

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

January 19, 2016

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. Mike Miller
H-107 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

RE: Juvenile Services Educational Outcomes (MSAR #2538)

Dear Governor Hogan, President Miller and Speaker Busch:

Education article §22-307 requires that the Maryland State Department of Education (MSDE) “shall submit an annual report to the State Superintendent, the Governor, and in accordance with §2-1246 of the State Government Article, the General Assembly, on the aggregate educational outcomes of the educational programs for each residential facility.”

Attached is a report on the FY 2015 outcomes of these educational programs. The MSDE Juvenile Services Educational System provides educational services at the following Department of Juvenile Services’ facilities: Charles H. Hickey, Jr. School, Lower Eastern Shore Children’s Center, Baltimore City Juvenile Justice Center, Victor Cullen Center, J. DeWeese Carter Children’s Center, Western Maryland Children’s Center, Cheltenham Youth Facility, Thomas J.S. Waxter Children’s Center, William Donald Schaefer House, Alfred D. Noyes Center, Backbone Youth Center, Meadow Mountain Youth Center, Savage Mountain Youth Center, and Green Ridge Youth Center. During FY 2015 JSES served approximately 5,000 students. Intake data continues to indicate the majority of the students served during this period were African-American males between the ages of 15-17 years old. MSDE’s Juvenile Services Education provides a robust instructional program including academic, career and technology education, special education, media, and transition services. Outcome data from FY 2015 demonstrates students enrolled within the JSE educational program are improving their literacy skills in both reading and mathematics, as well as making progress towards obtaining and/or receiving their Maryland High School diplomas.

Should you have any questions regarding this report, please contact me at (410) 767-0462. Thank you for your continuing support for Maryland’s Juvenile Services Education System.

Sincerely,

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

Attachment



Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

October 28, 2015

The Honorable Governor Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. "Mike" Miller, Jr.
State House, H-107
100 State Circle
Annapolis, Maryland 21401-1991

The Honorable Michael E. Busch
State House, H-101
100 State Circle
Annapolis, Maryland 21401-1991

RE: Education Coordinating Council for Juvenile Services (MSAR 8054)

Dear Governor Hogan, President Miller, Speaker Busch:

Attached please find the Fiscal Year 2015 report of the Education Coordinating Council for Juvenile Services Educational Programs as required by title §22-306 of the Education Article of the Annotated Code of Maryland.

In FY 2015, the Juvenile Services Education System continued administering the educational programs in fourteen Department of Juvenile Services residential facilities. These facilities include: Charles H. Hickey School (Parkville), Baltimore City Juvenile Justice Center (Baltimore), Lower Eastern Shore Children's Center (Salisbury), J. DeWeese Carter Center (Chestertown), Victor Cullen Center (Sabillasville), Western Maryland Children's Center (Hagerstown), Cheltenham Youth Facility (Cheltenham), Thomas J.S. Waxter Center (Laurel), Alfred D. Noyes Center (Rockville), William Donald Schaefer House (Baltimore City), Green Ridge Youth Center (Flintstone), Meadow Mountain Youth Center (Grantsville), Savage Mountain Youth Center (Lonaconing), and Backbone Mountain Youth Center (Swanton). As the report illustrates, the Juvenile Services Education System oversight of these educational programs has provided our students with access to instruction which has allowed them to successfully transition back to their local schools and communities.

It is the hope of all the Council members that you will find opportunities to commit resources to the Maryland State Department of Education Juvenile Services Education System as we continue to enhance our efforts to provide high quality education services for our students residing in Department of Juvenile Services' facilities throughout Maryland.

Thank you for your consideration.

Sincerely,

Jack R. Smith, Ph.D.
Interim Superintendent of Schools
Chairperson
Education Coordinating Council for the
Juvenile Services Education Program

JRS/BH

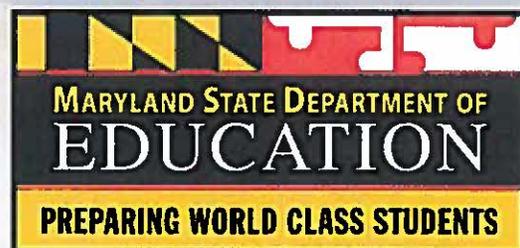
The Education Coordinating Council

for

Juvenile Services Education System

Annual Report
2015

*"Preparing Students for Successful
Return to the Community"*



Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

Guffrie M. Smith, Jr.
President
Maryland State Board of Education

Larry Hogan
Governor

Karen B. Salmon, Ph.D.
Assistant State Superintendent
Division of Career and College Readiness

Beth Hart
Director
Juvenile Services Education System

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

For inquiries regarding this publication, please contact:
Beth Hart, Director, Juvenile Service Education beth.hart@maryland.gov

Juvenile Services Education System

Preparing Students for Successful Return to the Community

The Juvenile Services Education System (JSES) provides educational services to youths detained and committed by the Maryland Department of Juvenile Services (DJS). JSES administers educational services in 14 DJS facilities statewide.

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.

Vision

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

Table of Contents

Introduction

History	2
Students.....	3
Locations.....	4
JSES System Administration	5
Instructional Programs	6-8
Outcomes and School Accountability.....	9

Detention Center School Profiles

Charles H. Hickey, Jr. School.....	10
Lower Eastern Shore Children’s Center	11
Baltimore City Juvenile Justice Center.....	11
Western Maryland Children’s Center	12
Cheltenham Youth Facility	12
Thomas J.S. Waxter Children’s Center.....	13
Alfred D. Noyes Center	13
Detention Center School Outcome Trends	14
Treatment Center School Outcome Trends	15

Treatment Center School Profiles

J. DeWeese Carter Children’s Center	16
Victor Cullen Center	17
William Donald Schaefer House	17
Meadow Mountain Youth Center	18
Savage Mountain Youth Center.....	18
Green Ridge Youth Center.....	19
Backbone Mountain Youth Center	19

Juvenile Services Education System

Preparing Students for Successful Return to the Community

The Juvenile Services Education System (JSES) provides educational services to youths detained and committed by the Maryland Department of Juvenile Services (DJS). JSES administers educational services in 14 DJS facilities statewide.

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.

Introduction

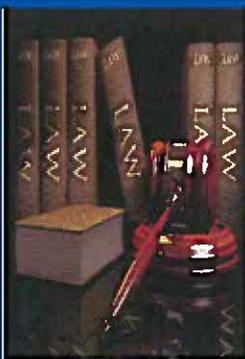
The Education Coordinating Council for the Juvenile Services Education System (ECCJSES) was established in 2004 by Education Article §22-305 to provide oversight for the development and implementation of the Juvenile Services Education Program provided by the Maryland State Department of Education in 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 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 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. This report provides both the activities and accomplishments of the recently renamed Juvenile Services Education System (JSES).

The Council met on May 5, 2015 and reviewed JSES accountability outcome data for FY 2014 involving academic gains, attendance, and Maryland Diploma completions. Additionally, members received updates on FY 15 JSES initiatives. These included:

- the implementation of the Programs of Study matching courses provided within local schools systems across the state
- the revision and implementation of new records policies
- the development and implementation of a new staff orientation procedure
- the creation of and implementation of an Aspiring Leaders program
- the expansion of GED testing services at Green Ridge and through collaboration with Chesapeake College
- the expansion of Career and Technology Education (CTE) programming
- on-going technology enhancement projects,
- efforts surrounding the use of a student information system for capturing JSES data.

Statutory Requirements

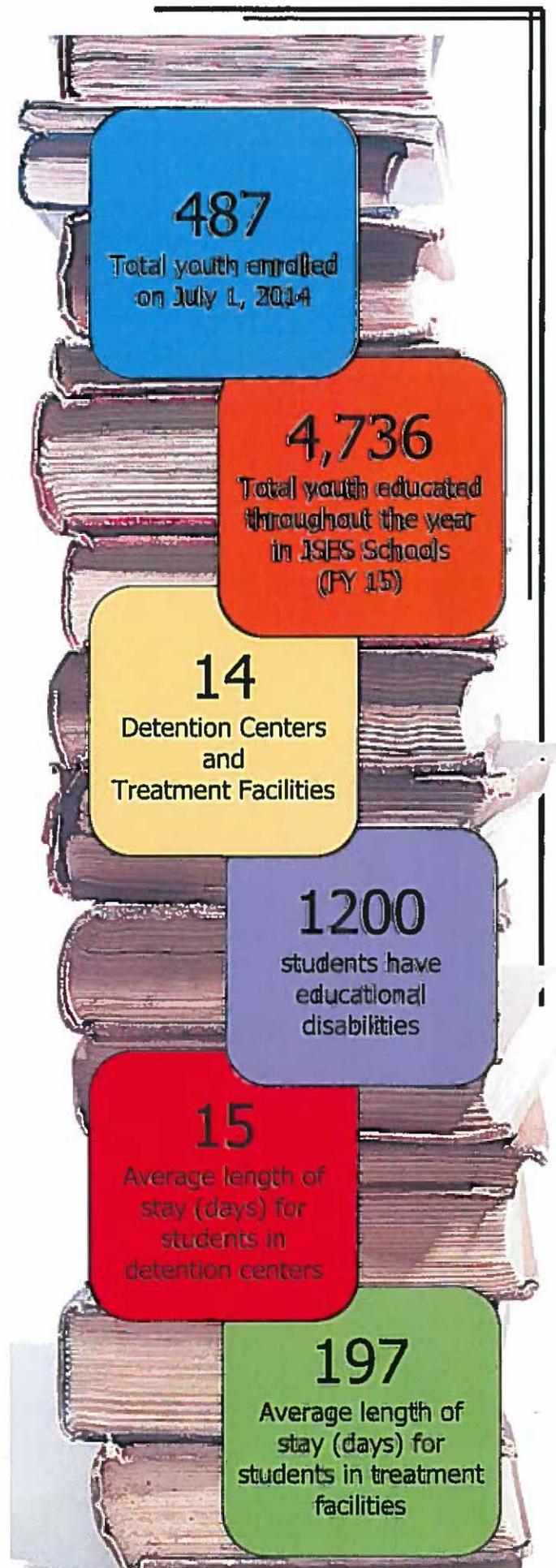
Authorization for the Maryland State Department of Education's Juvenile Services Education Program is provided under Education Article §22-301, et seq., Annotated Code of Maryland. The development of programs, establishment of a Director and Coordinating Council, and the responsibilities of the Juvenile 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 a certified disability that constitutes an educational impairment.



Students

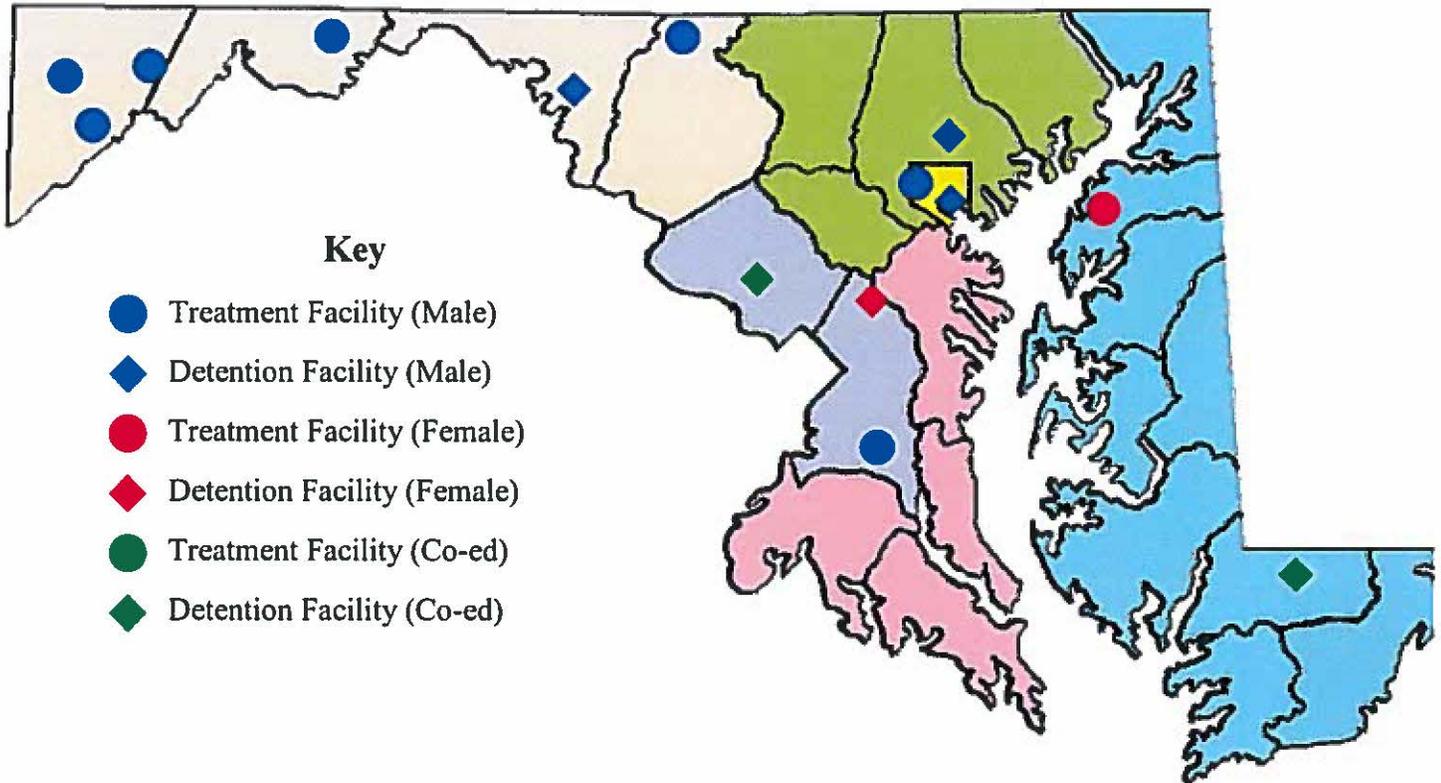
Approximately 4,700 youth were served by the MSDE Juvenile Services Education Program during FY 2015 operating at the Charles H. Hickey Jr. School (CHHS), Baltimore City Juvenile Justice Center (BCJJC), Lower Eastern Shore Children's Center (LESCC), Victor Cullen Center (VCC), J. DeWeese Carter Center (CC), Western Maryland Children's Center (WMCC), Cheltenham Youth Facility (CYF), Thomas J.S. Waxter Center, Alfred D. Noyes Center, William Donald Schaefer House, Meadow Mountain Youth Center (MMYC), Green Ridge Youth Center (GRYC), Backbone Mountain Youth Center (BMYC), and Savage Mountain Youth Center (SMYC).

At entry, the average reading and math scores for this population continue to reveal substantial achievement deficits in these key core academic 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 1,200 of the students served during FY 15 had documented education disabilities. Of the students identified with disabilities, the majority are designated with an Emotional Disability. Given the average stay of 15 days in detention to 197 days in treatment facilities coupled with the unique instructional challenges illustrated by the population, the need for effective and well-planned instruction is evident.



JSES School Locations

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



Baltimore/ Central Maryland

Baltimore City Juvenile Justice Center	Baltimore
Charles H. Hickey Jr. School	Parkville
William Donald Schaefer House	Baltimore

Eastern Shore

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

Western Maryland

Victor Cullen Center	Sabillasville
Western Maryland Children's Center	Hagerstown
Green Ridge Youth Center	Flintstone
Savage Mountain Youth Center	Lonaconing
Meadow Mountain Youth Center	Granstville
Backbone Mountain Youth Center	Swanton

Metro/ Southern Maryland

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

JSES System Administration

Organization

The Juvenile Services Education System (JSES) is part of the Division of Career and College Readiness within the Maryland State Department of Education. JSES's central focus is to provide educational support to students and help them accrue credits toward graduation, or receive a diploma by examination (GED). The director of JSES reports directly to the Assistant State Superintendent. The Field Directors for School Operations and Instruction and School Support report directly to the Director for JSES. JSES Coordinators of Digital Learning/Library Media, Curriculum, Career and Technology Education (CTE), Guidance Counseling and Records Management and Special Education report to the Field Director for Instruction and School Support. All JSES schools are under the supervision of a Maryland certified principal who reports directly to the Field Director for School Operations.

Information Technology (IT) Support

JSES IT continued its on-going collaboration with MSDE's Office of Information Technology (OIT) staff and with the Department of Juvenile Services (DJS) OIT staff to ensure the system is provided access to the best available resources—from network access, to new and evolving technology. Inter-connectivity among schools continues to be a priority as JSES works to ensure the effective and efficient educational programming within DJS residential facilities across the state. Network Maryland has made provisions for JSES 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 JSES schools.

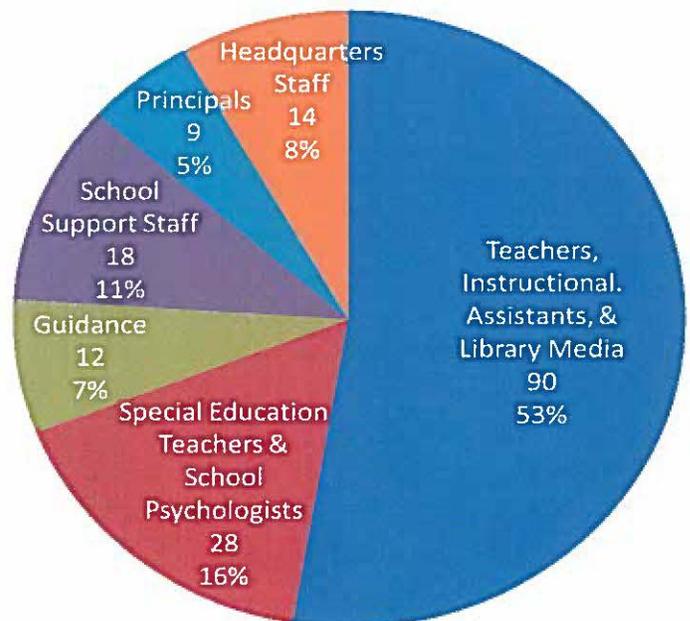
Student Information System

JSES is a part of the State Longitudinal Data System and continued on-going efforts related to training and creating business rules for the newly deployed Student Information System (SIS), PowerSchool.

Professional Development

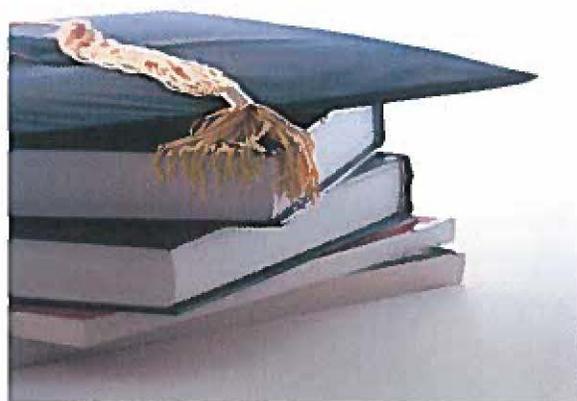
JSES staff participated in comprehensive professional development designed to increase capacity and proficiency for delivering high-quality instruction. Additionally, a Core Content Lead group of selected instructors developed a dedicated JSES curriculum in alignment with College and Career Readiness Standards (CCRS). The Content Leads also provided enhancement workshops to extend and deepen instructional capacity in their respective core areas. Guidance and Records support staff received training on revised JSES records policies and procedures.

Juvenile Services Education System Staffing Distribution- 2015



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 and JSES challenges and supports students in numerous ways.



The Path Toward Graduation

Credits Toward High School Graduation

Students often enroll in JSES schools already behind in their course credits toward graduation. 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 worth of instruction. In an effort to keep students on track for returning to their home schools, the goal of all instruction in JSES schools is for a student to achieve two months worth of learning in one month's time. To assess the student's current knowledge in the

subject area and measure growth toward this target the BASI exam is used. All students are assessed when they enroll and after every 30 days of instruction.

Service Learning

Students continued to participate 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. Leadership assistance was provided to school administrators and staff at schools in creating new plans and revising existing service-learning plans. Additionally, most recently assumed sites received initial training in service learning project development for implementation purposes.

GED

For some students the path to a high school diploma is the GED program. During FY 15, JSES expanded GED testing to include a dedicated GED test site at Green Ridge and developed a partnership with Chesapeake College on the Eastern Shore to provide GED testing for females residing at the Carter Center.

52
students earned
a GED

Instructional Programs

The Road to Employment

Career and Technology Education (CTE)

In FY 2015, JSES completed the alignment of all the CTE classes to those offered within local school systems across the State. These efforts allow JSES students the ability to earn course credit and for those credits to be recognized by the other school systems. Additionally, the JSES CTE classes offered now, allow students to earn credits in different CTE pathways. JSES offers courses in the following CTE Programs of Study:

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. Students are 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 encompasses Financial Literacy activities based on the Maryland curriculum for Personal Financial Literacy Education in addition to general life skill instruction including resume creation and interview skills.

JSES also allows students the opportunity to earn 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. The different certifications at the various facilities include the following:

NCCER Core	Medical Billing and Coding
OSHA 10	Microsoft Office Suite
IC3 (Internet and Computing Core)	ServSafe
C-Tech Certificates	Financial Literacy
National Retail Federation—Customer Service and Sales	

2,169
students earned
an industry
certification



Guidance and Counseling

The 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.

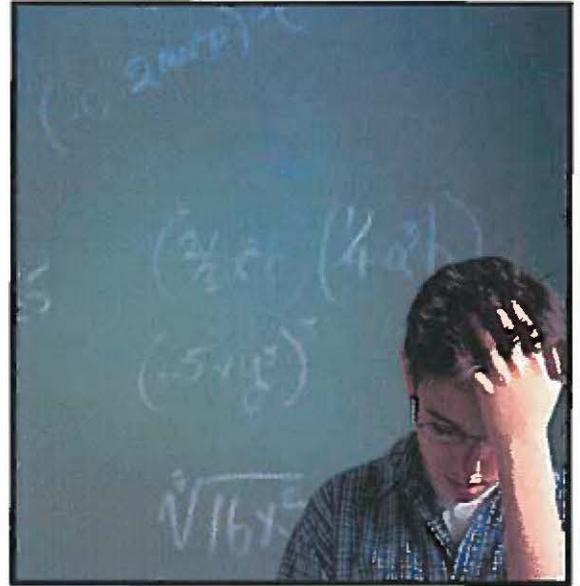
Counselors offer a wide range of services to assist students, parents, and staff in making decisions regarding educational planning, career planning, and social/emotional issues. As needed, the counselor provides individual and small group counseling. All JSES schools implement the Challenge Program, a structured behavior management program designed to help students learn self discipline, leadership, and responsibility.

Instructional Programs

Support Along the Way

Special Education

The Juvenile Services Education (JSES) 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. JSES 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.

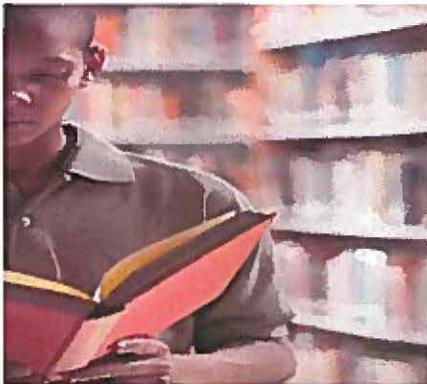


Individualized Learning Plans

During FY 15, JSES 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.

Instructional Technology

JSES Instructional Technology (IT) continued collaborating with the MSDE Office of Information Technology (OIT) and the Maryland Department of Juvenile Services (DJS) OIT to ensure technology best practices in building infrastructure. JSES school interconnectivity remains a priority as work continues to ensure effective, efficient, technology-rich educational programming to JSES students. *Network Maryland* made provision for JSES schools to communicate over secure channels. This collaborative partnership ensures installation of an effective JSES network model.



Library Media

The JSES Library Media Program through collaboration with MSDE OIT and JSES IT staff engaged in planning to increase and enhance the use of technology designed to provide the opportunity for school librarians, together with classroom instructors, to enhance and extend the content area curriculum through the use of virtual resources. On-going library media efforts occurring during FY 15 focused on providing students with access to free book selection, independent reading, and dedicated library space. Nooks (eReaders) with multiple fiction selections were introduced at four schools (Carter, Cheltenham, Waxter, and Noyes) to provide an alternative reading format.

Digital Learning

Promethean Boards were installed in all 14 schools. This installation allow the Boards to be used as interactive solutions for instruction and allows the Learning Management System (LMS) to extend content curriculum through a collaborative partnership with classroom teachers.

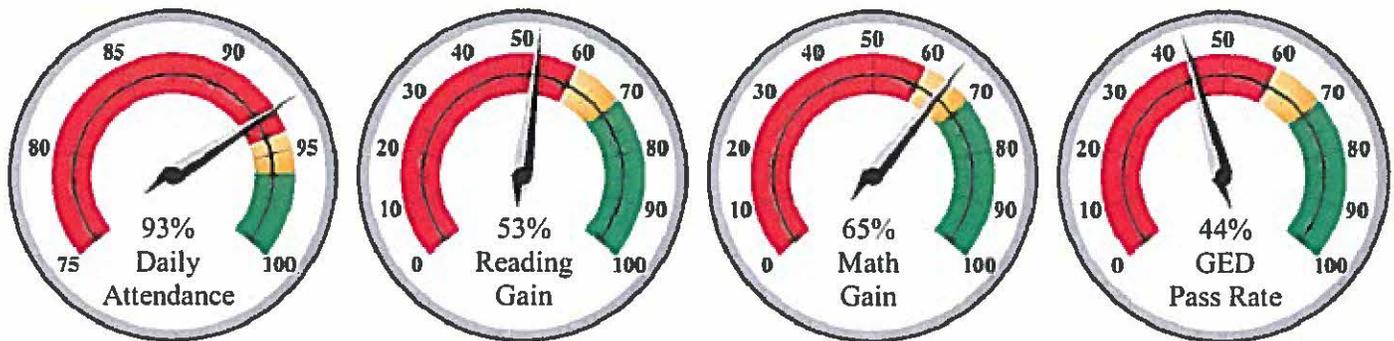
Outcomes and School Accountability

School Accountability

Data critical to the Juvenile Services Education System (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 Program's goal to accelerate student achievement in preparation for successful return to the community. During FY 15, baseline data concerning the number of academic and CTE credits students obtained while in the JSES as well as data on the passing rate for GED subtests was collected. The standards noted in the table below were approved by the Council in FY 10 and remained in effect for FY 15.

Key Performance Area	Description	Satisfactory	Excellent
Attendance	The percent of enrolled students in school during each class period of 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 30 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 30 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%

Statewide JSES School Performance



School Improvement (SI)

At the school level, continuous improvement efforts are led by the School Improvement (SI) Team usually chaired by a teacher. The team submits an annual School Improvement Plan to the JSES Director which details activities that 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.

Data Quality

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.

Detention Center School Profiles

Detention Center Summary/Review

59%
of youth in JSES
schools are in
detention centers
(July 1, 2014)

Maryland Juvenile Detention Centers

- Baltimore City Juvenile Justice Center (Baltimore City)
- Charles H. Hickey Jr. School (Baltimore County)
- Western Maryland Children's Center (Washington County)
- Lower Eastern Shore Children's Center (Wicomico County)
- Thomas J.S. Waxter Children's Center (Anne Arundel County)
- Alfred D. Noyes Children's Center (Montgomery County)
- Cheltenham Youth Facility (Prince George's County)

Charles H. Hickey, Jr. School

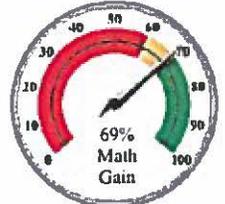


Type: Male Detention
Assumed: July 2004
Student Capacity: 120
Total Faculty/Staff: 20
Location: Baltimore County
Annual Enrollment: 560
Average Length of Stay: 16-22 days
CTE Programs: CRD, Office Systems Management (OSM), ServeSafe

During FY 15, Charles H., Hickey, Jr. School (CHHS) outcome data reflected increases of 13% in Reading gains (68%) and a 7% increase in Math gains

(69%) of those students being post-tested after thirty days of enrollment in comparison to their FY 14 post-testing outcome data. Additionally, three students were able to successfully obtain their high school diploma through examination while attending CHHS in FY 15.

Students attending CHHS during the FY 15 school year, achieved first place in the CHAMPS Math competition. Students continued to receive recognition throughout the schools year for their academic progress, adherence to school behavioral goals, and achievement on post-testing.



Detention Center School Profiles

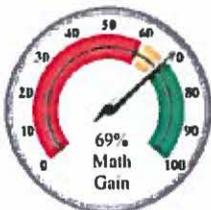
Lower Eastern Shore Children's Center



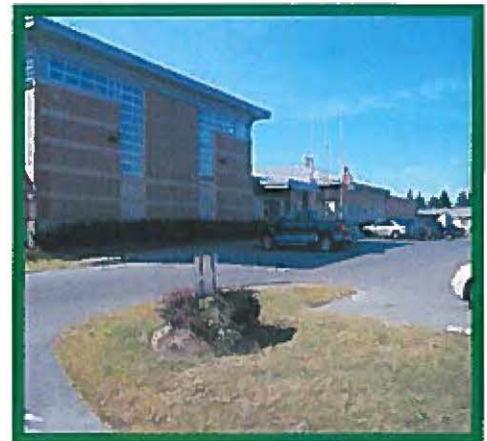
Type: Co-ed Detention
 Assumed: July 2005
 Student Capacity: 24
 Total Faculty/ Staff: 7.5
 Location: Wicomico County
 Annual Enrollment: 360
 Average Length of Stay: 17
 CTE Programs: CRD, OSM, ServeSafe



In FY 15, the Lower Eastern Shore Children's Center (LESCC) achieved a 95% attendance rate as well as reflected that 69% of students post-tested in Math demonstrated a two-month gain after 30 days of enrollment. The outcomes data with regard to Math post-testing represents a 12% increase in comparison to FY 14 data.

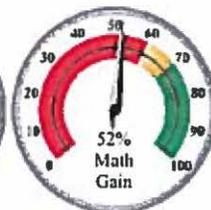


Students enrolled at LESCC during FY 15 participated in a wide variety of hands on activities related to their class work. These activities included: constructing volcanoes, hurricane preparedness house models; and masks for Native American History. The students also had the opportunity through Service Learning projects to create and design placements distributed to area nursing homes for use by the residents during Thanksgiving and the winter holidays.



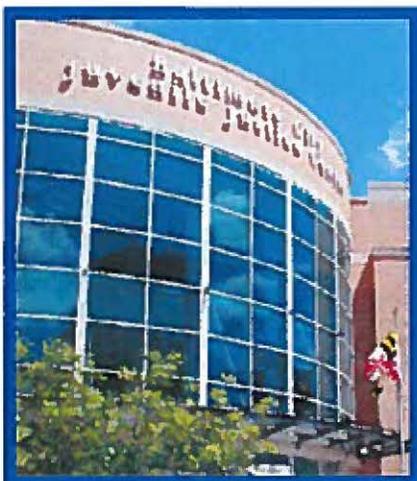
Baltimore City Juvenile Justice Center

Type: Male Detention
 Assumed: January 2006
 Student Capacity: 90
 Total Faculty/Staff: 24
 Location: Baltimore City
 Annual Enrollment: 1782
 Average Length of Stay: 17 to 80+ days
 CTE Programs: ServeSafe, CRD, OSM



During FY 15, the Baltimore City Juvenile Justice Center (BCJJC) students post-tested in Math after 30 days of enrollment demonstrated a 52% gain and were at 94% attendance rate for the year. Additionally, students enrolled at BCJJC completed academic instruction resulting in the awarding of slightly more than 150 credits in core content and CTE course work.

Students at BCJJC continued to participate actively in the CHAMPS competitions throughout the school year as well as the annual Oratorical Contest. Recognition luncheons sponsored by the facility administration served to celebrate the academic accomplishments of students with respect to their post-test gains and progress as demonstrated through credit obtainment.



Detention Center School Profiles

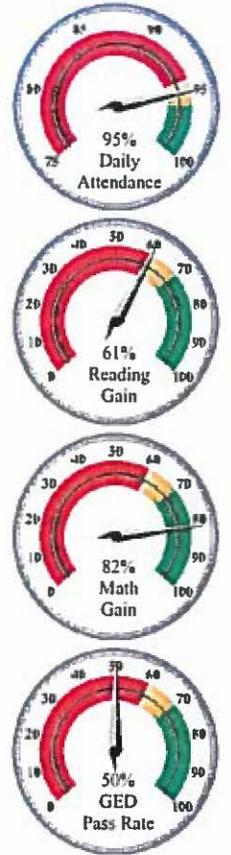
Western Maryland Children's Center



Type: Male Detention
 Assumed: July 2010
 Student Capacity: 24
 Total Faculty/Staff: 6.5
 Location: Washington County
 Annual Enrollment: 280
 Average Length of Stay: 17
 CTE Programs: CRD, OSM, ServeSafe

The Western Maryland Children's Center (WMCC) achieved a 95% attendance rate during FY 15. Students demonstrated a 3% increase in Reading post-test gains and a 9% increase in Math gains in comparison to WMCC outcome data from FY 14.

Students attending WMCC actively participated in CHAMPS competitions throughout FY 15. Additionally, students participated in a Service Learning project which designed and distributed ornaments to a local nursing home for use during the Winter holidays.



Cheltenham Youth Facility



Type: Male Detention
 Assumed: October 2011
 Student Capacity: 125
 Total Faculty/Staff: 19
 Location: Prince George's County
 Annual Enrollment: 806
 Average Length of Stay: 30 days
 CTE Programs: ServeSafe, CRD, OSM

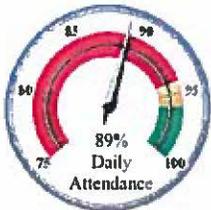
During FY 15, students attending CYF demonstrated a 17% increase in Reading post-test scores and a 10% increase in Math post-test scores in comparison to their FY 14 data outcome measures. Additionally, CYF achieved an 88% attendance rate in FY 15.

Youth enrolled in CYF participated in a Career Day in April 2015. This activity which was attended by 26 community representatives including business owners, former teachers, and local representatives from the Fire Department, provided students the opportunity to learn about careers first hand as well as the ability to engage in dialogue with each participant about the career specifics including educational requirements, financial implications, and overall career choice. Students at CYF also continued to actively participate in numerous Pen or Pencil activities throughout FY 15 designed to encourage their understanding of history and role as citizens.



Detention Center School Profiles

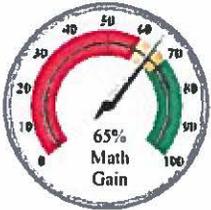
Thomas J. S. Waxter Children's Center



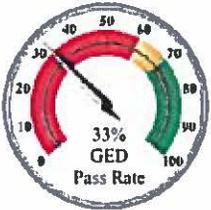
Type: Female Detention
 Assumed: August 2012
 Student Capacity: 42
 Total Faculty/Staff: 9
 Location: Prince George's County
 Annual Enrollment: 436
 Average Length of Stay: 17
 CTE Programs: CRD, OSM, ServeSafe



Students attending Waxter demonstrated a 6% increase in Math gains as demonstrated through post-testing, four students successfully obtained their high school diploma, and the overall attendance rate was 89% during FY 15.



During FY 15, students at Waxter participated in and won the state-wide CHAMPS Spelling Bee. Students also continued to actively participate in Pen or Pencil activities in addition to a Career Fair and a college fair designed to encourage student understanding and access to information about careers and college.

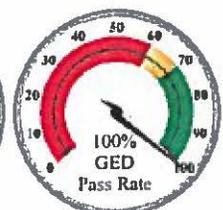
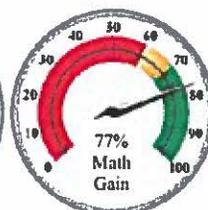
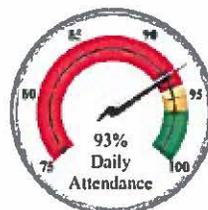
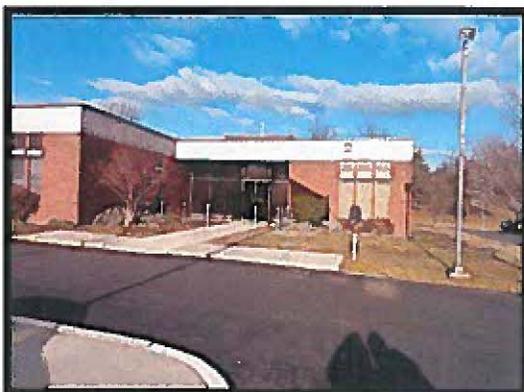


Alfred D. Noyes Children's Center

Type: Co-ed Detention
 Assumed: January 2013
 Student Capacity: 57
 Total Faculty/Staff: 11
 Location: Montgomery County
 Annual Enrollment: 413
 Average Length of Stay: 17 to 80+ days
 CTE Programs: ServeSafe, CRD, OSM

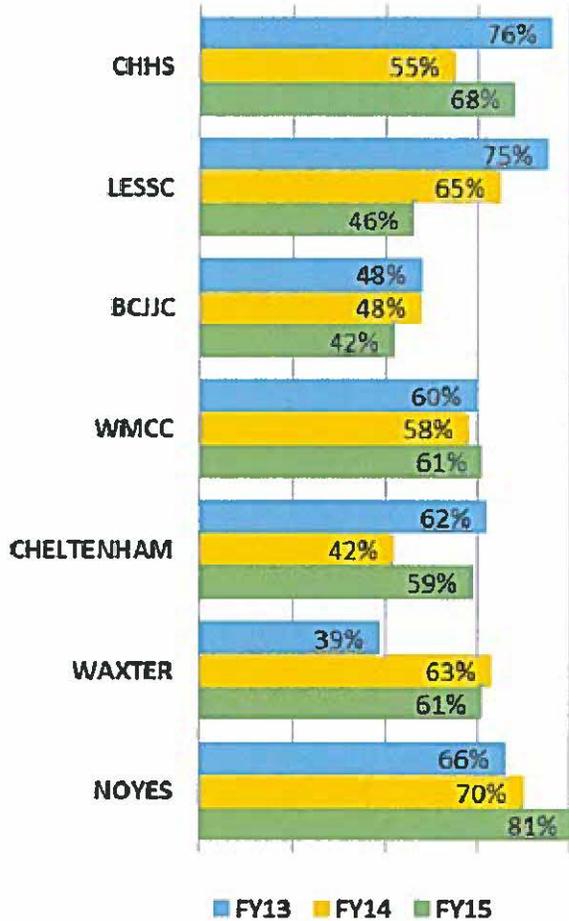
Students attending Noyes during FY 15 demonstrated an 84% post-test gain in Reading and 77% post-test gain in Math. Additionally, Noyes obtained a 93% attendance rate.

Noyes students participated in a Spring Career Fair which included representatives from Montgomery College, the United States Regulatory Commission, TRASCEN Workforce Development, Montgomery County Public Schools, and Montgomery County Fire and Rescue. Students also continued to actively engage in the gardening service learning project which resulted in over 1,000 pounds of fresh produce being donated to the local Montgomery County Food Bank for distribution throughout the county.

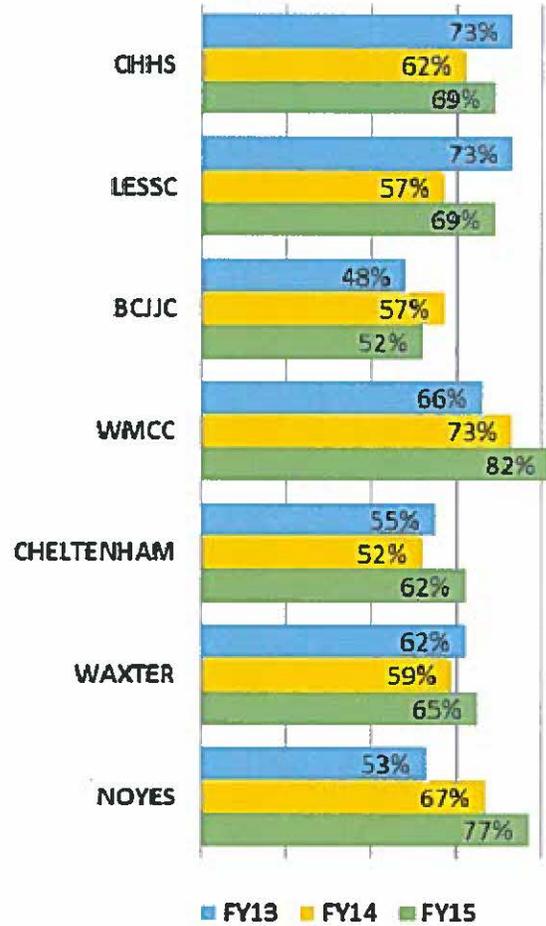


Detention Center School Outcome Trends

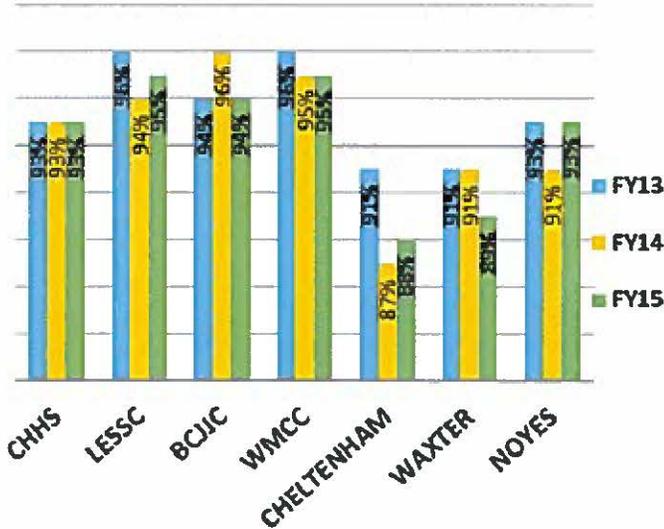
Percent of Students Meeting Reading Gains



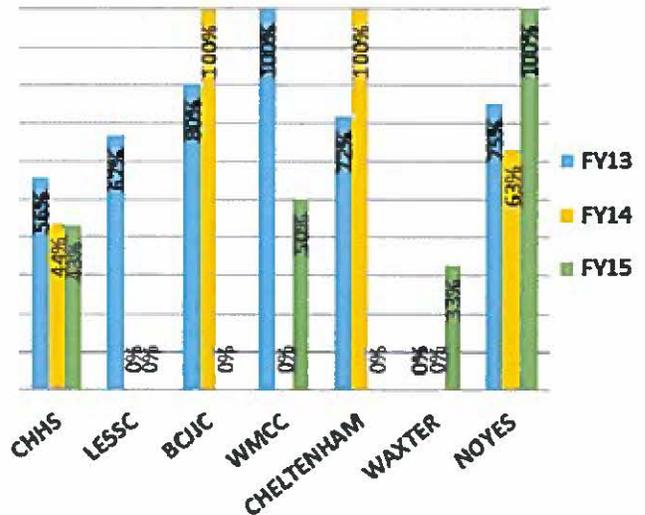
Percent of Students Meeting Math Gains



Daily Attendance Rates

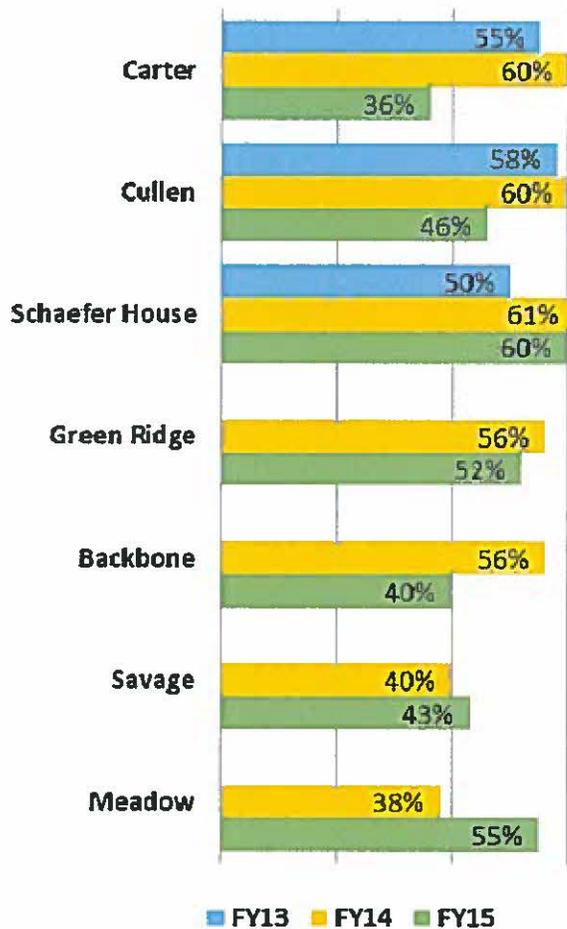


GED Passing Rates

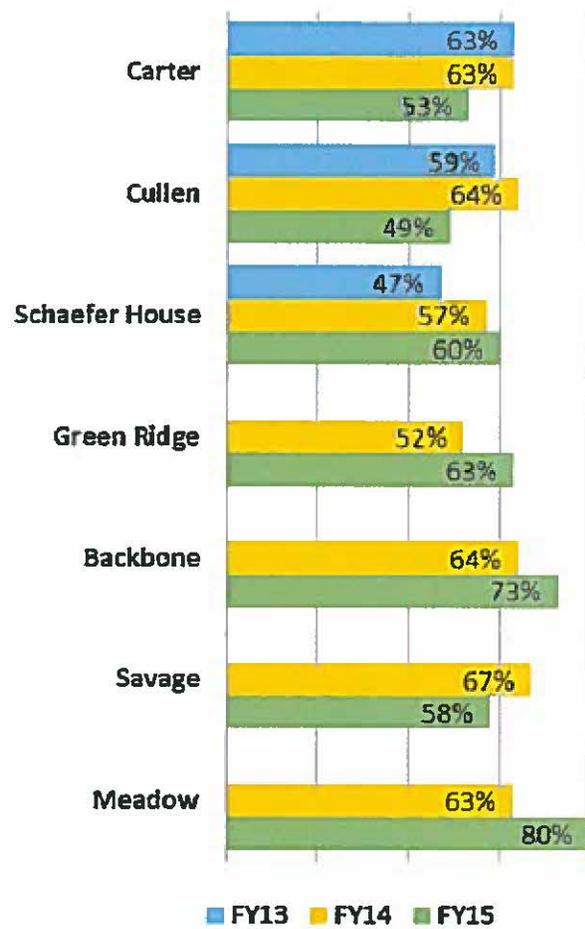


Treatment Facility School Outcome Trends

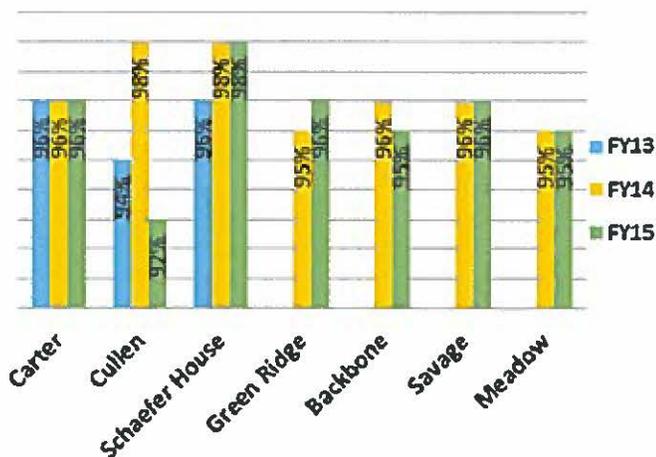
Percent of Students Meeting Reading Gains



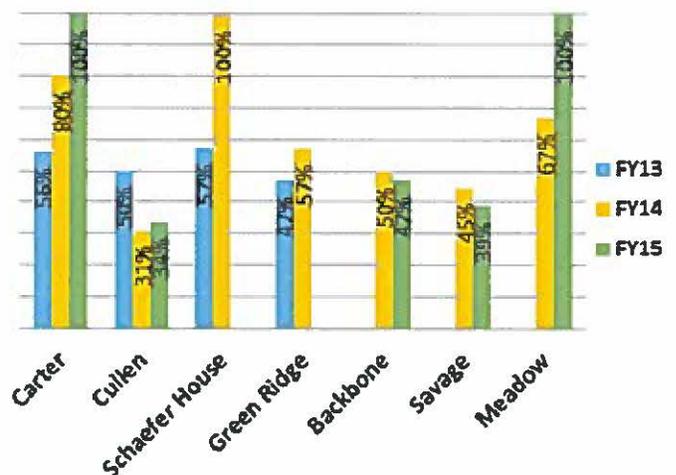
Percent of Students Meeting Math Gains



Daily Attendance Rates



GED Passing Rates



Treatment Facility School Profiles

Treatment Facility Summary/ Review

41%
of youth in JSES
schools are in
treatment facilities
(July 1, 2014)

Maryland Out of Home Treatment Facilities

- Backbone Mountain Youth Center (Garrett County)
- Green Ridge Youth Center (Allegany County)
- Meadow Mountain Youth Center (Garrett County)
- Savage Mountain Youth Center (Garrett County)
- William Donald Schaefer House (Baltimore City)
- Victor Cullen Center (Frederick County)
- J. DeWeese Carter Youth Facility (Kent County)

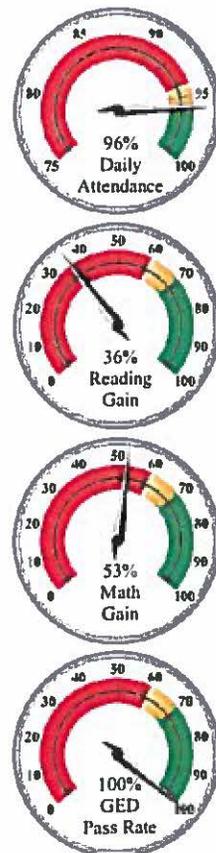
J. DeWeese Carter Children’s Center

Type: Female Treatment
Assumed: July 2007
Student Capacity: 14
Total Faculty/Staff: 5.5
Location: Kent County
Annual Enrollment: 35
Average Length of Stay: 17-80+ days
CTE Programs: ServeSafe, CRD, OSM



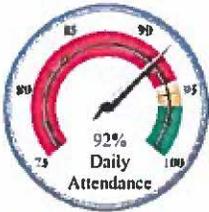
The female students attending Carter during FY 15 continued to demonstrate a 96% attendance rate. JSES was able to partner with Chesapeake College to allow female students at Carter the ability to take the GED test on the Wye Mills campus. This partnership ensures students the ability to test without necessitating their transportation to Hickey for the two-day test administration.

The students at Carter continued their active involvement in growing a garden as part of a Service Learning project. Additionally, students from Carter took second place in both the CHAMPS Math Bowl and the Spelling Bee.

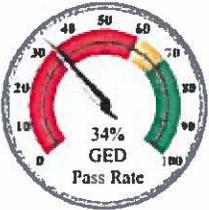
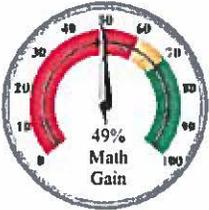


Treatment Facility School Profiles

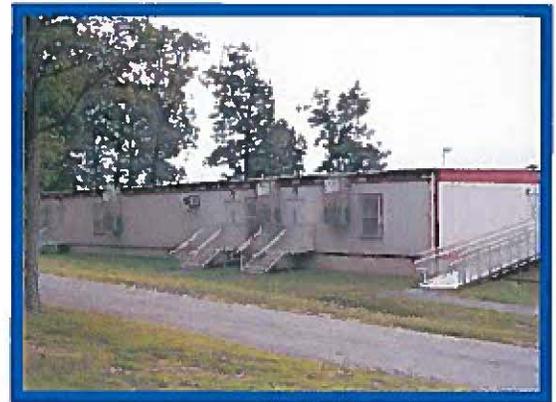
Victor Cullen Center



Type: Male Treatment
 Assumed: September 2007
 Student Capacity: 48
 Total Faculty/Staff: 13
 Location: Frederick County
 Annual Enrollment: 149
 Average Length of Stay: 120-180
 CTE Programs: CRD, OSM, ServeSafe



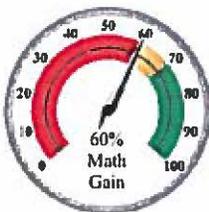
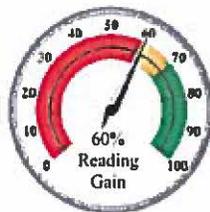
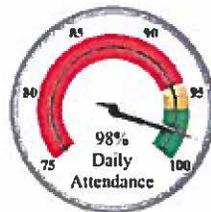
Ten students attending Cullen during FY 15 were able to successfully obtain their high school diplomas through examination. Additionally, students were able to demonstrate significant mastery of core content and earn a total of 134 credits for course work taken, while maintaining a 92% attendance rate, during FY 15.



Students enrolled at Cullen participated in multiple Service Learning projects including growing food for the local food bank and growing flowers for various community facilities as well as campus use. Additionally, Cullen developed and implemented a new aquaponics project as a Service Learning activity. Students who successfully obtained their high school diplomas participated in graduation ceremonies which their families had the opportunity to attend as a means of celebrating their accomplishments.

William Donald Schaefer House

Type: Male Treatment
 Assumed: October 2012
 Student Capacity: 19
 Total Faculty/ Staff: 6
 Location: Baltimore City
 Annual Enrollment: 42
 Average Length of Stay: 120 days
 CTE Programs: ServeSafe, CRD, OSM



Students attending William Donald Schaefer House (WDSH) during FY 15 achieved a 98% attendance rate while obtaining 60% gains in both Reading and Math post-testing outcome measures.

The WDSH students, together with artists from various Maryland colleges and universities, created mosaic designs for use on the outside of the American Visionary Arts Museum. This Service Learning project, in addition to the creation and planting of a vegetable garden, afforded the WDSH students unique opportunities to engage together in activities designed to build their teamwork skills, community involvement, and citizenship skills.

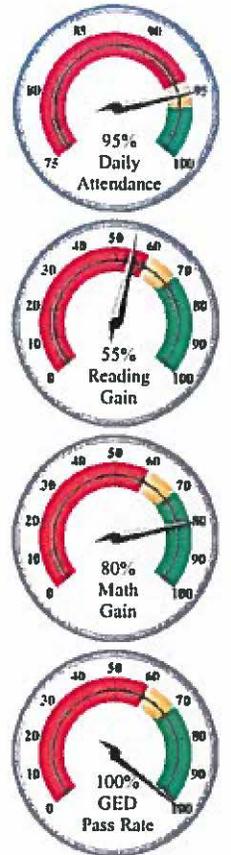


Treatment Facility School Profiles

Meadow Mountain Youth Center



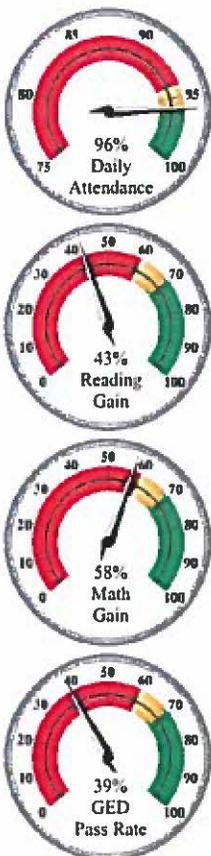
Type: Male Treatment
 Assumed: June 2013
 Student Capacity: 40
 Total Faculty/Staff: 8.5
 Location: Garrett County
 Annual Enrollment: 115
 Average Length of Stay: 90 days
 CTE Programs: CRD, OSM, ServeSafe



Seven youth attending Meadow Mountain Youth Center successfully obtained their high school diplomas through examination during FY 15. Additionally, 80% of students who were post-tested demonstrated Math gains and the average attendance rate was 95% in FY 15.

Students at Meadow Mountain continued their partnership with the Department of Natural Resources' through the Aquaculture project. Additionally, Meadow Mountain students actively engaged in the Geography Bee through the CHAMPS competitions and participated in a Science Oratorical Presentation and a health presentation sponsored by the local county health department.

Savage Mountain Youth Center



Type: Male Treatment
 Assumed: June 2013
 Student Capacity: 36
 Total Faculty/Staff: 7
 Location: Allegany County
 Annual Enrollment: 101
 Average Length of Stay: 90 days
 CTE Programs: CRD, OSM, ServeSafe



Students attending Savage Mountain Youth Center achieved a 96% attendance rate. Twelve students successfully obtained their high school diploma through examination.

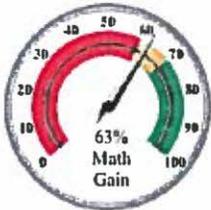
The Savage Mountain students in FY 15 participated in a tour of the Frostburg State University campus. Additionally, the students engaged in Service Learning activities at the Mt. Hope Food Bank.

Treatment Facility School Profiles

Green Ridge Youth Center



Type: Male Treatment
 Assumed: June 2013
 Student Capacity: 40
 Total Faculty/Staff: 10
 Location: Allegany County
 Annual Enrollment: 138
 Average Length of Stay: 115 days
 CTE Programs: CRD, OSM, ServeSafe



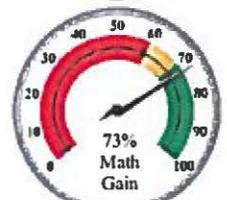
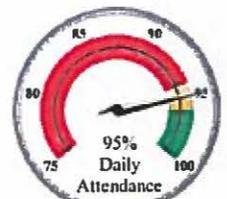
Four students attending Green Ridge successfully obtained their high school diplomas through examination during FY 15. Students at Green Ridge also demonstrated a 63% gain in Math post-testing data outcomes. Green Ridge achieved a 96% attendance rate during FY 15.

Students attending Green Ridge participated in the Geography Bee and quarterly recognition ceremonies designed to celebrate their post-testing gains, obtainment of high school diplomas, and honor roll status. These activities, combined with college tours conducted at both Frostburg State University and Allegany College, were designed to provide the students with knowledge and information concerning post-secondary options.

Backbone Mountain Youth Center



Type: Male Treatment
 Assumed: June 2013
 Student Capacity: 48
 Total Faculty/ Staff: 10
 Location: Garrett County
 Annual Enrollment: 133
 Average Length of Stay: 120
 CTE Programs: ServeSafe, CRD, OSM



During FY 15, students attending Backbone Mountain Youth Center achieved a 95% attendance rate and a 73% gain in Math post-test outcome data. Additionally, nine students successfully obtained their high school diplomas while attending Backbone during FY 15.

The partnership with Garrett College continued in FY 15 and was expanded to include a summer session. Additionally, students participated in a field trip to the Discovery Center and Planetarium at Frostburg State University. Service Learning projects including direct work with the local Habitat for Humanity organization and the local food bank allowed the students first-hand experience and served to enhance their community awareness.