

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

Annual Report



FY 2013

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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 June 20, 2013 and discussed the Juvenile Services Education Program expansion including the assumption of educational programming at Thomas J. S. Waxter (August 22, 2012), William Donald Schaefer House (October 20, 2012), and Alfred D. Noyes Center (January 9, 2013). Additionally, the Council discussed plans for the planned expansion into the last remaining sites, the four Youth Centers located in Garrett and Allegheny counties on June 26, 2013. The Council reviewed JSE accountability outcome data for FY 2012 involving academic gains, attendance, and Maryland Diploma completions. The Council was also provided updates on the progress of the implementation of individualized learning plans and the Common Core standards within the JSE program.



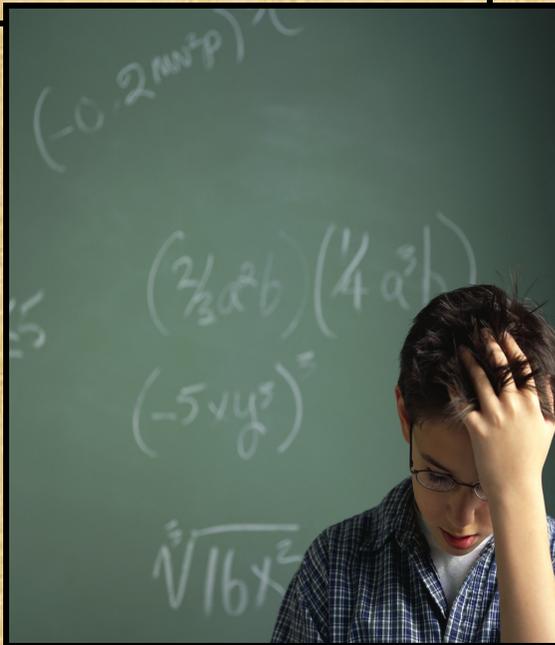
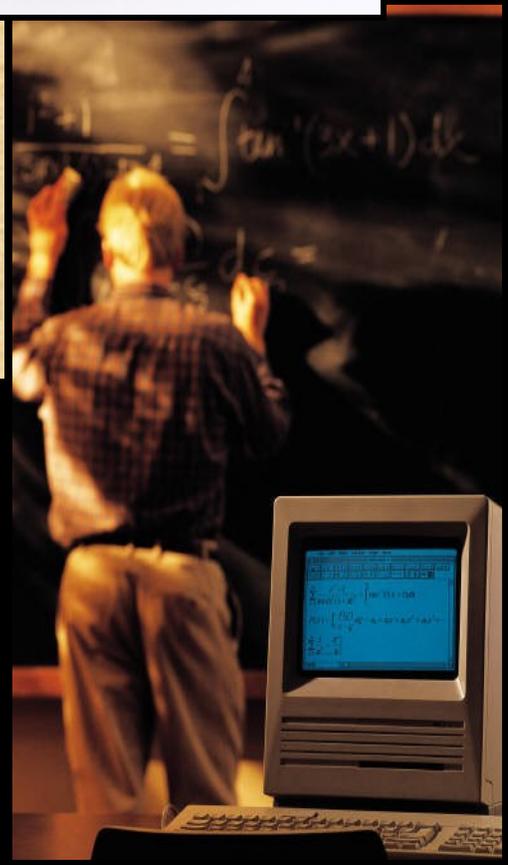
Statutory Requirements

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 5,000 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). During school year 2012-2013, seven additional sites were added to the Juvenile Services Education Program: Thomas J. S. Waxter Center (Waxter), William Donald Schaefer House (WDSH), Alfred D. Noyes Center (Noyes), and the four Youth Centers (Green Ridge, Savage Mountain, Meadow Mountain, Backbone Mountain) 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 of 15 days in detention to 197 days in treatment facilities, 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 the Division of 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



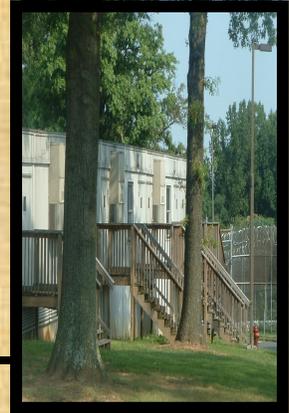
Services administered by the Office of the Director, and School Operations administered through the Field Director of Juvenile Services Education and designated coordinators. The Office of the Director monitors the educational needs of the youth in DJS residential facilities and plans appropriate programming; 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 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 statutes; and coordinates the development of short term and long term program development plans based upon evaluation data.

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 2013, there were seven MSDE Juvenile Services Education program sites throughout the state and JSE assumed responsibility for seven additional sites between August 2012 and June 2013. 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
William Donald Schaefer House*

Baltimore
Parkville
Baltimore

Eastern Shore

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

Salisbury
Chestertown

Western Maryland

Victor Cullen Center
Western Maryland Children's Center
Green Ridge Youth Center*
Savage Mountain Youth Center*
Meadow Mountain Youth Center*
Backbone Mountain Youth Center*

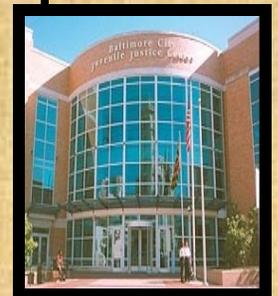
Sabillasville
Hagerstown
Flintstone
Lonaconing
Granstville
Swanton

Central Maryland

Cheltenham Youth Facility
Thomas J.S. Waxter Facility*
Alfred D. Noyes Center*

Cheltenham
Laurel
Rockville

*In accordance with legislation enacted during the 2011 General Assembly, MSDE assumed responsibility for the education program at these facilities during FY 13.



Academic Program

During the 2012-2013 school year, academic services continued to be focused on the following initiatives to accelerate the JSE Program's effectiveness:

- professional development to increase the proficiency and effectiveness of teachers and staff, especially in the use of the Common Core for College and Career Readiness (CCCCR)
- implementation of the system-wide use of Individualized Learning Plans (ILP) to better target instruction to individual student needs

Services to Newly Assumed Educational Programs

Following MSDE's assumption of each of the seven new sites during FY 13, 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

During FY 13, JSE continued to implement and refine the use of Individualized Learning Plans (ILPs) throughout all schools. The use of these plans, based upon each student's intake test scores, provides a detailed instructional plan for the youth containing goals and skills for which the student will receive intensive instruction during their enrollment period. This measure was created and implemented initially beginning in September, 2011 within JSE educational programs based upon a focused three-month pilot program at the J. DeWeese Carter Center.

Transition to The Common Core

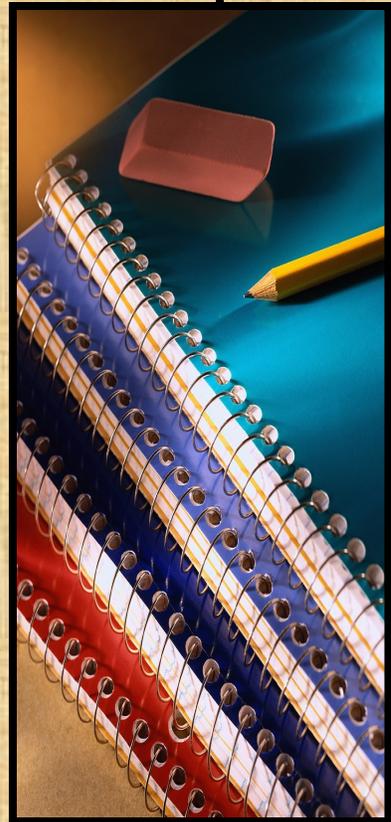
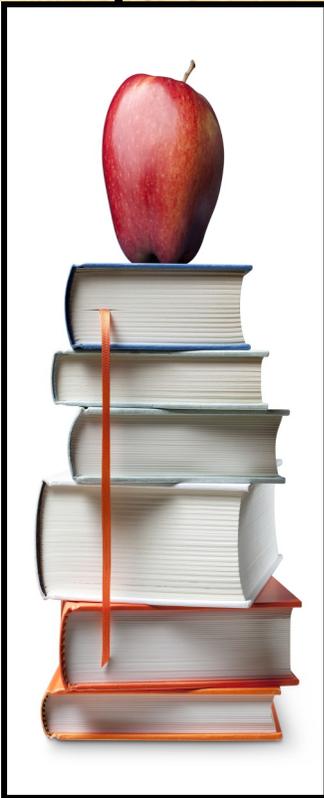
Schools in JSE received technical assistance with the development of transition plans that outlined strategies for delivering instruction to students using Maryland's new CCCCR. In addition, teams of staff members from all schools within the Juvenile Services Education Program participated in the Educator 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. Additionally, newly assumed sites received initial training in service learning project development for implementation purposes.

FY 13 Outcomes

During the 2012-2013 school year, JSE successfully increased the GED pass rate by 12%. Additionally, the Reading and Math gains were increased 8% and 3% respectively. Yearly outcome data from 2012-2013 reflect a slight decrease in the number of youth post-tested throughout the year. This decrease resulted from several variables including: the introduction of a systemic review committee created and implemented by the Department of Juvenile Services which works to ensure youth are placed in treatment in a more streamlined manner and a lower detention population than in previous years. Given that post-testing occurs after 30 days of enrollment, the number of individuals able to be tested decreased accordingly.





Life Skills and Career Development Program

Workforce and Life Skills Development classes and activities, integrate 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 2013, 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 program which integrates math and science was offered at LESCC and the J. DeWeese Carter Center.

MSDE partners 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. Additionally, MSDE contracts with Wor-Wic Community College to provide Serv Safe instruction at both LESCC and J. DeWeese Carter Center.

FY 13 Outcomes

During the 2012-2013 school year, JSE continued to enhance CTE offerings throughout all sites. This expansion resulted in approximately 100 youth receiving OSHA 10 certifications, 40 youth obtaining the national NCCER Construction CORE certification, and an overall increase of slightly less than 100 CTE module completions since FY 12.



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 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 the 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.

Instructional Technology Program

The Instructional 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. During FY 13, this collaboration increased with the hiring of a Computer Network Specialist whose position is co-managed by MSDE OIT and provides increased ability to collaborate with agency OIT staff on JSE technology initiatives.

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.

Inter-connectivity among schools continues 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. JSE is part of the State Longitudinal Data System grant which will be used to implement an updated student information system for implementation throughout the program.



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 a special education coordinator, special education teachers, psychologists, 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 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 13 these efforts resulted in increasing the number of students identified and served. 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.

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





Library Media Program

During FY 2013, the JSE Library Media Program continued to provide all students with access to an updated and accessible library collection. The goal encourages 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. Regular school visits by the JSE Library Media Coordinator proved positive in encouraging recreational reading.

The JSE Library Media Coordinator manages Library Media services and activities for all the schools. During FY 2013, a new library media specialist was employed to provide on-site media services for both Noyes and Waxter Centers on a rotating basis. 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 master 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 provided monthly supervision to other JSE sites including Western Maryland Children's Center in Hagerstown, Lower Eastern Shore in Salisbury, J. DeWeese Carter Children's Center in Chestertown and William Donald Schafer House in Baltimore which ensured routine student access to the library book collection.

The instructional focus of the Library Media Program aligns with the established academic curriculum of the Juvenile Services 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 limited 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.

During FY 11, a data focus group 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 acquire 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 toward 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 subsequent years.

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 13, the JSE Program made an 8% increase in reading gains and a 3% increase in math gains over FY 12. The Program's total enrollment increased by approximately 1% having enrolled an almost additional 1,000 students through the assumption process involving seven new sites. 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 toward the yearly goals and to 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 2012 – 2013 school year, CHHS served 617 students. CHHS FY 13 yearly outcome data indicates the following standards: Attendance 93%; GED passing rate of 56%; Reading gains based on BASI testing of 76%; and Math gains based on BASI testing of 73%. CHHS anticipates higher rates of achievement in the future based upon curriculum changes that were implemented in February to improve reading skills. Additionally, strategies designed to ensure program improvement for the coming school year include but are 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 students enrolled in the school program will further serve to increase outcome measures.

Youth enrolled in CHHS were involved in completing service learning projects. Additionally, the school continued to provide an enhanced Advanced Learning instructional component designed to assist youth with obtaining knowledge and skills which would result in the successful obtainment of a Maryland High School Diploma through examination. This instructional service served to increase the GED passing rate 4% during FY 13.



School Information (continued)

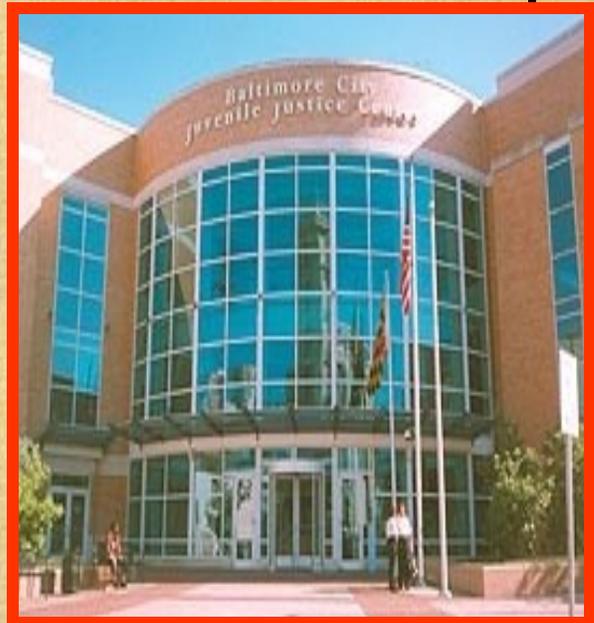
Baltimore City Juvenile Justice Center

Baltimore City Juvenile Justice Center (BCJJC) 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 assists 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 13, the school served 1,611 students with an attendance rate of 94%. Additionally, student achievement in reading increased by 4% and math by 1% in comparison to FY 12 achievement gain percentages. BCJJC obtained an 80% GED pass rate and maintained an attendance rate which met the excellent standard.

The Art Program continues to flourish with students creating one-of-a-kind works of art using various media. Computer Literacy and career development remain important parts of the program.

The school continued to partner with the Department of Juvenile Services to host monthly student achievement luncheons to reward students making at least two months academic gains in either math or reading on the Basic Achievement Skills Inventory (BASI). The school planned and implemented numerous 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. As in previous years, 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. Additionally, the school participated in multiple intramural activities sponsored through the Department of Juvenile Services.



School Information (continued)

Lower Eastern Shore Children's Center

Lower Eastern Shore Children's Center (LESCC) 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 416 students over the past year. The school met the excellent standard for attendance, at a rate of 96% for this year. Of the students who stayed at the facility for more than 30 days, 75% made at least two months gain in reading and 73% made gains in math. Both of these goals were met at the excellent level. Two students successfully obtained their Maryland High School Diploma by examination resulting in the school achieving a 67% GED pass rate for the 2012-2013 school year.

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, students continued to participate and earn certificates in the ServSafe food handling career and technology education program secured through a collaborative partnership with Wor-Wic Community College.

J. DeWeese Carter Center

The J. DeWeese Carter Center (Carter Center), located in Kent County is a treatment facility for 14 females. 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 the Carter Center receive instruction in core academic subjects and if eligible, special education services.

The school at the Carter Center had a total of 36 students enrolled over the 2012-2013 school year. The attendance rate during this period was 96% and met the excellent standard. Reading gains for students who stayed at the facility for more than 60 days were 55% and the math gains for this period were 63% which met the satisfactory standard. Five students successfully obtained their Maryland High School Diploma through examination.

Students at the Carter Center 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. All of the students participated in the ServSafe program designed to provide a nationally recognized certificate in food handling and preparation.



School Information (continued)

Western Maryland Children's Center

The Western Maryland Children's Center (WMCC) is a secure detention facility located in Hagerstown, Maryland. Students, typically ages 13 through 19, are housed in WMCC either pending placement or awaiting a 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. It 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, an instructional assistant, and an office secretary.

The school enrolled a total of 303 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, 60% demonstrated at least two-months gain in verbal skills and 66% demonstrated this growth in math skills. This satisfies both the reading and math gains outcome measure and demonstrates an 8% increase in math for the 2012-2013 school year.



Victor Cullen Center

The Victor Cullen Center (VCC), a secure treatment facility located in northern Frederick County, served students during FY 13. 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 13, the program demonstrated improvement in all of the four Standards of Performance. Fifty-eight percent of students demonstrated four months gain in reading skills for every two months of enrollment, and 59% demonstrated such a gain in math skills. Additionally, more than 90 students participated in the Career and Technology Education Construction Core program, collectively completing 393 modules in that program, with 40 students completing the National Center for Construction Education and Research (NCCER) Construction Core Certification. Also, the OSHA 10 program provided 99 students with the credentials to earn their OSHA 10 Certification. VCC had 21 students complete the ServSafe Certificate program during the 2012-2013 school year.

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 and technology education instructors, library/media specialist, and support staff.

During 2012-2013 school year, the school served 1,181 students. The average attendance rate for that period was 91%, with a high monthly average of 93% and a low of 87%. 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 226 Computer Literacy certificates, 114 Financial Literacy certificates, as well as 118 certificates for reading achievement and 100 certificates for math achievement. The school also achieved a 72% GED pass rate through continuing to focus on using the Advanced Studies Program component of the instructional program which was first piloted during FY 12 to prepare students age 17 and older for obtaining their Maryland High School Diploma through examination. This program serves youth who are selected based on their school history, graduation status, and educational goals. These students then attend classes designed to provide focused instruction in writing, math, social studies, and science which are designed to provide targeted instruction and preparation for the Official Practice Test and the GED Exam. All Advanced Studies students still participate in Life Skills and Computer Literacy.

CYF also continued to implement the Pen Or Pencil: Writing a New History, a collaborative project of the National Association of Faith and Justice and the National CARES Mentoring Project for the second consecutive year under funding through 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 13 July 1st Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Baltimore City Juvenile Justice Center	124	113	104	85	90	91
Charles H. Hickey, Jr	65	67	75	37	51	46
Lower Eastern Shore Children's Center	25	22	25	20	19	34
Victor Cullen Center	12	32	35	36	37	46
J. DeWeese Carter Center	27	12	14	15	8	10
Western Maryland Children's Center	NA	NA	NA	29	18	17
Cheltenham	NA	NA	NA	NA	NA	74
Thomas J.S. Waxter Center	NA	NA	NA	NA	NA	NA
William Donald Schaefer House	NA	NA	NA	NA	NA	NA
Alfred D. Noyes Center	NA	NA	NA	NA	NA	NA
Juvenile Services Education Program	253	246	253	222	223	318

FY 13 Total Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Baltimore City Juvenile Justice Center	686	1,236	1,211	1,034	1195	1611
Charles H. Hickey, Jr	1,551	695	902	758	769	617
Lower Eastern Shore Children's Center	382	377	395	399	339	416
Victor Cullen Center	73	72	115	138	140	158
J. DeWeese Carter Center	136	210	225	181	86	36
Western Maryland Children's Center	NA	NA	NA	297	335	303
Cheltenham	NA	NA	NA	NA	991	1181
Thomas J.S. Waxter Center	NA	NA	NA	NA	NA	416
William Donald Schaefer House	NA	NA	NA	NA	NA	47
Alfred D. Noyes Center	NA	NA	NA	NA	NA	279
Juvenile Services Education Program	2,828	2,590	2,848	2,807	3855	5064

FY 13 Attendance

School	FY 2010	FY 2011	FY 2012	FY 2013
Hickey	92%	95%	93%	93%
LESCC	93%	93%	95%	96%
BCJJC	90%	94%	95%	94%
Carter	93%	91%	92%	96%
Cullen	94%	94%	92%	94%
WMCC	NA	95%	96%	96%
Cheltenham	NA	NA	86%	91%
Waxter	NA	NA	NA	91%
Schaefer House	NA	NA	NA	96%
Noyes	NA	NA	NA	93%
System	92%	94%	92%	93%

FY 13 GED Pass Rate

School	FY 2010	FY 2011	FY 2012	FY 2013
Hickey	63% 5/8	69% 11/16	52% 11/21	56% 10/18
LESCC	0% 0/2	50% 1/2	50% 1/2	67% 2/3
BCJJC	67% 2/3	83% 10/12	50% 4/8	80% 4/5
Carter	0% 0/0	0% NA	25% 1/4	56% 5/9
Cullen	67% 18/27	44% 8/18	47% 9/19	50% 14/28
WMCC	NA	0% 0/0	0% 0/1	100% 1/1
Cheltenham	NA	NA	100% 1/1	72% 13/18
Waxter	NA	NA	NA	0% 0/0
Schaefer House	NA	NA	NA	57% 4/7
Noyes	NA	NA	NA	75% 3/4
System	63% 25/40	63% 30/48	48% 27/56	60% 56/93

FY 13 Reading Gains

School	FY 2010	FY 2011	FY 2012	FY 2013
Hickey	56/114	117/323	149/255	100/132
LESCC	34/69	15/35	42/70	36/48
BCJJC	192/454	234/541	240/547	180/377
Carter	19/33	40/61	17/33	27/49
Cullen	78/122	61/154	55/127	61/105
WMCC	NA	61/99	56/84	36/60
Cheltenham	NA	NA	100/193	118/189
Waxter	NA	NA	NA	13/33
Schaefer House	NA	NA	NA	18/36
Noyes	NA	NA	NA	40/61
System	379/792	519/1213	659/1309	629/1090

FY 13 Math Gains

School	FY 2010	FY 2011	FY 2012	FY 2013
Hickey	64/114	126/315	141/241	92/126
LESCC	38/70	19/35	47/74	35/48
BCJJC	224/454	237/534	244/513	164/333
Carter	20/32	35/63	20/34	26/41
Cullen	70/116	84/152	71/131	58/98
WMCC	NA	47/90	41/71	33/50
Cheltenham	NA	NA	108/191	100/182
Waxter	NA	NA	NA	21/34
Schaefer House	NA	NA	NA	16/34
Noyes	NA	NA	NA	35/66
System	416/786	548/1189	672/1255	580/1012

