



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

October 10, 2019

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

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

The Honorable Adrienne A. Jones
H-101, State House
100 State Circle
Annapolis, Maryland 21401-1991

Re: 2019 Coordinating Council for Juvenile Services Education Report (MSAR #2538 and #8054)

Dear Governor Hogan, President Miller, and Speaker Jones:

In accordance with § 22-306 of the Education Article of the Annotated Code of Maryland, please find attached the Fiscal Year 2019 report of the Education Coordinating Council for Juvenile Services Educational Programs.

In FY 2019, the Juvenile Services Education System continued administering the education programs in 13 Department of Juvenile Services' residential facilities. These facilities include: Alfred D. Noyes Center (Rockville), Backbone Mountain Youth Center (Swanton), Baltimore Juvenile Justice Center (Baltimore), Charles H. Hickey School (Parkville), Cheltenham Youth Facility (Cheltenham), Green Ridge Youth Center (Flintstone), J. DeWeese Carter Center (Chestertown), Lower Eastern Shore Children's Center (Salisbury), Meadow Mountain Youth Center (Grantsville), Savage Mountain Youth Center (Lonaconing), Thomas J.S. Waxter Center (Laurel), Victor Cullen Center (Sabillasville), and Western Maryland Children's Center (Hagerstown). As the 2019 annual report illustrates, the Juvenile Services Education System oversight of these educational programs has provided students with access to quality instruction which has resulted in students obtaining credits that could transfer back to their local schools. Students were also provided access to career and technical certifications, diploma by examination, and post-secondary education.

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 any questions about this report or need additional information, please contact Tiffany Clark, Director of Government Relations, at 410-767-0090 or by email at tiffany.clark1@maryland.gov.

Best Regards,

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

c: Sarah Albert (DLS Library — 5 copies)



The Education Coordinating
Council



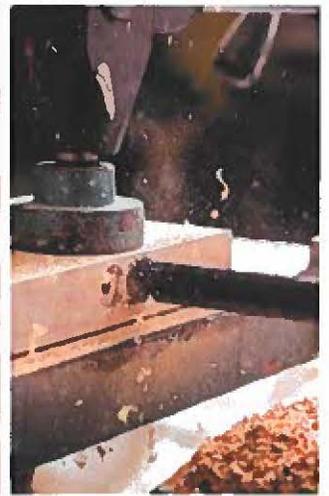
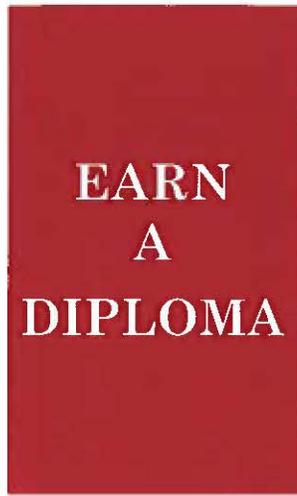
Maryland State Department of Education

**Juvenile Services
Education System**

Annual Report
2019

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

Established in 2004

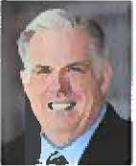




Karen B. Salmon, Ph.D.
State Superintendent of Schools



Bridadier General Warner I. Sumpter, USA, Ret.
President, Maryland State Board of Education



Larry Hogan
Governor



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JSES

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

VISION

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

MISSION

Therefore, our mission is to provide:

- **Relevant learning** that students can apply to their lives and future goals.
- **Rigorous academics** that challenge them to learn and grow.
- **Rewarding opportunities** for post-secondary experiences.
- **Respectful learning environment** that supports a comprehensive and holistic approach to academics, social, and emotional growth that is a comprehensive approach to serving the whole child.



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History

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

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

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

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

The Council met on November 28, 2018, and reviewed the JSES' accountability outcome data for FY 2018 involving academic gains, attendance, and Maryland diploma completions. A new vision and mission statement was approved by the Council, as well as, a new policy guidelines and template. Members received updates on FY 2018 JSES initiatives. Updates included:

- Chapter 565 of Articles of 2018 (HB 1607)
- Post-Secondary Education
- Facility Updates
- Staffing Updates

Additionally, the Council met on May 8, 2019 and received updates on:

- Florida State University Partnership
- New Student Clubs
- New Teacher and Staff of the Year Process and Implementation
- Curriculum updates

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.

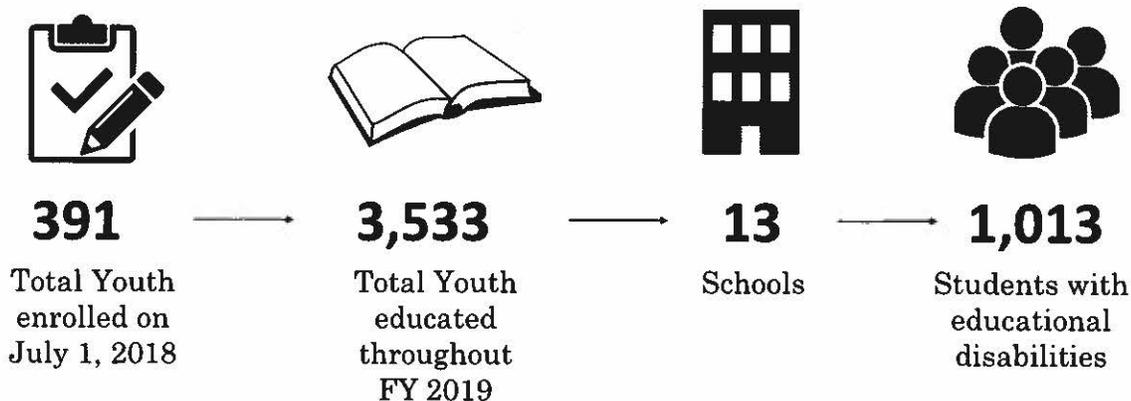
Students

Approximately 3,533 youth were served by the MSDE Juvenile Services Education System during FY 2019 operating at:

- Alfred D. Noyes Center (Noyes)
- Backbone Mountain Youth Center (Backbone)
- Baltimore City Juvenile Justice Center (BCJJC)
- Charles H. Hickey, Jr. School (Hickey)
- Cheltenham Youth Detention Center (Cheltenham)
- Green Ridge Youth Center (Green Ridge)
- J. DeWeese Carter Center (Carter)
- Lower Eastern Shore Children's Center (LESCC)
- Meadow Mountain Youth Center (Meadow)
- Savage Mountain Youth Center (Savage)
- Thomas J.S. Waxter Center (Waxter)
- Victor Cullen Center (Cullen)
- Western Maryland Children's Center (WMCC)

During FY 2019, 1,013 of the students served had documented education disabilities. Of this total, 845 students were enrolled in detention schools and 168 were enrolled in treatment schools.

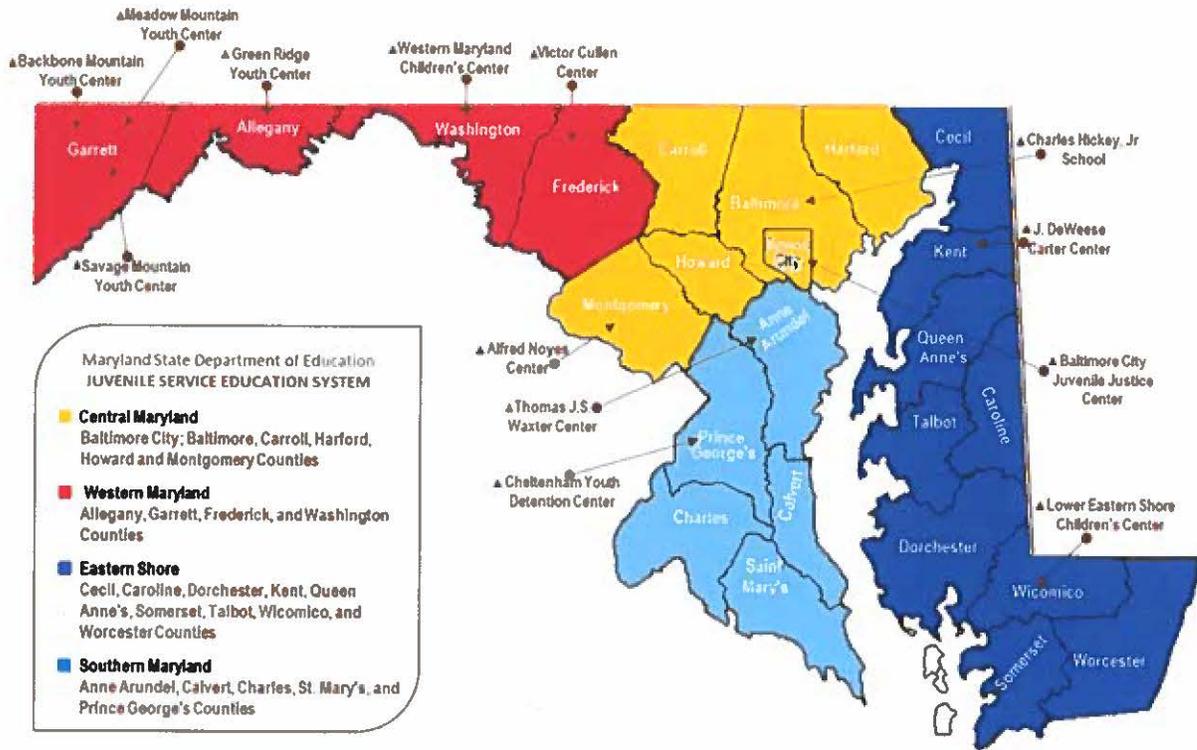
Of the 1,013 students with disabilities, the majority were designated with an emotional disability. The average stay typically ranged from 38 days in detention to 84 days in treatment schools. The average stay per facility can be found on the school profile pages. The unique instructional challenges illustrated by this population necessitated the need for effective and well-planned instruction.



The data above only includes students enrolled between July 1, 2018 and June 30, 2019.

Locations

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

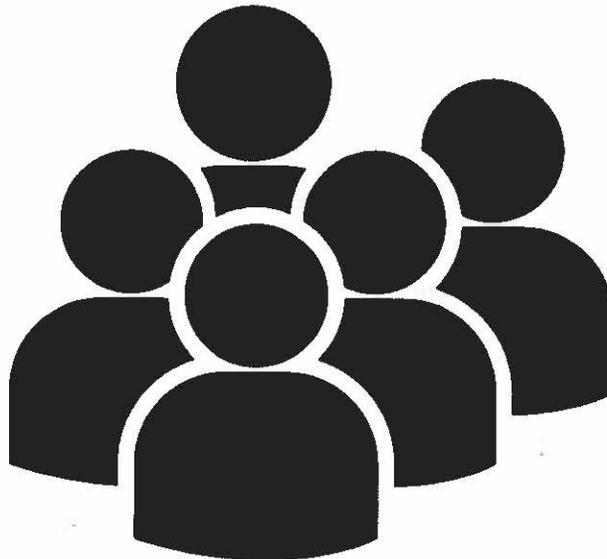
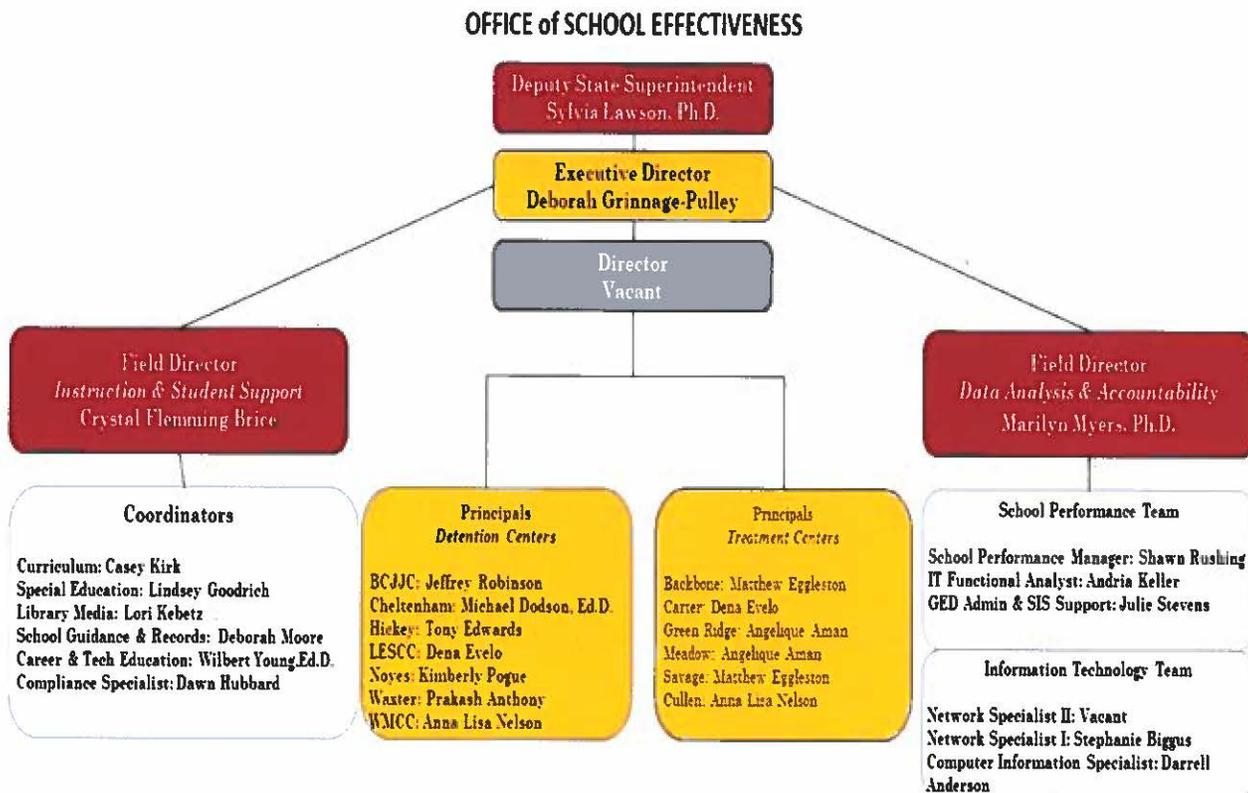


Facility	Location	County	Type
Central Maryland			
BCJJC	Baltimore	Baltimore City	Male Detention Center
Hickey	Parkville	Baltimore County	Male Detention Center
Noyes	Rockville	Montgomery County	Co-ed Detention Center
Eastern Shore			
Carter	Chestertown	Kent County	Female Treatment Center
LESCC	Salisbury	Wicomico County	Co-ed Detention Center
Western Maryland			
Backbone	Swanton	Garrett County	Male Treatment Center
Green Ridge	Flintstone	Allegany County	Male Treatment Center
Meadow	Grantsville	Garrett County	Male Treatment Center
Savage	Lonaconing	Garrett County	Male Treatment Center
Cullen	Sabillasville	Frederick County	Male Treatment Center
WMCC	Hagerstown	Washington County	Male Detention Center
Southern Maryland			
Cheltenham	Cheltenham	Prince George's County	Male Detention Center
Waxter	Laurel	Anne Arundel County	Female Detention Center

System Administration

Organization

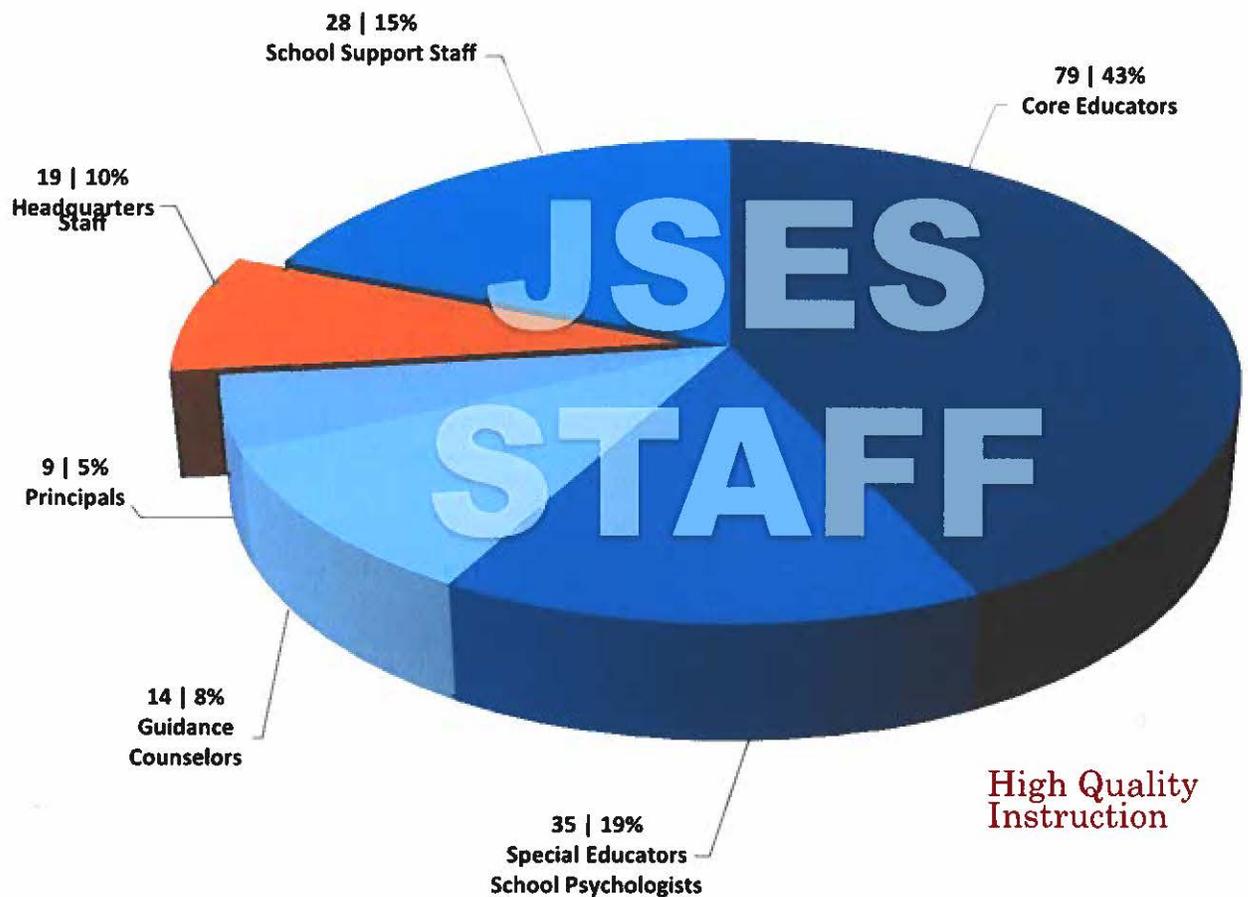
The JSES is part of the Office of School Effectiveness within the MSDE. The JSES's primary focus is to provide educational support to students and assist them to accrue credits toward graduation or receive a diploma by examination (GED).



System Administration

Professional Development

The JSES provide five system-wide professional learning opportunities each year designed to increase educator capacity and proficiency in order to increase student achievement. System-wide professional learning sessions are led by the JSES headquarters staff, content leads, the MSDE specialists, and other high quality educational leaders. Professional learning topics include trauma-informed care, best practices, facilitating difficult discussions, and IEP implementation. There are at least 18 days of school-based professional learning days, which allows school administrators to provide training to meet the needs of their school staff.



High Quality Instruction

*The above graphic reflects all JSES Staff.

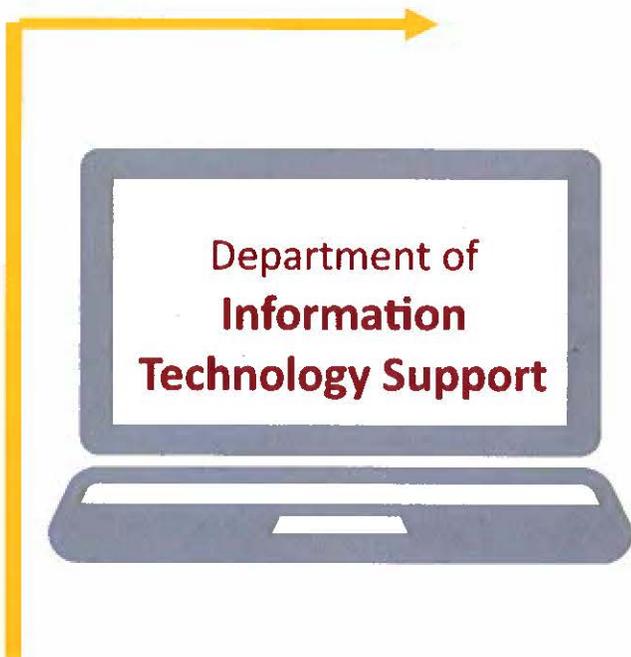
Technology

Instructional Technology

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

Student Information System

The JSES is in its third year utilizing PowerSchool as the student information system (SIS). Our SIS provides real time analytics based on student performance, creates report cards, transcripts, and progress reports, performs progress monitoring, gradebook, attendance, reports and state standardized exams, notifies teachers of new Individualized Education Plans (IEP), English Language Learners (ELL), and 504 students, and allows us to identify trends in student population and demographics to report to federal and state agencies.



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

Student Support

Guidance and Counseling

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

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

SET GOALS

- 1.
- 2.
- 3.



Special Education

The MSDE JSES provides a free and appropriate public education (FAPE) to students with disabilities in accordance with the Code of Maryland Annotated Regulations (COMAR) and the Individuals with Disabilities Education Act (IDEA). The JSES students with disabilities receive specially designed instruction geared towards closing existing achievement gaps between students with disabilities and their non-disabled peers in the least restrictive environments (LRE).

The MSDE/JSES is committed to educating students with disabilities within the DJS setting. This commitment includes providing instruction to students in the LRE with the services and supports needed to facilitate access to the general education curriculum, access to rigor, and access to skill attainment to promote positive post-secondary outcomes. Students enrolled in the JSES schools are provided instruction in core content areas, as well as, access to designated career technology education courses in alignment with the Maryland CCRS. All coursework is comparable to coursework offered within the other 24 local school systems in Maryland.

Instructional Programs

Library Media

The JSES Library Media Program, through collaboration with the MSDE DOIT and the JSES IT staff, engaged in planning to increase and enhance the use of technology. The collaboration provided the opportunity for school librarians, together with classroom instructors, enhancement of skills designed to extend the content area curriculum through the use of virtual resources. On-going library media efforts during FY 2019 included the expansion of access to digital learning opportunities, as well as, the integration of digital learning within the classroom setting. Carter and Noyes libraries were renovated and updated with books and furniture during the school year.

Service-Learning

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

GED

For some students, the path to a high school diploma is the GED process. During FY 2019, the JSES had 85 students successfully obtain their high school diplomas through examination.

85 students earned a GED in FY 2019



Instructional Programs

Career and Technology Education (CTE)

The JSES offers three CTE pathways for students, including Business Administrative Services, Career Research and Development, and Construction Trades Professions. Successfully completing the courses in sequence will provide the JSES students with a completer program recognized in the other local school systems. The JSES CTE classes allow students to earn credits in different CTE pathways and offers courses in the following CTE Programs of Study:

Business Administrative Services

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

Career Research and Development (CRD)

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

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

- NCCER Core
- OSHA 10
- IC3 (Internet and Computing Core)
- C-Tech Certificates
- Customer Service and Sales
- Flagger
- Servsafe



Instructional Programs



Credits Toward High School Graduation

The majority of students enrolled in the JSES schools are over-aged and under-credited based on their educational placement. By offering courses aligned to the Maryland College and Career Ready 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		

Blended Learning and Online Instruction

The JSES has implemented the use of online course providers to offer credit recovery, original credit opportunities, and blended learning for students. Online credit recovery provides students the option to re-take courses in order to obtain mastery of courses needed for graduation credits. Students may also complete courses for original credit that may not be offered face-to-face in a JSES school, such as Spanish and Health. A blended learning approach ensures personalized learning and engagement for students.

Outcomes and School Accountability

School Accountability

Data critical to the JSES is collected throughout the fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. A program improvement initiative was established under the direction of the Education Coordinating Council for Juvenile Services Education. Each school is held accountable for making progress toward achieving satisfactory/excellent levels of performance in four key areas: attendance, reading gains, mathematics gains, and GED test pass rate. These areas reflect the JSES’s goal to accelerate student achievement in preparation for successful return to the community. During FY 2019, the number of academic credits and CTE certificates students obtained while in JSES, as well as the passing rate for GED subtests, continues to be collected. The standards noted in the table below were approved by the Council in FY 2010 and remained in effect for FY 2019.

Key Performance Area	Description	Satisfactory	Excellent
Attendance	The percent of enrolled students in school during each class period of the day.	94%	96%
GED Pass Rate	The percent of students that completed the GED exam and earned a passing score on all four sections.	60%	70%
Reading Gains and Mathematics Gains	<p>The JSES completed the Request for Proposal (RFP) process for a web-based assessment in the 2019 school year. However, there were no bids due to the DoIT security requirements. Prior to 2019, Pearson provided the Basic Academic Skills Inventory (BASI) tests to the JSES on a dongle device*, similar to a thumb drive. In 2018 when school technology infrastructure was updated, there was an inability to use the tests in the format that Pearson uses and Pearson no longer supports the tests on the device. The JSES staff completed the research to find more effective measures of academic learning gains in reading and math.</p> <p>*dongle-a small device able to be used with a computer to allow the use of protected software.</p>	60%	70%

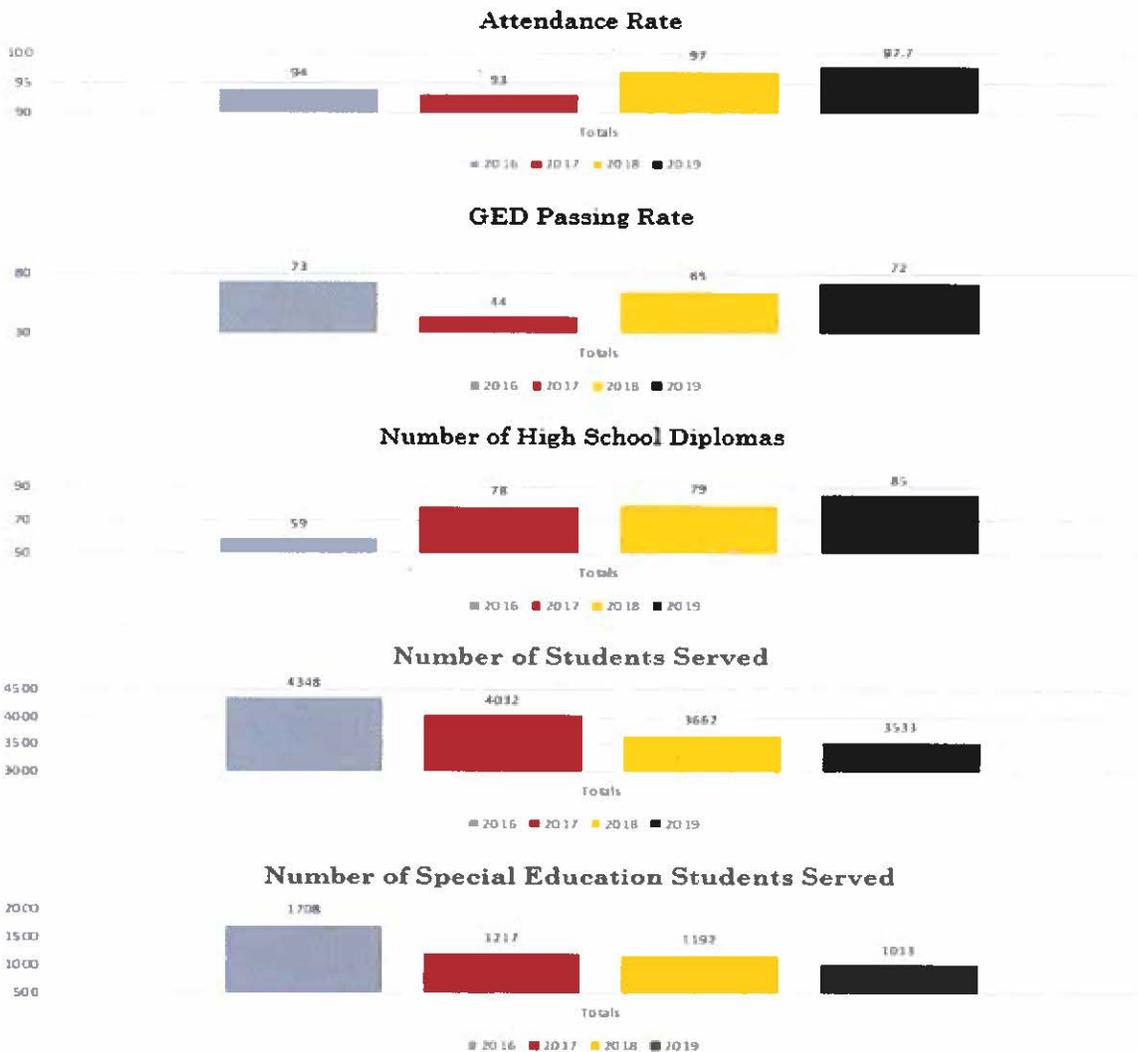
Outcomes and School Accountability

State-Wide JSES School Performance

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

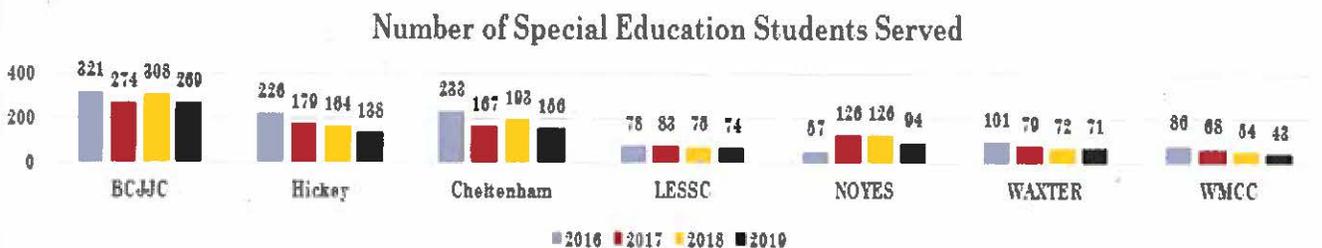
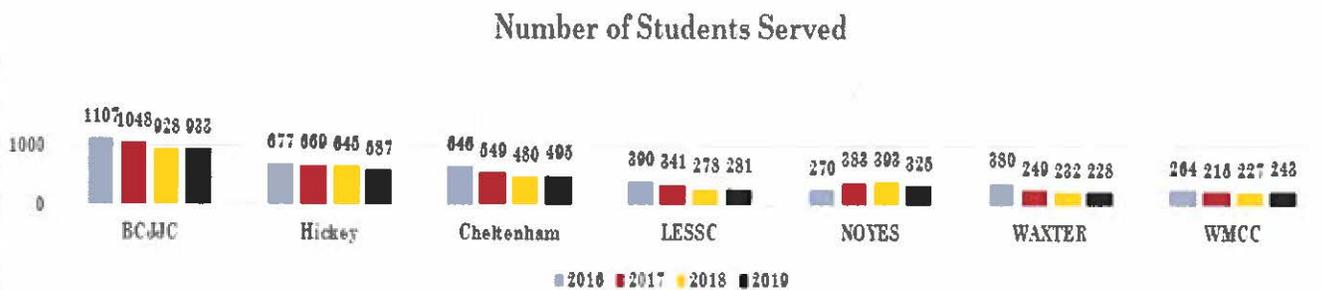
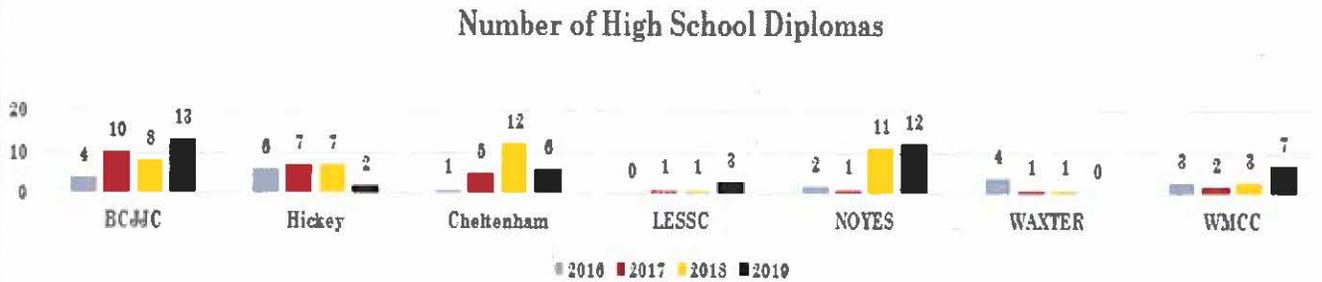
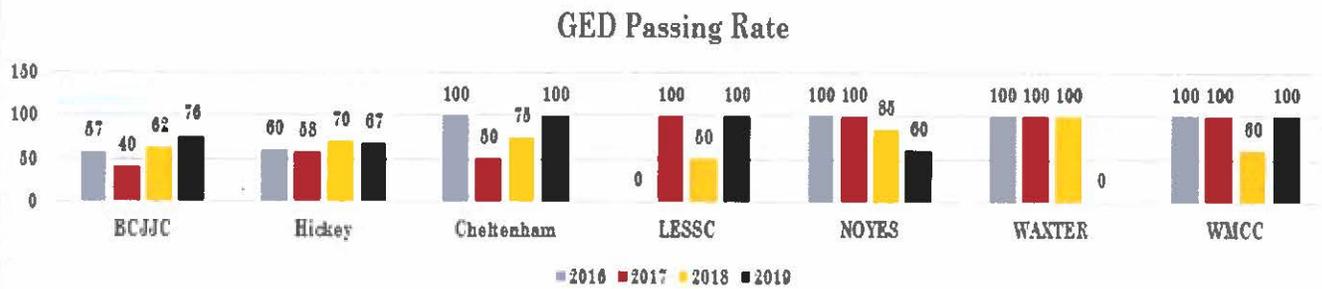
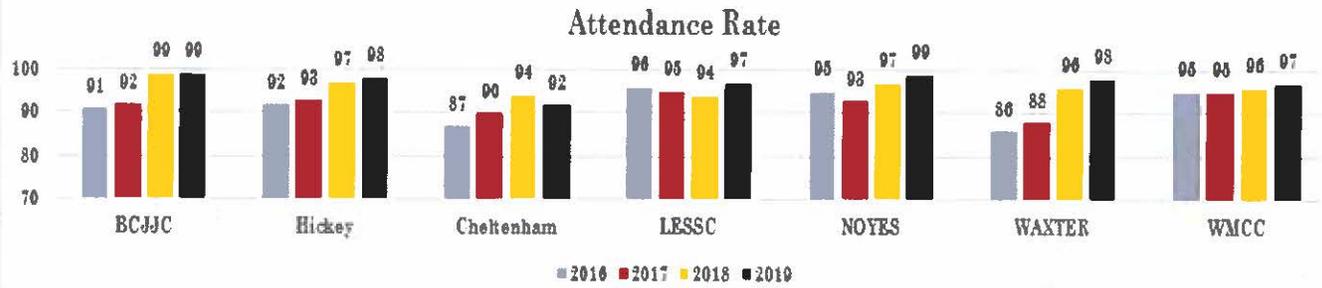
Data Quality

The JSES data is reported in two formats. The SIS is used to retrieve student data outcomes such as attendance, grades, and credits. All JSES schools also submit a monthly report that covers various data points, one of which is post-secondary information. All data is reviewed and analyzed weekly, discussed on a quarterly basis with program leadership to inform school performance, and reported at the end of each fiscal year as school performance measures.



School Profiles

Detention Center Summary



School Profiles

Alfred D. Noyes Center (Noyes)



Type: Co-Ed Detention
Student Capacity: 57
Total Faculty/Staff: 10
Location: Montgomery County
Average Length of Stay: 35 Days

During FY 2019, Alfred D. Noyes Center (Noyes) served approximately 325 students. Twelve students earned their high school diplomas through examination. Noyes also had two students participate in post-secondary education program through online college opportunities.

Student Academics:

Students earned a total of 18 high school credits. In addition, students earned 69 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

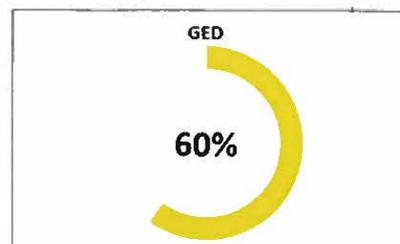
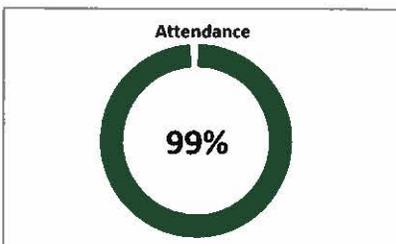
Student Clubs and Events:

Students completed 120 hours of service learning hours toward their required goal for graduation. Students celebrated Hispanic Heritage Month in October 2018. Activities throughout the prior weeks included a study of Hispanic culture with activities involving poetry, literature, and creative artwork. Noyes held the sixth annual Career Fair on March 22, 2019. During the fair, students interacted with education and training representatives, as well as, community partners. Noyes' students submitted twenty poems into Words Unlocked, a nationwide contest and month long poetry initiative. Students logged 143 hours of reading in four weeks for the Unbound month long reading initiative sponsored by Scholastic. A student from Noyes placed third in the state-wide STEM Bucket Challenge sponsored by DJS CHAMPS (Changing Habits and Making Progressive Strides) academic activities.

Strategic Goals:

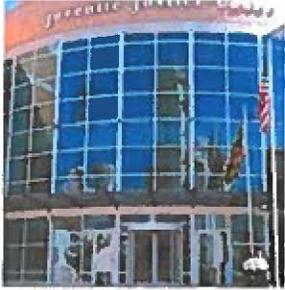
Noyes maintained a 99% attendance rate.

Noyes was able to successfully graduate 12 students through the GED process. The 60% GED passing rate met the 60% satisfactory rate expectation.



School Profiles

Baltimore City Juvenile Justice Center-BCJJC



Type: Male Detention
Student Capacity: 120
Total Faculty/Staff: 27
Location: Baltimore City
Average Length of Stay: 46 Days

During FY 2019, Baltimore City Juvenile Justice Center (BCJJC) served approximately 933 students and 13 students earned their high school diplomas through examination.

Student Academics:

Students earned a total of 124 credits. In addition, students earned 342 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

Student Clubs and Events:

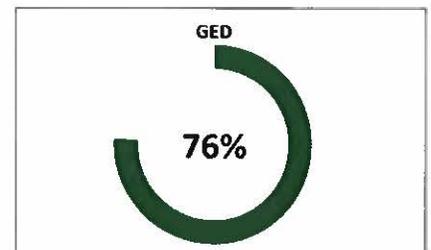
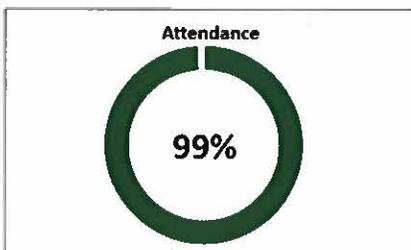
Youth Works applications were completed by 31 students and verified by staff for accuracy. These students then participated in job interviews. Quarterly, students were offered the opportunity to attend a driver's education orientation. Students listened to a variety of guest speakers, and/or informational sessions, to help promote future growth in various aspects of life. A student from BCJJC placed second in the Oratorical Contest and second in the STEM competition sponsored by DJS CHAMPS academic activities.

Strategic Goals:

BCJJC maintained a 99% attendance rate.

BCJJC was able to successfully graduate 13 students through the GED process.

The 76% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



School Profiles

Charles H. Hickey, Jr. School (Hickey)



Type: Male Detention
Student Capacity: 72
Total Faculty/Staff: 23
Location: Baltimore County
Average Length of Stay: 46 Days

During FY 2019, Charles H. Hickey School (Hickey) served approximately 587 students. Two students earned their high school diplomas through examination. Hickey had one student participate in post-secondary education program. Through online college opportunities.

Student Academics:

Students at Hickey earned a total of 103 credits. In addition, students earned 22 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

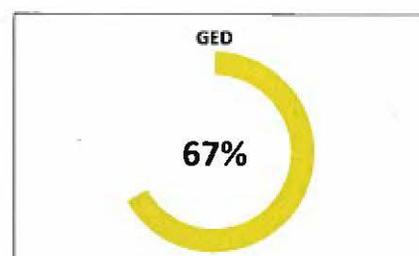
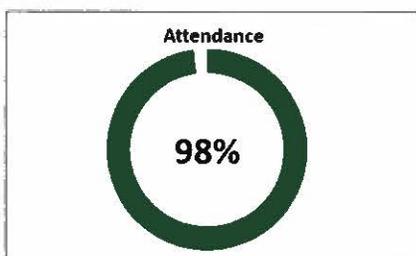
Student Clubs and Events:

Hickey hosted several guest speakers during the school year to encourage and motivate their students' academic and future goals. Through a partnership with Uncuffed Ministries, students were able to receive tutoring and mentorship for life skills. There were two new clubs offered to students during the school year that included the Chess Club and the Boys to Men mentoring group.

Strategic Goals:

Hickey maintained a 98% attendance rate.

Hickey was able to successfully graduate two students through the GED process. The 67% GED passing rate exceeded the 60% satisfactory and came close to meeting the 70% excellent rate.



School Profiles

Cheltenham Youth Detention Center (CYDC)



Type: Male Detention
Student Capacity: 72
Total Faculty/Staff: 19
Location: Prince George County
Average Length of Stay: 40 Days

During FY 2019, Cheltenham Youth Center (Cheltenham) served approximately 495 students. Six students earned their high school diplomas through examination.

Student Academics:

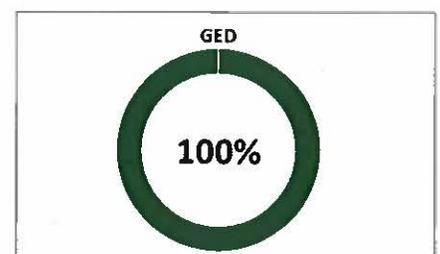
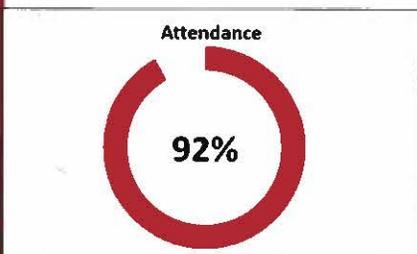
Students earned a total of 27 credits. In addition, students earned 184 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

Student Clubs and Events:

Students were able to listen to a guest speaker/author, John Bell, Jr., as well as, being mentored by individuals from the group “Concerned Black Men of America.” Students had the opportunity to participate in clubs, service learning groups, and intramural basketball leagues conducted after school hours. The Gardening Club provided opportunity for students to research soil and climate to identify most suitable vegetables for the area.

Strategic Goals:

Cheltenham maintained a 92% attendance rate.
 Cheltenham was able to successfully graduate six students through the GED process.
 The 100% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



School Profiles

Lower Eastern Shore Children's Center



Type: Co-Ed Detention
Student Capacity: 24
Total Faculty/Staff: 8
Location: Wicomico County
Average Length of Stay: 25 Days

During FY 2019, Lower Eastern Shore Children's Center (LESCC) served approximately 281 students and three students earned their high school diplomas through examination.

Student Academics:

Students earned a total of 32 credits. In addition, students earned 32 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects. Other certificates awarded included ServSafe and CPR/First Aid/AED training.

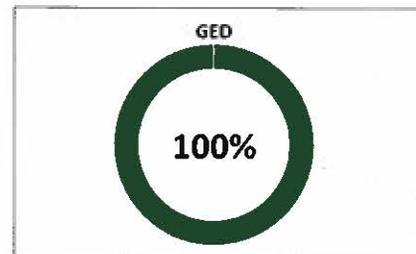
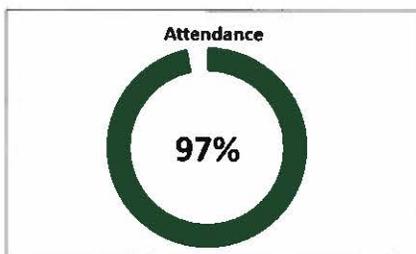
Student Clubs and Events:

In September 2018, LESCC held a College, Career, and Community Resources Fair. The Special Education transition coordinator and guidance counselor organized this event and worked with numerous outside agencies. The agencies provided students and staff with valuable information. LESCC hosted several guest speakers for Women's History and Victim's Awareness Week. The 2019 school year is the first year that LESCC has offered after school club opportunities for students. The clubs offered were the Chess Club, Financial Literacy, Phenomenal Women, and drum lessons.

Strategic Goals:

LESCC maintained a 97% attendance rate.

LESCC was able to successfully graduate three students through the GED process. The 100% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



School Profiles

Thomas J. S. Waxter Children's Center



Type: Female Detention
Student Capacity: 42
Total Faculty/Staff: 10
Location: Anne Arundel County
Average Length of Stay: 37 Days

During FY 2019, Thomas J.S. Waxter Children's Center (Waxter) served approximately 228 students. Waxter had four students participate in post-secondary education program through online college opportunities.

Student Academics:

Students earned a total of 43 credits. In addition, 189 certificates were earned in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

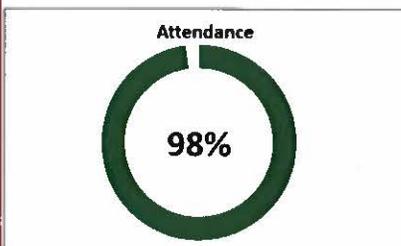
Student Clubs and Events:

Waxter hosted two post-secondary activities for students to learn about college opportunities. Frederick Community College and Baltimore City College both visited during the month of September. The girls also participated in the annual Waxter Career Fair and mock interviews for students took place in May. Guest speakers, community partners, and established business owners also visited the facility throughout the year. Teachers introduced numerous instructional and service learning projects during the year. Service learning projects included Breast Cancer Awareness Project, Wheelchair Blanket Project, Veterans Day Card, Thank You Letters for Veterans, Bully Short Stories Project, Dogs Chew Toys Project, Earth Day Project, Career Day Prep Activity, and Memorial Day Posters. Two girls from Waxter placed in various DJS CHAMPS academic activities. A student won first place in the oratorical contest held at Cheltenham Youth Facility and a second student won second place at the oratorical contest held in Annapolis.

Strategic Goals:

Waxter maintained a 98% attendance rate.

Waxter was able to provide post-secondary education to four students during the school year through online college opportunities.



No students tested at Waxter for the GED in the FY 2018-2019.

School Profiles

Western Maryland Children's Center



Type: Male Detention
Student Capacity: 24
Total Faculty/Staff: 7
Location: Washington County
Average Length of Stay: 35 Days

During FY 2019, Western Maryland Children's Center (WMCC) served approximately 243 students and seven students earned their high school diploma through examination.

Student Academics:

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

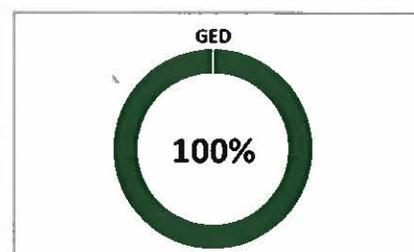
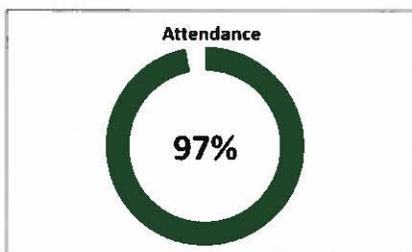
Student Clubs and Events:

Students at WMCC facilitated projects including, weaving sleeping pads for homeless, making blankets, and care packages for the homeless. Time accrued from this activity was added to their service learning requirements for graduation. WMCC offered two student clubs during the Spring of 2019. The Passport Club allowed students to research each continent, identify a "dream" vacation spot, gain exposure to the process of obtaining a passport to experience different cultures, map skills, and geographical uniqueness of different continents of the world. The Chess Club serves to focus and exercise the logic centers of the brain and enhance reasoning skills. Students participated in competitive and recreational Chess play, using tactics and strategies taught in the after school program.

Strategic Goals:

WMCC maintained a 97% attendance rate.

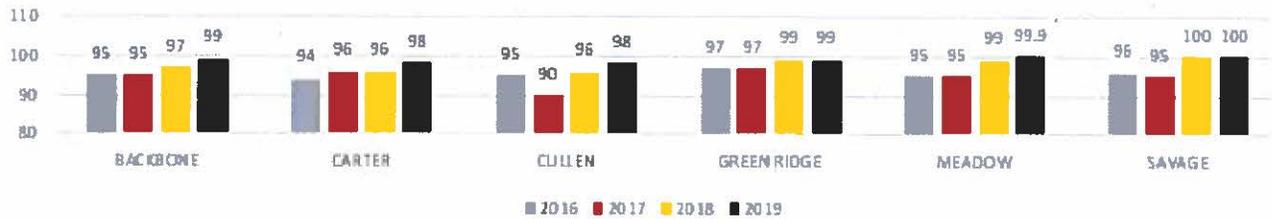
WMCC was able to successfully graduate seven students through the GED process. The 100% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



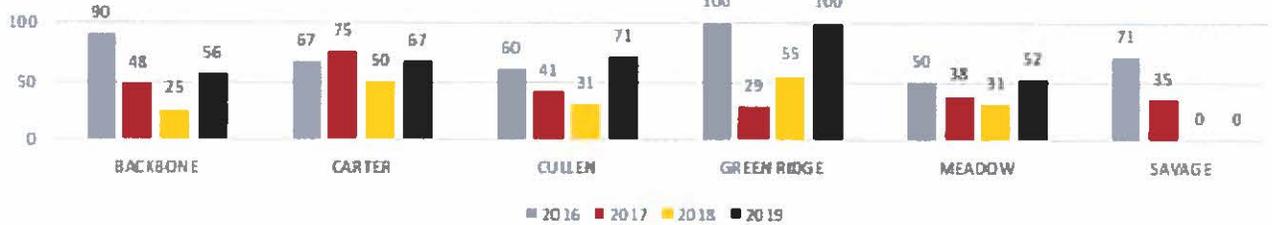
School Profiles

Treatment Center Summary

Attendance Rate



GED Passing Rate



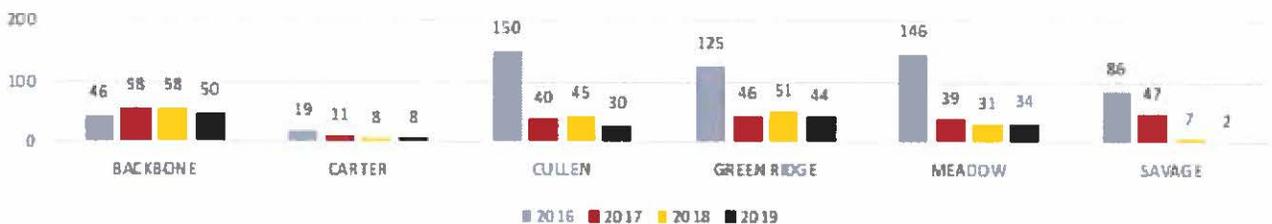
Number of High School Diplomas



Number of Students Served



Number of Special Education Students Served



School Profiles

Backbone Mountain Youth Center



Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 7
Location: Garrett County
Average Length of Stay: 74

During FY 2019, Backbone Mountain Youth Center (Backbone) served approximately 119 students. Ten students earned their high school diplomas through examination. Backbone had 18 students participate in post-secondary education at Garrett College program.

Student Academics:

Students earned a total of 157 credits. Seventeen students participated in the Garrett College program through the partnership with DJS. Fifteen of the seventeen students earned six college credits each. Two students were able to earn twelve college credits. All youth who participated in the Garrett College program completed their coursework with passing grades.

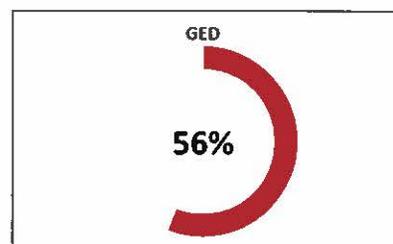
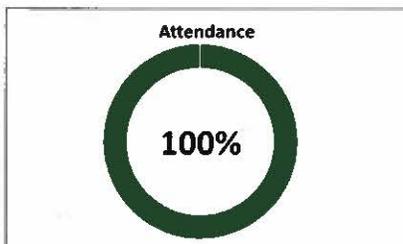
Clubs and Events:

Students participated in the Garrett County Secondary Transition Fair and a Garrett College Admission Presentation. Students participated in two clubs during the school year. The students were able to participate in the Photography Club where they had opportunities to investigate the different aspects of photography in different settings both on site and off campus. Students were also able to enjoy a robotics club where they had the opportunity to build log robots and complete simple programming to make the robots function.

Strategic Goals:

Backbone maintained a 100% attendance rate.

Backbone was able to successfully graduate 10 students through the GED process. The GED 56% passing rate fell below the 60% satisfactory and the 70% excellent rate.



School Profiles

Green Ridge Youth Center



Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 10
Location: Allegany County
Average Length of Stay: 76 Days

During FY 2019, Green Ridge Youth Center served 118 students. Six students earned their high school diplomas through examination. Green Ridge had five students accepted to post-secondary education and one student participated in post-secondary education program through online college opportunities.

Student Academics:

Students earned a total of 181 credits. In addition, 55 certificates were earned in career and technical education. Students participated in Occupational Safety Health Administration, 10 hour certification (OSHA-10), and the American Traffic Safety Services Association training for Flagger certification, which allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects. Over 1200 hours of service learning were earned by students conducting projects to assist local and statewide projects.

Student Clubs and Events:

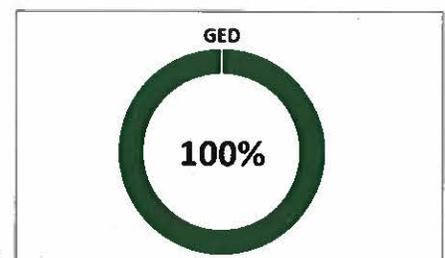
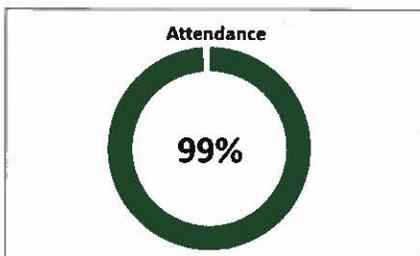
Students participated in the Maryland College Application Week by visiting colleges, as well as, examining college requirements, acceptance rates and programs throughout Maryland colleges and universities. Students engaged in academic aligned field trips and assemblies with guest speakers. Students were also able to engage in after-school clubs, which included a book club and the Bucket List club.

Strategic Goals:

Green Ridge maintained a 99% attendance rate.

Green Ridge was able to successfully graduate six students through the GED process.

The 100% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



School Profiles

J. DeWeese Carter Youth Center



Type: Female Treatment
Student Capacity: 14
Total Faculty/Staff: 6
Location: Kent County
Average Length of Stay: 86 Days

During FY 2019, J. DeWeese Carter Youth Center (Carter) served approximately 23 students. Two students earned their high school diploma through examination. Carter had five students participate in post-secondary education program through online college opportunities.

Student Academics:

Students earned a total of 33 credits. In addition, students earned 40 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification. The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects. Other certificates awarded also included ServSafe and CPR/First Aid/AED training.

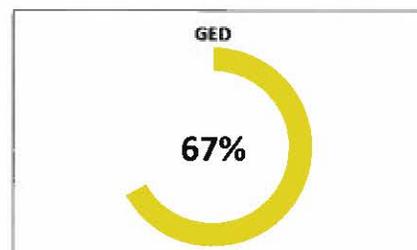
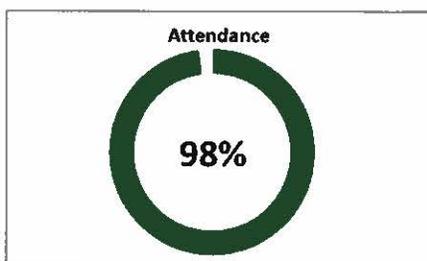
Student Clubs and Events:

In October 2018, students at Carter researched jobs and careers that they may be interested in the future. After presenting these projects, which was lead by the special education transition coordinator, the guidance counselor had numerous guest speakers visit the school to provide employment and post-secondary information. Each guest speaker represented one of the career choices that the students were interested in pursuing after graduation. Carter students also participated in community service hours by creating cards that were delivered to the local nursing home. This is the first year that Carter offered an after school club called the Girls group.

Strategic Goals:

Carter maintained a 98% attendance rate.

Carter was able to successfully graduate two students through the GED process. The 67% GED passing rate exceeded the 60% satisfactory and almost achieved the 70% excellent rate.



School Profiles

Meadow Mountain Youth Center



Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff:
Location: Garrett County
Average Length of Stay: 76 Days

During FY 2019, Meadow Mountain Youth Center served 106 students. Fourteen students earned their high school diplomas through examination. A graduation ceremony was held to honor these students. Meadow had seven students participate in post-secondary education through online college courses.

Student Academics:

Students earned a total of 176 credits. In addition, 35 certificates were earned in career and technical education. Students participated in Occupational Safety Health Administration, 10 hour certification (OSHA-10), and the American Traffic Safety Services Association training for Flagger certification, which allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State, and Federal contracted construction projects.

Student Clubs and Events:

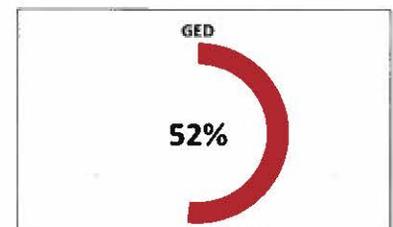
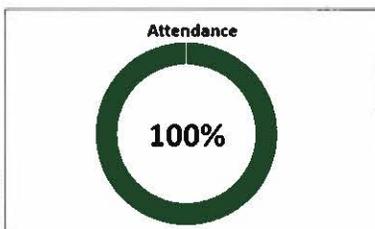
Over 470 hours of service learning were earned by students conducting projects to assist local and statewide projects. Student had the opportunity to participate in the Center for Educational Excellence in Alternative Settings Sending Love Home Book Project and a student led Positive Behavioral Interventions and Supports (PBIS) family engagement event. College visits were arranged for exploration and college recruiters visited the campus, and provided students activities during MD College Application Campaign. Assemblies were held with guest speakers. Students were able to participate in programs after-school such as the cooking club or the book club.

Strategic Goals:

Meadow maintained a 100% attendance rate.

Meadow was able to successfully graduate 14 students through the GED process.

The 52% GED passing rate fell below the 60% satisfactory and the 70% excellent rate.



School Profiles

Savage Mountain Youth Center



Type: Male Treatment
Student Capacity: 24
Total Faculty/Staff: 7
Location: Garrett County
Average Length of Stay: 101 Days

During FY 2019, Savage Mountain Youth Center (Savage) served approximately ten students. The facility was closed for construction and was reopened in December of the 2018-2019 school year.

Student Academics:

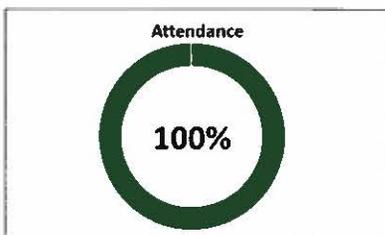
Despite the short duration of the enrollment period, students earned a total of 16 credits. Savage Mountain Youth Center closed in 2018 and was reopened in December of 2018. During the renovation process, a new school was constructed on the site. The new school building allows for all classes to be located in the same building. It also provides classroom space that meets state standards and allows for ample room in each classroom, providing students with a greater sense of attending a traditional learning environment.

Student Clubs and Events:

The JSES and DJS staff are collaboratively working together to create an environment where students can be successful in their education, as well as, working on the skills needed to be successful when they return home. Since opening, the students have participated in the CHAMPS Tower Challenge contest.

Strategic Goals:

Savage maintained a 100% attendance rate.



Students at Savage during the FY 18-19 school year were not eligible for the GED due to the legal age requirement of 17 years or older.

School Profiles

Victor Cullen Center



Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 13
Location: Frederick County
Average Length of Stay: 88 Days

During FY 2019, Victor Cullen Center (Cullen) served approximately 65 students. Ten students earned their high school diplomas through examination.

Student Academics:

Students earned a total of 132 credits. In addition, students earned 54 certificates in career and technical education. Many of those students participated in the Flagger course. Students that complete the American Traffic Safety Services (ATSSA) training receive the Flagger Certification.

The ATSSA national certification in Flagger allows students to apply for jobs as traffic control technicians on such projects as Flagger Force, State and Federal contracted construction projects. In partnership with DJS, Cullen's educational staff successfully implemented the use of a PBIS.

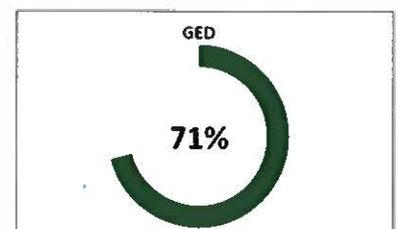
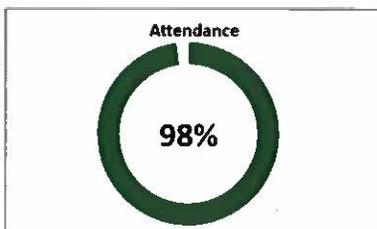
Student Clubs and Events:

Students at Cullen facilitated campus beautification, care packages for the homeless, books for troops, friendship rocks, and letter to soldiers. All of this allowed the students to accrue service learning hours toward their graduation requirements. VCC offered two student clubs during 2019. The Chess club, which served to focus and exercise the logic centers of the brain and enhance reasoning skills. Students also participated in competitive and recreational Chess play, using tactics and strategies taught. The gardening club provided opportunity for students to research soil and climate to identify most suitable flowers for the area. They designed a plan together and worked cooperatively to prepare the earth, plant and nurture plants.

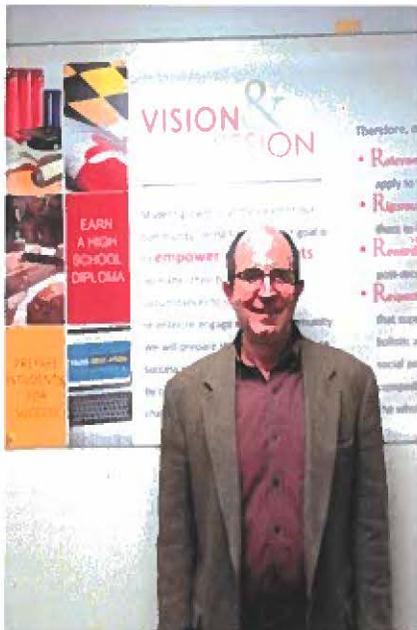
Strategic Goals:

Cullen maintained a 98% attendance rate.

Cullen was able to successfully graduate 10 students through the GED process. The 71% GED passing rate exceeded the 60% satisfactory and the 70% excellent rate.



JSES EMPLOYEE RECOGNITION



Educator of the Year Dr. Jay Gillen Waxter

“Sometimes the students hide their brilliance, or it is disguised beneath depression or anger. But I’m never fooled. Depression, defiance or anger aren’t reflections of low intellectual ability.”-Dr. Jay



School Staff Employee of the Year Ms. Mary Betch BCJJC

“Ms. Betch’s main priority is the students. She safeguards the accuracy of outgoing student records to ease student transition and guarantee students have all needed documentation in order to be successful back in the community. Overall, this has allowed her to gain long term positive relationships with many key stakeholders”.

Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the JSES during fiscal year 2019. Since the creation of the JSES in 2004, JSES staff across the State have focused daily on providing students who reside in the Department of Juvenile Services' facilities access to rigorous and relevant educational opportunities. It is through these continuing efforts shared in this report, as well as with the support of the Governor and the General Assembly, that educational needs are met in a consistent and effective manner.

*“Education for a
Brighter Tomorrow”*



Maryland State Department of Education
Office of School Effectiveness
Juvenile Services Education System
200 W. Baltimore Street
Baltimore, Maryland 21201

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