 staff members. These staff members include an on-site principal, guidance counselor, and a lead special educator who assist the instructional staff with the delivery of educational and occupational programming. In addition special education services at BCJJC are provided by five certified instructional staff.

In FY 12, the school served 1,195 students with an attendance rate of 95%. Additionally, student achievement in reading and math increased from 1% to 4% respectively.

The Art Program continues to flourish with students continuing to create one-of-a-kind works of art using various media. Career and Technology Education and career development remain important parts of the program.

The school partnered with the Circuit Court of Baltimore City to host a resource fair in which various community vendors such as the Youth Advocate Program (YAP), Roberta's House, Black Mental Health Alliance, and the Boys and Girls Club participated. The school also worked with the Department of Juvenile Services to host monthly student achievement luncheons to reward students making at least two months academic gains in either content area on the Basic Achievement Skills Inventory (BASI). The school planned and implemented five semester kick-off activities meant to encourage effort and promote the positive nature of learning. These events included a talent show, a spelling bee, and guest speakers. This past year, the school partnered with the University of Maryland Medical School, the Foster Grandparents Program and Baltimore City Police Department's DARE program to enrich the educational program at the facility. This summer the BCJJC Library will be partnering with the Enoch Pratt Library to implement the Teen Summer Reading Program.



School Information continued

Lower Eastern Shore Children's Center

Lower Eastern Shore Children's Center is located in Salisbury, Maryland. The facility provides secure detention for 24 youth, both boys and girls, from Dorchester, Somerset, Wicomico and Worcester counties. The Juvenile Services Education Program is comprised of seven staff including, a principal, guidance counselor, special education instructor, two regular education instructors, an instructional assistant, and a secretary/records clerk. Students at LESCC receive instruction in core academic subjects and if eligible, special education services.



The school enrolled a total of 339 students over the past year. The school met the satisfactory standard for attendance, at a rate of 95% for this year. Of the students who stayed at the facility for more than 30 days, 60% made at least two months gain in reading and 64% made gain in math. Both of these goals were met at the satisfactory level.

Students at LESCC participate in service learning projects including a crocheting activity which provides hats for the neo-natal unit at a local hospital. Additionally, through the effort of the education staff, the school was able to secure funding from a community based grant to purchase NEO2 electronic instructional devices which were used to increase math achievement scores.

J. DeWeese Carter Center

The J. DeWeese Carter Center, located in Kent County was a secure detention center for 15 boys until October of 2011. In November of 2011, the Carter Center was converted to a treatment facility for young ladies. The Juvenile Services Education Program at the Carter Center is comprised of seven staff members including a principal, special education instructor, two regular education teachers, a guidance counselor, an instructional assistant, and a secretary/records clerk. Students at Carter Center receive instruction in core academic subjects and if eligible, special education services.

The school at the Carter Center had a total of 86 students enrolled over the 2010-2011 school year. The attendance rate from July 2011-October 2011 while the facility was still a male detention center, was 91%. From November 2011-June 2012 it was 92%. The overall attendance for the year was 92%. Reading gains for students who stayed at the facility for more than 30 days during the time period of July 2011-October 2011 was 64%. Reading gains for students who stayed at the facility more than 60 days during the time period of November 2011-June 2012 was 48%. Overall reading gains for the year were 52%. Math gains for students who stayed at the facility for more than 30 days during the time period of July 2011-October 2011 were 55%. Math gains for students who stayed at the facility more than 60 days during the time period from November 2011-June 2012 were 61%. Overall math gains for the year were 59%.



Students at Carter participated in service learning projects including the creation of a small garden adjacent to the school. Youth also participated in numerous activities involving increasing health awareness and fitness.

School Information continued

Western Maryland Children's Center

The Western Maryland Children's Center (WMCC) is a secure detention facility located in Hagerstown, Maryland. Adjudicated boys, typically ages 13 through 19, are placed in WMCC either pending placement or awaiting court hearing. The function of the detention center serves primarily as a diagnostic facility where the needs of the youth are evaluated and relayed back to the court and/or future placements.

MSDE's Juvenile Services Education Program assumed this site in July 2010 and provides instruction within four 90-minute blocks per day throughout the year, overseen by a principal, two academic teachers, a special education teacher, guidance counselor, instructional assistant, and office secretary.

The school enrolled a total of 335 students over the course of this fiscal year and had an average attendance rate of 96%, meeting the excellent standard for attendance. For those students who remained at the facility for more than 30 days, 67% demonstrated at least two-months gain in verbal skills and 58% demonstrated this growth in math skills. This is a 17% increase in verbal, to a satisfactory level, and 6% increase in math skills from last fiscal year.



Victor Cullen Center

The Victor Cullen Center (VCC), a secure treatment facility located in northern Frederick County, served 140 students during FY 12. Accepting adjudicated boys from across the state, VCC has the capacity to care for 48 committed youth between the ages of 14-20 years in a six - to nine-month treatment program for issues related to delinquency, mental health, and substance abuse. MSDE Juvenile Services Education Program at VCC provides a full continuum of services within a daily six-hour program and has 14 staff members, including a principal, four academic teachers, two special education teachers, a construction core and electrical wiring instructor, library/media specialist, guidance counselor, three instructional assistants, and an office secretary.



The education program at VCC has school improvement goals in the areas of student attendance, GED pass rate, and achievement gains in reading and math skills. For FY 12, the program demonstrated improvement in three of the four Standards of Performance. Forty-three percent of students demonstrated four months gain in reading skills for every two months of enrollment, and 54% demonstrated such a gain in math skills. Additionally, 78 students participated in the Career and Technology Education Construction Core program, collectively completing 314 modules in that program, with 25 students completing the NCCER Construction Core Certification. Also, the OSHA 10 program provided 12 students with the credentials to earn their OSHA 10 Certification. VCC added the ServSafe Certificate program in the spring, resulting in 25 students completing certification requirements.

School Information continued

Cheltenham Youth Facility

Cheltenham Youth Facility (CYF) is located in Prince George's County south of Upper Marlboro, Maryland. CYF is a detention facility for youth awaiting adjudication or placement primarily from the Prince George's County area, but also from Anne Arundel, Charles, Calvert, and other surrounding counties. The average daily population ranges from 75 to 135 youth. Given the size of the population, the Juvenile Services Education Program at CYF is comprised of 21 staff members including the following: principal, teacher supervisor, guidance counselor, academic instructors, special educators, career technology education instructors, library/media specialist, and support staff.

The Cheltenham Youth Facility School opened under MSDE authority October 5, 2011. From that time through the end of FY 12, the school served 991 students, with an average daily enrollment of 97. The average attendance rate for that period was 85.81%, with a high monthly average of 88.04% and a low of 82.39%. It is worth noting that approximately 10 % of the facility population is in court on any given day. This volume is attributed to the number of counties from which students are detained and the travel time required for court appearances.

The school awarded 306 computer literacy certificates, as well as 100 certificates (52%) for reading achievement and 108 certificates (57%) for math achievement. These data will serve as the baseline for developing a strategic plan for the school to meet established accountability standards in FY 13.

The school is piloting two innovative practices to meet the specific needs of the CYF student population. One is an Advanced Studies Program for students age 17 and older who are selected based on their school history, graduation status, and educational goals. These students attend classes designed on an adult learning model for their core content. Those who meet established eligibility requirements are provided targeted instruction and preparation for the Official Practice Test and the GED Exam. All Advanced Studies students still participate in Life Skills, Computer Literacy, and Extension classes.

Another program the CYF School is piloting is Pen Or Pencil: Writing a New History, a collaborative project of the National Association of Faith and Justice and the National CARES Mentoring Project that is currently funded by a three year federal demonstration grant. Pen or Pencil is an initiative to address juvenile delinquency and violence prevention by positively influencing behaviors, impacting attitudes, and creating an interest in historical exploration. The overarching theme is for students to pick up their pencil and take a seat on the school bus to focus on their education, or there will be seat waiting for them on the bus to take them to the penitentiary. Student groups meet two to three times per week, with teachers and volunteer mentors, to participate in a variety of activities to help them understand the correlation between history and characteristics of today's criminal justice system and to develop content knowledge, cognitive skills, and interpersonal skills that promote transformational behaviors.



FY 12 Data Charts

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Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Baltimore City Juvenile Justice Center	124	113	104	85	90
Charles H. Hickey, Jr	65	67	75	37	51
Lower Eastern Shore Children's Center	25	22	25	20	19
Victor Cullen Center	12	32	35	36	37
J. DeWeese Carter Center	27	12	14	15	8
Western Maryland Children's Center	NA	NA	NA	29	18
Cheltenham	NA	NA	NA	NA	NA
Juvenile Services Education Program	253	246	253	222	223

Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Baltimore City Juvenile Justice Center	686	1,236	1,211	1,034	1195
Charles H. Hickey, Jr	1,551	695	902	758	769
Lower Eastern Shore Children's Center	382	377	395	399	339
Victor Cullen Center	73	72	115	138	140
J. DeWeese Carter Center	136	210	225	181	86
Western Maryland Children's Center	NA	NA	NA	297	335
Cheltenham	NA	NA	NA	NA	991
Juvenile Services Education Program	2,828	2,590	2,848	2,807	3855

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FY 12 Data Charts Cont'd.

ATTENDANCE

School	FY 2010	FY 2011	FY 2012
Hickey	92%	95%	93%
LESCC	93%	93%	95%
BCJJC	90%	94%	95%
Carter	93%	91%	92%
Cullen	94%	94%	92%
WMCC	NA	95%	96%
Cheltenham	NA	NA	86%
System	92%	94%	92%

School	FY 2010	FY 2011	FY 2012
Hickey	67%	69%	52%
LESCC	0%	50%	50%
BCJJC	67%	83%	50%
Carter	0%	0%	25%
Cullen	67%	44%	47%
WMCC	NA	0%	0%
Cheltenham	NA	NA	100%
System	63%	63%	48%

GED PASSING RATE

FY 12 Data Charts Cont'd.

School	FY 2010	FY 2011	FY 2012
Hickey	56/114	117/323	149/255
LESCC	34/69	15/35	42/70
BCJJC	192/454	234/541	240/547
Carter	19/33	40/61	17/33
Cullen	78/122	61/154	55/127
WMCC	NA	61/99	56/84
Cheltenham	NA	NA	100/193
System	379/792	519/1213	659/1309

READING GAINS

School	FY 2010	FY 2011	FY 2012
Hickey	64/114	126/315	141/241
LESCC	38/70	19/35	47/74
BCJJC	224/454	237/534	244/513
Carter	20/32	35/63	20/34
Cullen	70/116	84/152	71/131
WMCC	NA	47/90	41/71
Cheltenham	NA	NA	108/191
System	416/786	548/1189	672/1255

MATH GAINS

