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October 11, 2016

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

The Honorable Thomas V. Mike Miller, Jr.
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: 2016 Coordinating Council for Juvenile Services Education Report (MSAR #2538)

Dear Governor Hogan, President Miller and Speaker Busch:

Attached please find the Fiscal Year 2016 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 2016, 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). The report illustrates, that the Juvenile Services Education System oversight of these educational programs has provided students with access to instruction which has allowed them to successfully transition back to their local schools and communities.

The Honorable Governor Larry Hogan
The Honorable Thomas V. Mike Miller, Jr
The Honorable Michael E. Busch
October 11, 2016
Page 2

Thank you for your support as we continue to enhance efforts to provide high quality education services for students residing in Department of Juvenile Services' facilities throughout Maryland. If you have questions about this report of need additional information, please contact Deborah Grinnage-Pulley, Executive Director for Juvenile Services Education Systems, at (410) 767-0354 or by email at deborah.grinnage-pulley@maryland.gov.

Best Regards,



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

KBS/BH

Attachment

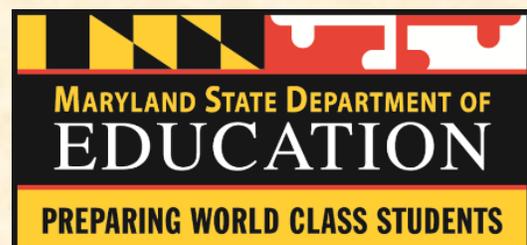
The Education Coordinating Council

for

Juvenile Services Education System

Annual Report
2016

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



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

Andrew R. Smarick
President
Maryland State Board of Education

Larry Hogan
Governor

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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 fourteen 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 Youth 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

Final Comment.....	20
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Juvenile Services Education System

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Mission

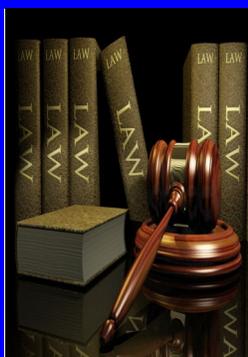
JSES schools challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and, when appropriate, high school diplomas by examination.

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 documents both the activities and accomplishments of the recently renamed Juvenile Services Education System (JSES).

The Council met on December 16, 2015 and reviewed JSES accountability outcome data for FY 2015 involving academic gains, attendance, and Maryland Diploma completions. Additionally, members received updates on FY 2016 JSES initiatives. These included:

- Development and implementation of a three year Strategic Plan,
- Development and implementation of a new staff orientation procedure,
- Development of a formal transition process agreement with the Department of Juvenile Services for students returning to their communities,
- Expansion of recruitment and hiring measures,
- On-going technology enhancement projects, and
- On-going efforts surrounding the use of a student information system for capturing JSES data.



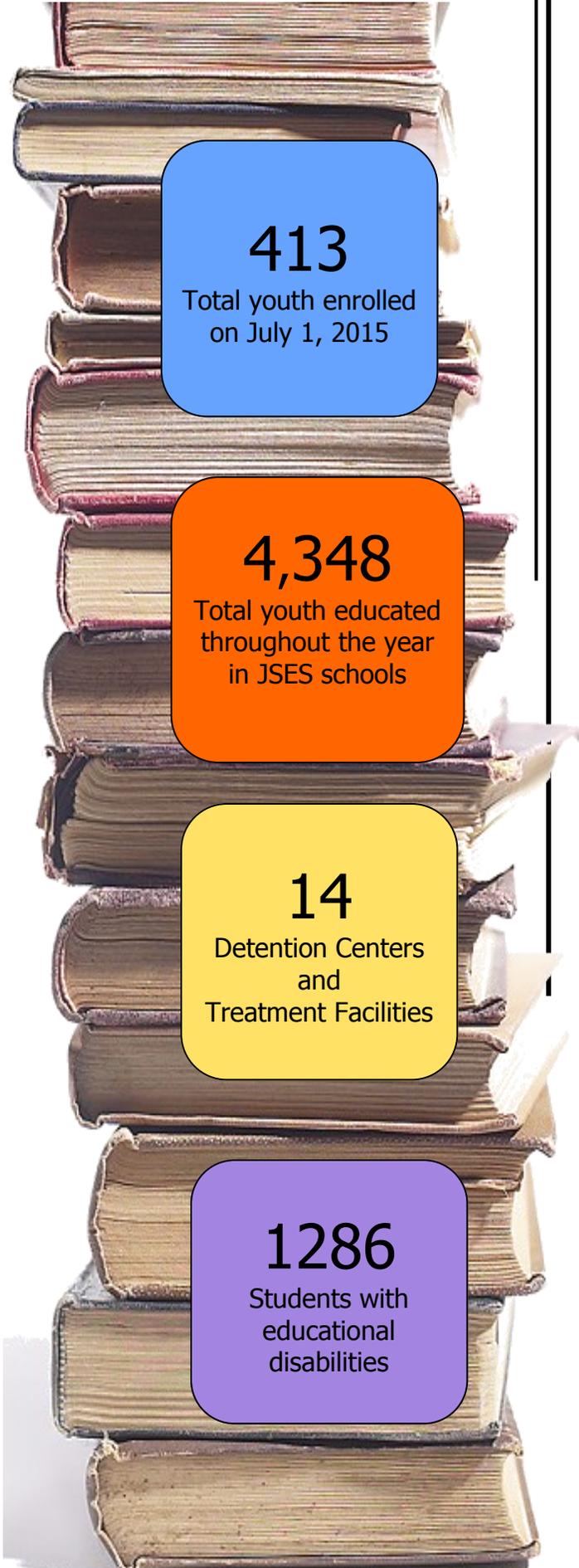
Statutory Requirements

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 Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under twenty-two years of age with a certified disability that constitutes an educational impairment.

Students

Approximately 4,400 youth were served by the MSDE Juvenile Services Education System during FY 2016 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 continued to reveal substantial achievement deficits in these key core academic areas. Additionally, approximately 1300 of the students served during FY 2016 had documented education disabilities. Of this total, 1047 students were enrolled in detention schools and 239 were enrolled in a treatment school. Of the almost 1300 students with disabilities, the majority were designated with an emotional disability. Given the average stay typically ranged from as short as 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 was evident.



413
Total youth enrolled
on July 1, 2015

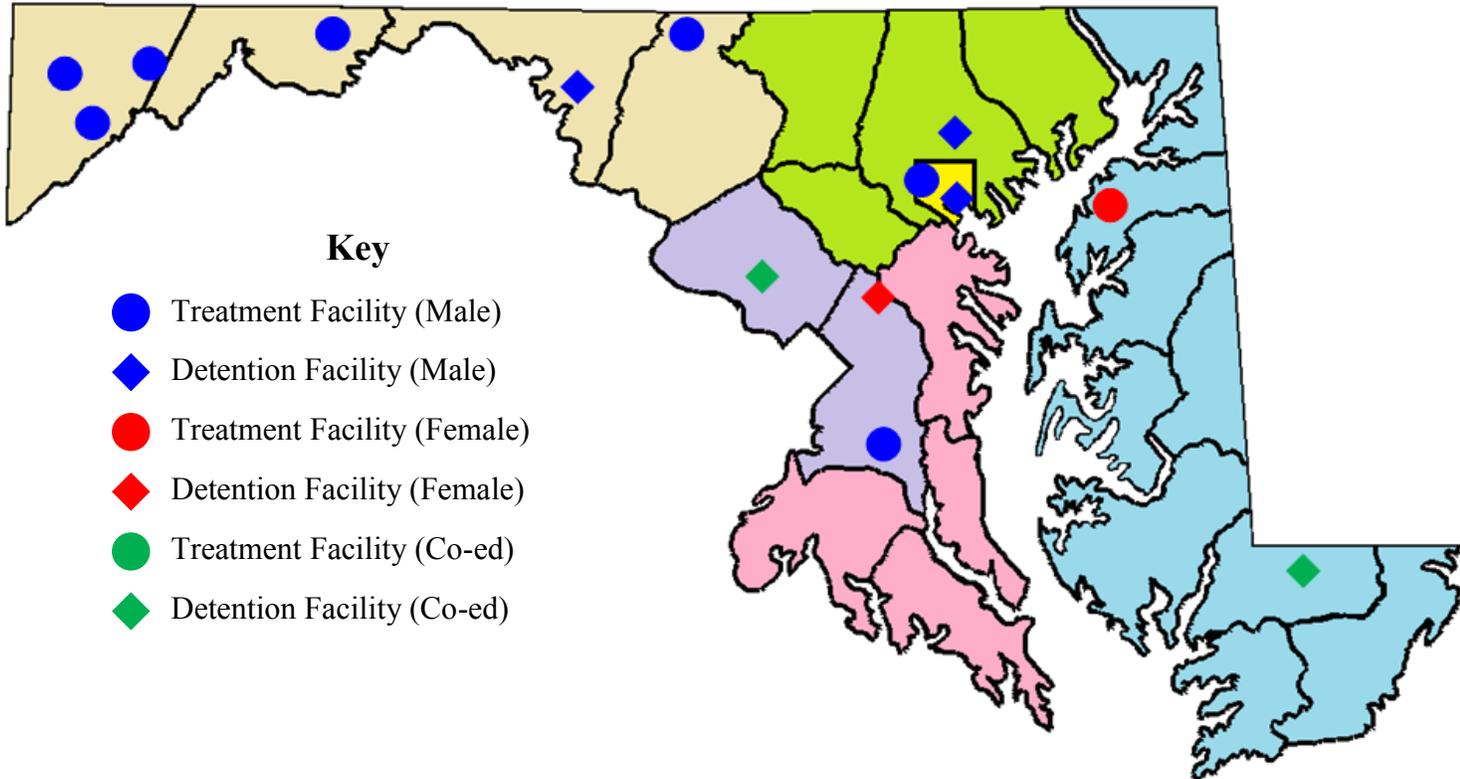
4,348
Total youth educated
throughout the year
in JSES schools

14
Detention Centers
and
Treatment Facilities

1286
Students with
educational
disabilities

JSES School Locations

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



Key

- Treatment Facility (Male)
- ◆ Detention Facility (Male)
- Treatment Facility (Female)
- ◆ Detention Facility (Female)
- Treatment Facility (Co-ed)
- ◆ Detention Facility (Co-ed)

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	Grantsville
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 (MSDE). JSES’s primary focus is to provide educational support to students and help them accrue credits toward graduation or receive a diploma by examination (GED). 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), School 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

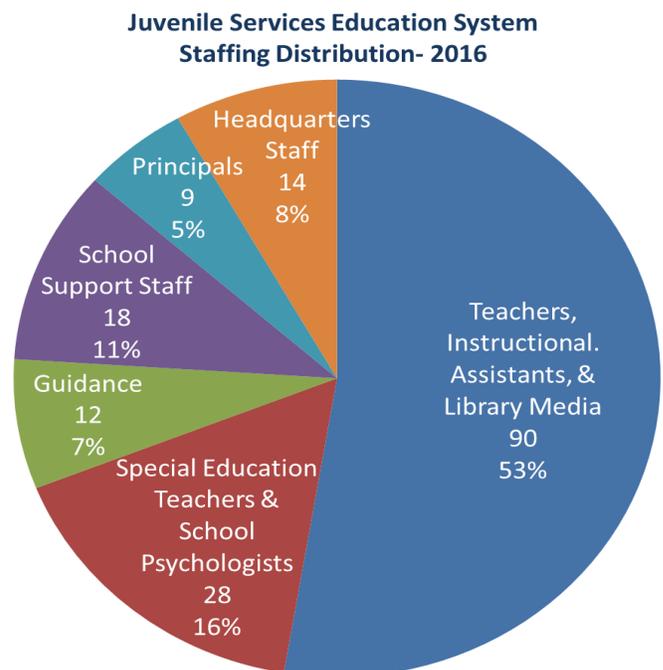
JSES collaborates with MSDE’s Office of Information Technology (OIT) staff and with the Department of Juvenile Services (DJS) OIT staff to ensure the system is provided access to the best available resources—from network access to new and evolving technology. Through on-going and systematic coordination with the JSES leadership and schools, MSDE OIT and JSES instructional technology staff provide support to ensure all JSES schools, staff, and students are able to access a variety of instructional software and applications.

Student Information System

JSES is a part of the State Longitudinal Data System. During FY 2016, JSES was in the second year of the full deployment of the comprehensive 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. The Core Content Lead group continued their work expanding the dedicated JSES curriculum as well as provided systemic professional development designed to extend and deepen instructional capacity in their respective core areas.



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.



The Path Toward Graduation

Credits Toward High School Graduation

The majority of students enrolled in JSES schools are 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 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 is used. All students are assessed when they enroll and after every thirty 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.

GED

For some students the path to a high school diploma is the GED program. During FY 2016, JSES had 59 students successfully obtain their high school diplomas through examination. It is important to note that this was slightly less than 30% increase over the percentage of students obtaining their high school diplomas through examination during FY 2015.

59
Students earned
a GED in
FY 2016

Instructional Programs

The Road to Employment

Career and Technology Education (CTE)

In FY 2016, JSES continued efforts to ensure the alignment of all the CTE classes to those offered within local school systems across the State, which allowed JSES students the ability to earn course credit and for those credits to be recognized by other school systems. The JSES CTE classes allows students to earn credits in different CTE pathways and offers courses in the following CTE Programs of Study:

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

Construction Trades – The Construction Trades course is aligned to the National Center for Construction Education and Research (NCCER) curriculum. 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 industry certificates in a variety of programs. CTE certification programs have been modified and/or expanded to best suit the needs of our students and facilities. Certifications at the various facilities include the following:

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

1510

Students earned
an industry
certification



Guidance and Counseling

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

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 System (JSES) ensures the provision of a free and appropriate public education for students with disabilities, in accordance with the Individuals with Disabilities Education Act (IDEA 2004), 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 staff, including the special education coordinator, special education compliance specialist, special education teachers, psychologists, school counselors, and contracted speech/language services, work diligently on a daily basis to ensure that a continuum of special education and related services are provided to students with disabilities.



Individualized Learning Plans

During FY 2016, 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, provided a detailed instructional plan for the youth containing goals and skills for which the student received intensive instruction during their enrollment period.

Instructional Technology

JSES Instructional Technology (IT) continued on-going collaborative efforts 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 was monitored and supported to ensure the daily effective, efficient, technology-rich educational programming to JSES students. *Network Maryland* made provisions for JSES schools to communicate over secure channels. This collaborative partnership ensured installation of an effective JSES network model.

Online Credit Recovery and Foreign Language

JSES implemented the use of APEX for credit recovery and original credit. Students are able to recover credits using an online option as well as take courses needed for graduation through a virtual option. Students who need to earn credits in a foreign language (Spanish, French, Chinese) have the opportunity to earn credits with a virtual teacher through Florida Virtual School.



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 during FY 2016 included the expansion of access to digital learning opportunities as well as the integration of digital learning within the classroom setting.

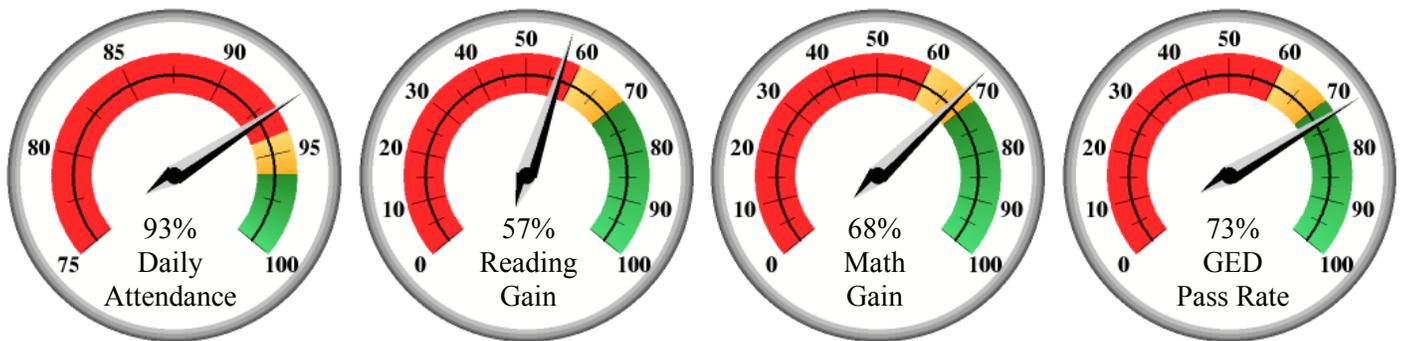
Outcomes and School Accountability

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 JSES’s goal to accelerate student achievement in preparation for successful return to the community. During FY 2016, baseline data of 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 2010 and remained in effect for FY 2016.

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 thirty days of enrollment.	60%	70%
Mathematics Gains	The percent of all tested students that demonstrated at least two months growth, on the Basic Achievement Skills Inventory (BASI) pre- and post-test in mathematics, for every thirty days of enrollment.	60%	70%
GED Pass Rate	The percent of students that completed the GED exam and earned a passing score on all four sections.	60%	70%

Statewide JSES School Performance



School Improvement (SI)

At the school level, continuous improvement efforts are led by the School Improvement (SI) Team which is usually chaired by a teacher. The team submits an annual School Improvement Plan (SIP) 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

85%
of youth in JSES
schools are in
detention centers

Maryland Juvenile Detention Centers

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

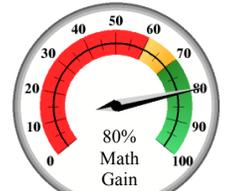
Charles H. Hickey, Jr. School



Type: Male Detention
Student Capacity: 72
Total Faculty/Staff: 20
Location: Baltimore County

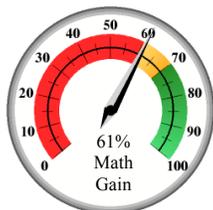
During FY 2016, Charles H. Hickey, Jr. School (CHHS) outcome data reflected an increase of 11% in math gains, with 80% of those students being post-tested after thirty days of enrollment in comparison to their FY 2015 post-testing outcome data. Six students were able to successfully obtain their high school diplomas through examination while attending CHHS in FY 2016.

Students participated in a Geography Challenge, came in second place in the annual Oratorical Contest, and joined several academic and athletic Changing Habits and Making Progressive Strides (CHAMPS) activities organized by DJS. There was also a focus this year on service to others, with students joining in several initiatives that resulted in their earning service-learning hours necessary for graduation.



Detention Center School Profiles

Lower Eastern Shore Children’s Center



Type: Co-ed Detention
Student Capacity: 24
Total Faculty/ Staff: 7.5
Location: Wicomico County

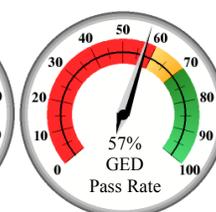
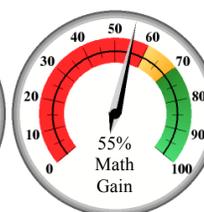
In FY 2016, the Lower Eastern Shore Children’s Center (LESCC) achieved a 96% attendance rate and 61% of students post-tested in mathematics demonstrated a two-month gain after thirty days of enrollment. The outcome data with regard to reading post-testing represented a 26% increase in comparison to FY 2015 data.



Students enrolled at LESCC during FY2016 participated in raising awareness and donations for the Water Project, which helps build wells in underdeveloped countries. Students earned .05 cents for earning a grade C, .10 cents for earning a grade B and .25 cents for earning a grade A, and at the end of the three week project they were able to donate \$240.00 to the Water Project organization. Students participated in ServSafe Training, Oratorical and Math Contests, and a live music event that enhanced their studies of African-American history’s affect on modern music.

Baltimore City Juvenile Justice Center

Type: Male Detention
Student Capacity: 120
Total Faculty/Staff: 24
Location: Baltimore City



During FY 2016, Baltimore City Juvenile Justice Center (BCJJC) students post-tested in mathematics after thirty days of enrollment demonstrated a 55% gain and a 91% attendance rate for the year. Students enrolled at BCJJC completed academic instruction resulting in the awarding of slightly more that 110 credits in core content.

Several students at BCJJC participated in GED testing, resulting in four students earning their GEDs in FY 2016. BCJJC students actively participated in activities during FY 2016 designed to provide recognition for positive behavior as identified through the holistic approach used by education and residential staff.

Detention Center School Profiles

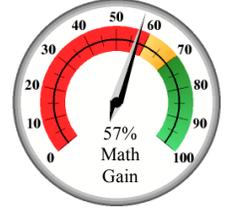
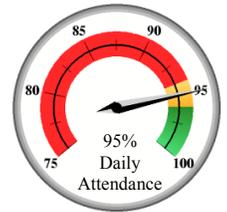
Western Maryland Children's Center



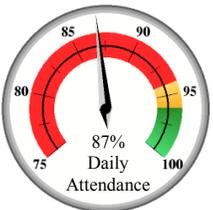
Type: Male Detention
Student Capacity: 24
Total Faculty/Staff: 6.5
Location: Washington County

The Western Maryland Children's Center (WMCC) achieved a 95% attendance rate during FY 2016. WMCC achieved a 100% pass rate for students successfully obtaining their high school diplomas by examination. Additionally, 57% of WMCC students post-testing in mathematics demonstrated two months' growth.

Students attending WMCC actively participated in DJS-sponsored Changing Habits and Making Progressive Strides (CHAMPS) competitions throughout FY 2016. Students participated in a service-learning project that resulted in students writing letters to military service persons and to residents of a local assisted living facility for the winter holiday season.



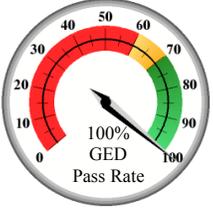
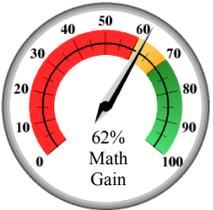
Cheltenham Youth Facility



Type: Male Detention
Student Capacity: 115
Total Faculty/Staff: 19
Location: Prince George's County



During FY 2016, 57% of students reading post-tested at Cheltenham Youth Facility (CYF) demonstrated gains and 62% of students post-tested in mathematics achieved two month gains. CYF attendance rate in FY 2016 was 87%. CYF achieved a 100% pass rate for students successfully obtaining their high school diploma by examination.



Students at CYF met with members of the Army, National Guard, and the Marines to discuss experiences and career opportunities. They were actively involved in the Nelson Mandela 67 Blankets Project, with 21 students earning service-learning hours for their participation.



Detention Center School Profiles

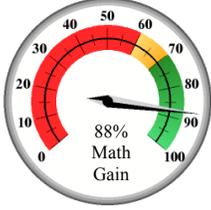
Thomas J. S. Waxter Children’s Center



Type: Female Detention
Student Capacity: 42
Total Faculty/Staff: 9
Location: Prince George’s County



Students attending Thomas J. S. Waxter Children’s Center demonstrated a 23% increase in mathematics gains as demonstrated through post-testing, four students successfully obtained their high school diplomas by examination, and the overall attendance rate was 86% during FY 2016. A 9% increase in reading gains over FY 2015 was noted as well.



During FY 2016, students at Thomas J. S. Waxter Children’s Center collectively earned over 1000 service-learning hours, crocheting donations for the 67 Blankets Project.

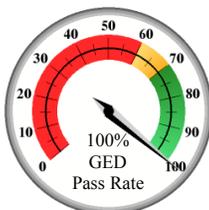
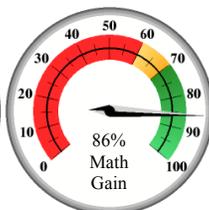


Alfred D. Noyes Children’s Center

Type: Co-ed Detention
Student Capacity: 57
Total Faculty/Staff: 11
Location: Montgomery County

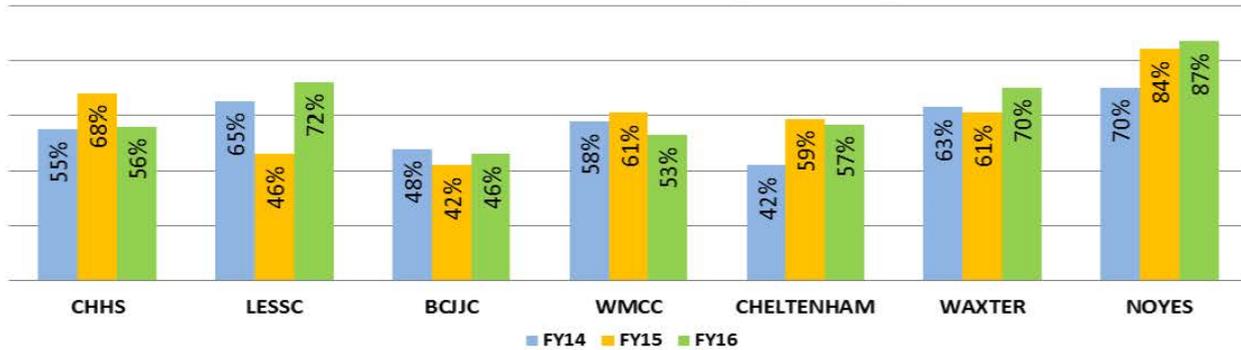
Students attending Alfred D. Noyes Children’s Center during FY 2016 demonstrated an 87% post-test gain in reading and 86% post-test gain in mathematics. In each of these instances, students increased their gains from FY 2015. Alfred D. Noyes Children’s Center students achieved a 95% attendance rate.

During FY 2016, Alfred D. Noyes Children’s Center awarded 156 CTE certificates in the areas of ServSafe, Green Technology Systems, Connect to Business and Computer Literacy. In spite of the school being closed for renovations for approximately four months, staff managed to facilitate the addition of two of the CTE offerings (Green Tech and ServSafe) and provided opportunities for students to earn service-learning hours within the school day.

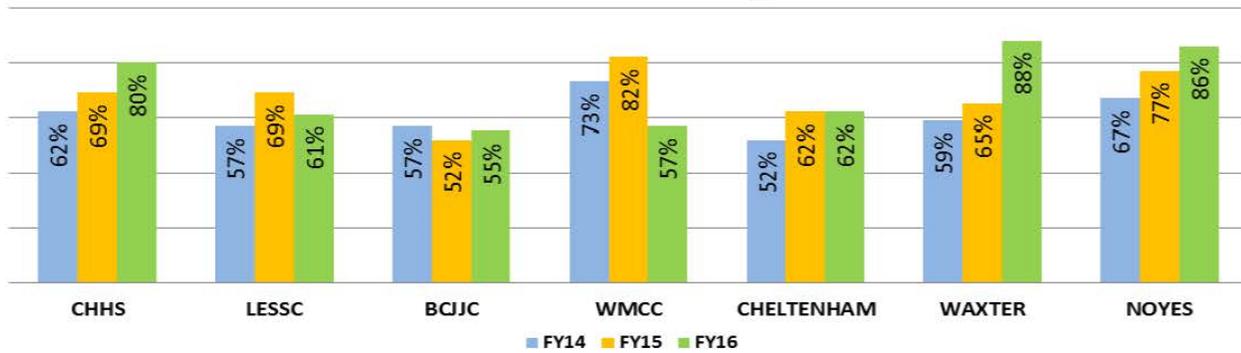


Detention Center School Outcome Trends

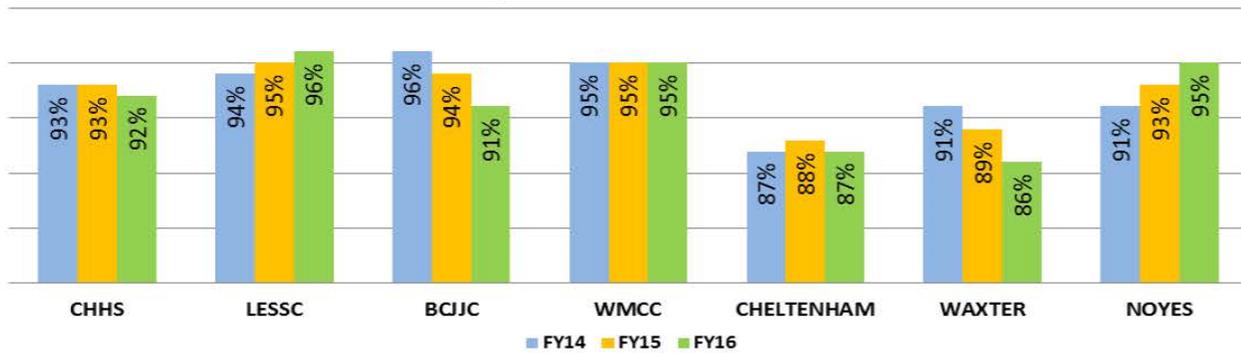
Percent of Students Meeting Reading Gains



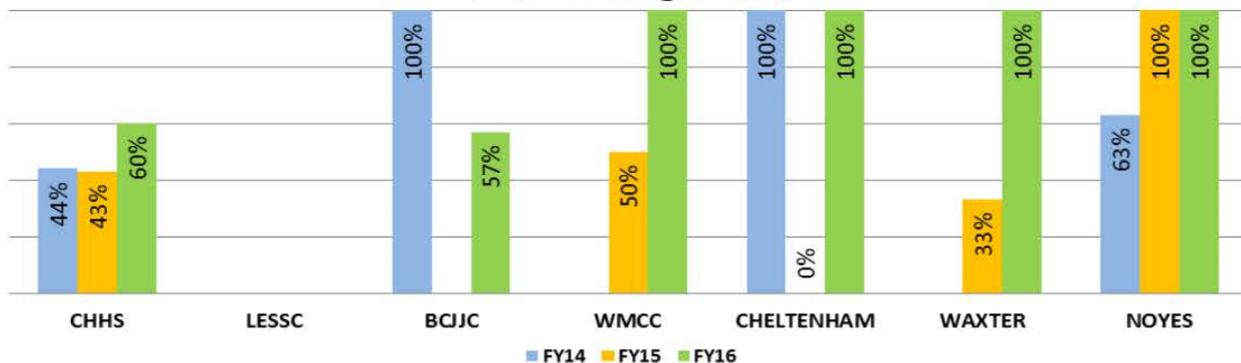
Percent of Students Meeting Math Gains



Daily Attendance Rates



GED Passing Rates



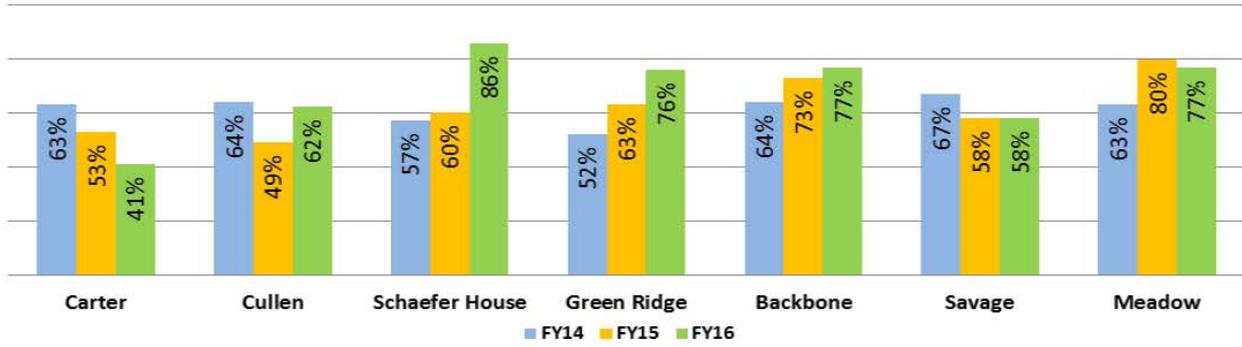
* No data indicate no students qualified to take the GED exam.

Treatment Facility School Outcome Trends

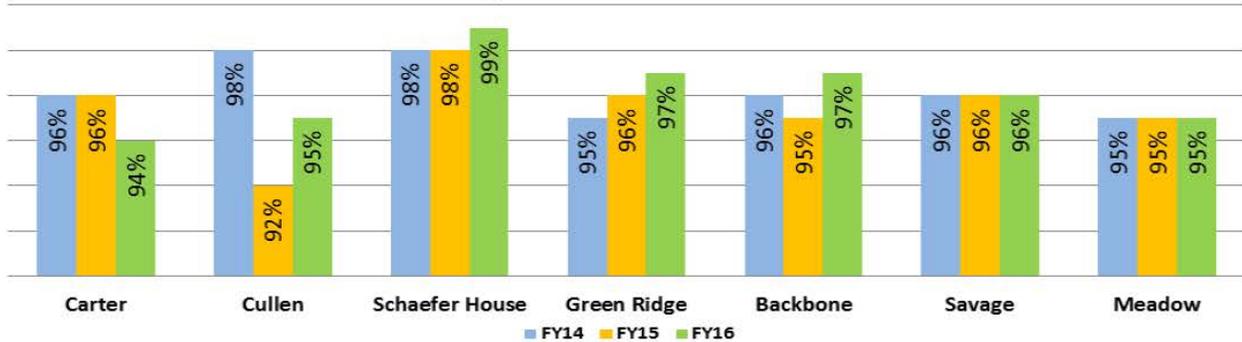
Percent of Students Meeting Reading Gains



Percent of Students Meeting Math Gains



Daily Attendance Rates



GED Passing Rates



Treatment Facility School Profiles

Treatment Facility Summary/ Review

15%
of youth in JSES
schools are in
treatment facilities

Maryland Out-of-Home Treatment Facilities

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

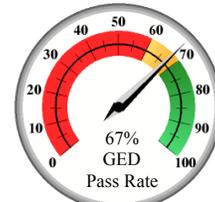
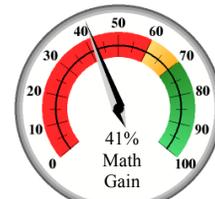
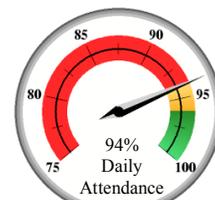
J. DeWeese Carter Center

Type: Female Treatment
Student Capacity: 14
Total Faculty/Staff: 5.5
Location: Kent County



The students attending J. DeWeese Carter Center during FY 2016 continued to demonstrate a 94% attendance rate. Four students at J. DeWeese Carter Center were able to successfully obtain their high school diplomas by examination. Additionally, students increased their reading gains by 16%.

Students attending J. DeWeese Carter Center participated in Mathematics and Oratorical Contests, a Spelling Bee and experienced guest speakers discussing Victim Awareness, Substance Abuse, and U.S. Air Force recruitment. Several students have worked with staff from Chesapeake College, assisting with application and resume completion. OSHA 10 training was offered three times a year, as was ServSafe.



Treatment Facility School Profiles

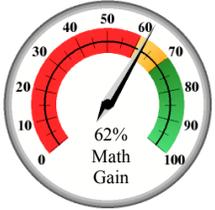
Victor Cullen Center



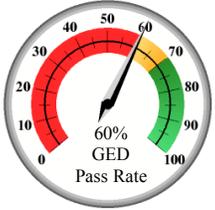
Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 13
Location: Frederick County



Twelve students attending Victor Cullen Center during FY 2016 were able to successfully obtain their high school diplomas through examination. Students were able to demonstrate significant mastery of core content and earn a total of 170.5 credits for coursework taken, while increasing their attendance rate by 3% during FY 2016 in comparison to FY 2015.

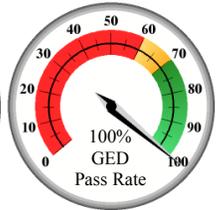
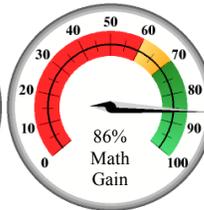


Students enrolled at Victor Cullen Center during FY2016 enjoyed involvement in several activities such as a poster contest for Black History Month and a Jeopardy-style competition to learn essential historical facts and events. They actively worked to earn certificates for ServSafe and OSHA 10.



William Donald Schaefer House

Type: Male Treatment
Student Capacity: 19
Total Faculty/ Staff: 6
Location: Baltimore City



Students attending William Donald Schaefer House (WDSH) during FY 2016 achieved a 99% attendance rate while obtaining a 68% gain in reading and a 86% gain in mathematics post-testing outcome measures. Additionally, two students successfully obtained their high school diplomas by examination during FY 2016.



WDSH closed its doors in May, but not before students were able to participate in several activities around their earning service-learning hours. Their involvement working at a local orchard to bring fruit to a neighboring food bank provided students with an excellent opportunity to give back to their community members in need. They also earned second place in the annual CHAMPS Spelling Bee.

Treatment Facility School Profiles

Meadow Mountain Youth Center

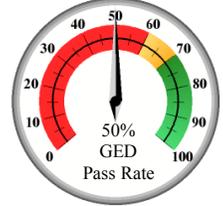
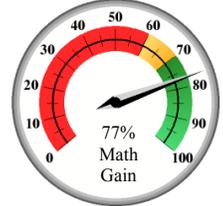
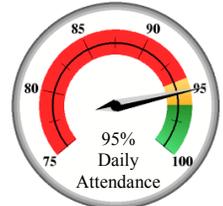


Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 8.5
Location: Garrett County

Two youth attending Meadow Mountain Youth Center (MMYC) successfully obtained their high school diplomas through examination during FY 2016.

Additionally, 77% of students who were post-tested demonstrated mathematics gains and the average attendance rate was 95% in FY 2016.

Students at Meadow Mountain Youth Center had the opportunity to engage in gardening and greenhouse activities as well as continued involvement in projects supporting the Maryland Department of Natural Resources. Students earned service-learning hours through involvement in projects such as corresponding with Friends Aware, sending cards to veterans in the Martinsburg, VA Hospital for Veteran's Day, placing flags on the graves of veterans, and assisting with a collection drive for a local shelter.



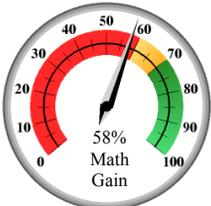
Savage Mountain Youth Center



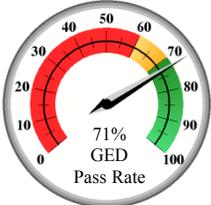
Type: Male Treatment
Student Capacity: 36
Total Faculty/Staff: 7
Location: Allegany County



Students attending Savage Mountain Youth Center (SMYC) achieved a 96% attendance rate. Five students successfully obtained their high school diplomas through examination. Students demonstrated a 13% increase in reading gains and 32% increase in the GED pass rate for FY 2016.

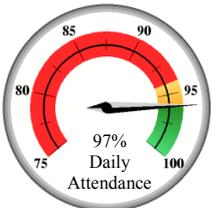


SMYC received a mini-grant from the Chesapeake Bay Trust Foundation that provided experiences in environmental science, with a focus on eco-restoration. Students participated in competitions involving public speaking, mathematics and spelling contests and collectively earned 329 service-learning hours. Students earned industry recognized certificates in OSHA 10, ServSafe, Flaggers, and C-Tech.



Treatment Facility School Profiles

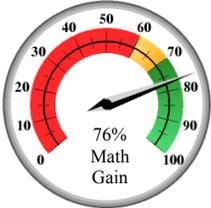
Green Ridge Youth Center



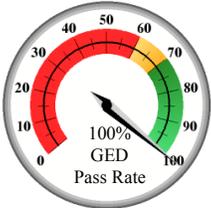
Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 10
Location: Allegany County



Five students attending Green Ridge Youth Center successfully obtained their high school diplomas through examination during FY 2016.



Students at Green Ridge Youth Center also demonstrated a 76% gain in mathematics post-testing data outcomes. Green Ridge Youth Center students achieved a 97% attendance rate during FY 2016.



Green Ridge Youth Center students focused on celebrating diversity during FY 2016, with studies centered around Women’s Equity, Black History, and Hispanic Heritage. Students experienced a field trip to the Antietam Battle field and participated in service-learning projects such as placing flags on the graves of veterans for Veteran’s Day.



Backbone Mountain Youth Center

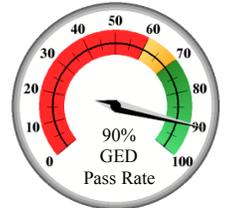
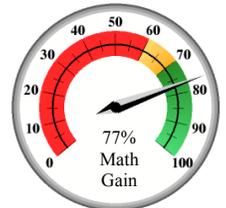


Type: Male Treatment
Student Capacity: 48
Total Faculty/ Staff: 10
Location: Garrett County

During FY 2016, students attending Backbone Mountain Youth Center (BMYC) achieved a 97% attendance rate and a 77% gain in mathematics post-test outcome data. Nine students successfully obtained their high school diplomas

while attending Backbone Mountain Youth Center during FY 2016.

Students completed service-learning projects, including 67 Blankets for Mandela, resulting in their earning 71 service-learning hours. They participated in OSHA 10, C-Tech, ServSafe, and Flagger occupational training. BMYC received a mini-grant from the Chesapeake Bay Trust Foundation that provided experiences in environmental science, with a focus on eco-restoration. BMYC continued to partner with Garrett College to allow students to attend classes on campus to initiate their college careers.



Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the Juvenile Services Education System (JSES) during fiscal year 2016. Since the creation of the JSES in 2004, JSES staff across the State have focused daily on providing students who reside in the Department of Juvenile Services' facilities access to rigorous and relevant educational opportunities. It is through these continuing efforts shared in this report, as well as with the support of the Governor and the General Assembly, that educational needs are met in a consistent and effective manner.