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

October 1, 2020

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

The Honorable Bill Ferguson
H-101, State House
100 State Circle
Annapolis, MD 21401-1991

The Honorable Adrienne A. Jones
H-107, State House
100 State Circle
Annapolis, Maryland 21401-1991

Re: 2020 Coordinating Council for Juvenile Services Education Report (MSAR #2538 and MSAR #8054)

Dear Governor Hogan, Speaker Jones, and President Ferguson:

In accordance with § 22-306 of the Education Article of the Annotated Code of Maryland, please find attached the Fiscal Year 2020 report of the Education Coordinating Council for Juvenile Services Educational Programs.

In FY 2020, 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 2020 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 Zachary Hands, Acting Director, Education Policy and Government Relations, at (410) 767-0504 or by email at Zachary.hands1@maryland.gov.

Best Regards,

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

KBS/CNB

c: Sarah Albert (DLS Library — 5 copies)

The Education Coordinating Council

Maryland State Department of Education

The Juvenile Services Education System

Annual Report

2020

"Education for a Brighter Tomorrow"

Table of Contents

About Us

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.

JSES
Education for a Brighter Tomorrow

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 13, 2019, and reviewed the JSES' accountability outcome data for FY 2019 involving attendance and Maryland diploma completions. A new partnership with Florida State University (FSU) was presented to the council. Florida State University will conduct a comprehensive assessment of JSES and create an accountability system in three stages; discovery, implementation, and validation. Members received updates on FY 2019 JSES initiatives. Updates included:
    - Post-Secondary Education
    - Facility Updates
    - Staffing Updates

- Additionally, the Council met on May 13, 2020, and received updates on:
    - Florida State University Partnership
    - Chrome Book updates
    - Northwest Evaluation Association (NWEA)/Measure of Academic Performance (MAP) (student assessment for academic growth)
    - Charlotte Danielson (teacher evaluation system)

Frequently Used Terms

- **ACCUPLACER** is a post-secondary assessment given by JSES to help colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions for students.
- **Career and Technology Education** (CTE) courses prepare students for in-demand, high-skilled, and high-waged jobs. CTE courses provide the opportunity for students to earn industry-recognized certificates, earn credits toward graduation, and gain work experience.
- **Detention** is a school located in a secure juvenile detention facility. Students may be detained as he/she awaits their adjudicatory hearing. A student may also be detained after the adjudicatory hearing while he/she awaits placement in a court-ordered treatment program.
- **DJS** is the Department of Juvenile Services. MSDE/JSES provides educational services to youths detained and committed by DJS. JSES administers education services in twelve DJS facilities statewide.
- **GED** is a four-subject high school equivalency test that measures skills required by high schools. The four subjects are science, social Studies, math, and reasoning through language arts. A Maryland high school diploma is awarded to those passing all four modules of the GED tests. The JSES affords all students the ability, when appropriate, the opportunity to obtain a diploma by exam. JSES has Pearson Virtual University Enterprises (VUE) GED labs at the Charles H. Hickey School and Green Ridge Youth Center. Testers are limited to a total of three tests per module per calendar year. If additional retests are needed, the tester must wait until January 1 of the next year to schedule retest(s).
- **MAP** is a computer adaptive test created by Northwest Evaluation Association (NWEA) that JSES students take once per quarter. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time.
- **Maryland College and Career Ready Standards (MDCCRS)** cover English language arts, mathematics, literacy in history/social studies, science, and technical subjects. These standards define what students should know and be able to do at each grade level and align state standards and state assessments. The standards documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific learning should occur.
- **Placement** is a school located in a secure or non-secure juvenile placement/treatment facility. Students enrolled in placement schools receive long term treatment programs and educational opportunities mandated by the court.

- **Post-Secondary Education Enrollment:** Students enrolled at JSES schools have the opportunity to enroll in college level courses online through Fredrick Community College, Anne Arundel Community College, and Baltimore City Community College.
- **PowerSchool** is the JSES student information system (SIS). PowerSchool provides real time analytics based on student performance; creates report cards, transcripts, progress reports, and performs progress monitoring for gradebook, attendance, reports, and state standardized exams.
- **TL hours** are the total number of instructional hours in school that were not covered by the teacher or substitute.

School Abbreviations

- **Backbone:** Backbone Mountain Youth Center is an all-male placement school in Garrett County.
- **BCJJC:** Baltimore City Juvenile Justice Center is an all-male detention school in Baltimore City.
- **Carter*:** J. DeWeese Carter Center is an all-female placement school in Kent County.
- **Cheltenham:** Cheltenham Youth Detention Center is an all-male detention school in Prince George's County.
- **Cullen:** Victor Cullen Center is an all-male placement school in Fredrick County.
- **Green Ridge:** Green Ridge Youth Center is an all-male placement school in Allegany County.
- **Hickey:** Charles H. Hickey Jr. School is an all-male detention school in Baltimore County.
- **LESCC:** Lower Eastern Shore Children's Center is a mixed gender detention school in Wicomico County.
- **Meadow**:** Meadow Mountain Youth Center is an all-male placement school in Garrett County.
- **Noyes:** Alfred D. Noyes Children's Center is a mixed gender detention school in Montgomery County.
- **Savage***:** Savage Mountain Youth Center is an all-male placement school in Garrett county.
- **Waxter:** Thomas J.S. Waxter Children's Center is an all-female detention school in Anne Arundel County.
- **WMCC:** Western Maryland Children's Center is an all-male detention school in Washington County.

J. DeWeese Carter Center was renamed Mountain View and moved to share the same site as Backbone Mountain Youth Center at the end of FY20
**Meadow Mountain Youth Center was closed by DJS on June 30, 2020*
***Savage Mountain Youth Center was renamed Garrett Children's Center on June 30, 2020*

Headquarters

Organization

The JSES is a division of the Office of School Effectiveness at the Maryland State Department of Education. The primary focus is to provide exceptional educational opportunities to students and assist them to accrue credits toward graduation or receive a diploma by examination (GED).

Schools by Regions
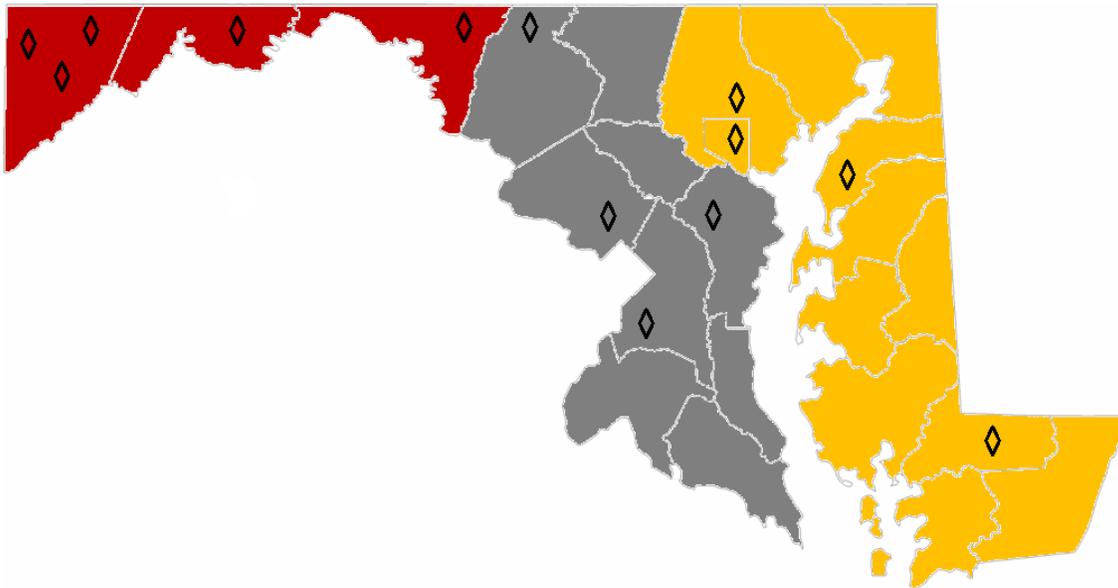
Region	Schools
Western	Backbone Youth Center, Meadow Mountain Youth Center, Green Ridge Youth Center, and Western Maryland Children's Center.
Central	Victor Cullen Center, Alfred D. Noyes Children's Center, Thomas J.S. Waxter Children's Center, and Cheltenham Youth Detention Center.
Eastern	Baltimore City Juvenile Justice Center, Charles H. Hickey Jr. School, Lower Eastern Shore Children's Center, and J. DeWeese Carter Center.

Organization Chart

Deputy State Superintendent
Sylvia Lawson, Ph.D.

Executive Director
Deborah Grinnage-Pulley

Staff Specialist III
Vacant

Management Associate
Beverly Mable

HR Liaison
Kenya Massey

Field Director
Crystal Brice

Field Director
Marilyn Myers, Ph.D.

Administrative Aide
Wanda Walker

Principals	
Backbone/Savage Matthew Eggleston	**BCJJC** Jeffrey Robinson
Carter/LESCC Dena Evelo	**Cheltenham** Michael Dodson
Cullen/WMCC Anna Lisa Nelson	**Green Ridge/Meadow** Angelique Aman
Hickey Tony Edwards	**Noyes** Kimberly Pogue
Waxter Prakash Anthony	

Coordinators	
Lindsey Goodrich	Special Education Coordinator
Dawn Hubbard	Compliance Coordinator
Casey Kirk	Curriculum Coordinator
Debbie Moore	School Guidance & Student Records Coordinator
William Artis	Career & Technology Education Coordinator
Kimberly Cowles	Personalized Learning & Library Media Coordinator

Technology	School Performance Team
Computer Network Spec II Vacant	School Performance Manager Shawn Rushing
Computer Network Spec I David Mayes	IT Functional Analyst Andria Keller
Computer Info Svc Spec II Dylan Winslow	GED Admin & SIS Support George Rich

Instructional Programs

Credits toward High School Graduation

The majority of students enrolled in the JSES schools are over-aged and under-credited based on educational placement. By offering courses aligned to the MDCCRS, students were able to earn credits toward graduation while in a JSES school. Students who complete courses and met mastery received one credit for each course successfully completed.

CORE CONTENT AREA COURSES OFFERED IN JSES SCHOOLS			
English	**Mathematics**	**Social Studies**	**Science**
English 9	Algebra I	Modern World History	Biology I
English 10	Algebra II	U.S. History	Conceptual Chemistry
English 11	Geometry	American Government	Conceptual Physics
English 12	College Prep Mathematics		Environmental Literacy

Blended Learning and Online Instruction

The use of online course providers to offer credit recovery, original credit opportunities, and blended learning has been part of the JSES normal instructional program for students. Online credit recovery provided students the option to re-take courses in order to obtain mastery needed for graduation credits. Students were also able to complete courses for original credit that were not be offered face-to-face in JSES schools, such as Spanish and Health. If a student had successfully attained their high school diploma or GED, higher education courses were available through three community college partnerships.

Distance Learning

Students were offered an array of courses to meet their educational goals. Courses were conducted face to face, in a blended learning environment, or completely online depending on each students' needs and course availability. Courses were taken for original credit or credit recovery in order to make up for lost credits.

A contract with Apex Virtual Learning for online learning needs provided students an opportunity to engage in online courses. Students could be assigned a school-based, classroom teacher to assist with the blended learning portion of the courses. Students could also be assigned a virtual teacher to complete online distance learning. All activities, quizzes, and tests were given online to facilitate grading and credit completion.

MSDE approved Apex Virtual Learning courses include:

Algebra I	Algebra II
American Government	Art Appreciation
Chemistry	College and Career Prep
English 9	English 10
English 11	English 12
Spanish I	Geometry
Modern World History	Music Appreciation
Physical Science	Psychology

In addition to these core classes, Apex Virtual Learning also offered 13 advanced placement courses and a tutorial platform for intervention and remediation.

The Apex Virtual Learning platform has been critical in meeting the needs of the students during mandated distance learning. It also offered students numerous options, flexibility, and support as students worked toward their educational goals.

Instructional Programs

Library Media

The library media program is committed to quality library programming, and personalized learning opportunities. Media specialists have created programming such as creative writing clubs that have published student work, Books to Films clubs to encourage reading were established, in addition to, and inquiry based projects that are related to student experiences.

Media specialists were instrumental to student achievement during the 2020 COVID-19 pandemic by collaborating with teachers during planning, co-teaching, professional development, and sharing a wealth of digital resources with students and teachers.

The Coordinator of Personalized Learning and Library Media implemented a book study with media specialists and teachers to focus on the delivery and best practices of blended learning models including hybrid, rotation, and playlist strategies. This year, JSES implemented a library management system in two of the facilities in order to create an online catalog of books and resources. Also, every student in DJS facilities received a Nook e-Reader in order to expand their access to books and encourage personal reading.

Finally, all book collections, resources, and lessons in the library media program were viewed through the lens of diversity. Media specialists ensured that materials allowed students to see themselves represented in library collections, and also allowed them to encounter new perspectives and opportunities outside of their personal experiences. Equity, inclusion, and diversity are core values within JSES libraries.

Career Technology Education (CTE)

The JSES aligned all CTE classes to those offered within local school systems across the state. This alignment allowed JSES students the ability to earn transferable course credits recognized by other school systems. Completion of some JSES CTE courses also allowed students to earn national certifications in multiple CTE pathways.

Students enrolled in CTE courses explored potential career areas through the process of self-awareness, career awareness, career exploration, and setting academic and career-related goals. Course content integrated the development of competency in business writing, as well as, the Skills for Success (communication, learning, interpersonal, technology, and critical thinking). Students were introduced to basic concepts of financial literacy to help them manage their personal finances.

The JSES introduced a system that gave the opportunity for all students to gain at a minimum one industry recognized credential in the *Workplace Readiness* series. This credential helped prepare students to bridge the gap between hard and soft skills by cultivating relevant and integral skills such as planning, attitude, and social skills. Additionally, JSES developed a

systemic process that allowed middle school students to explore careers each year of middle school with the hopes of gaining instrumental skills, knowledge, and interests for courses when they enroll in high school.

Special Education

The JSES provided 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). Students with disabilities received 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 commitment to educating students with disabilities within the DJS setting included 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 were provided instruction in core content areas, as well as, access to designated career technology education courses in alignment with the MDCCRS. All coursework was comparable to coursework offered within the other 24 local school systems in Maryland.

Professional Development

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

School Guidance and Counseling

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

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

Service-Learning

Students participated in a wide array of service-learning programs sponsored by their schools and successfully earned 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. Two major initiates for Service Learning for the 2019-2020 school year were Project Duffel Bag, a school-based project where students sewed duffel bags that were donated to the area's homeless shelters and foster care facilities; and Military Mission Letters, where students sent care letters and artwork year round to honor deployed military personnel.

The GED

For some students, the path to a high school diploma was the GED process. All JSES Pearson VUE testing sites were managed by certified testing administrators and are operated in compliance with GED Testing Services, Pearson VUE, and the Maryland Department of Labor and Licensing. This process was an alternative path for age appropriate students to earn a high school diploma. During FY 2020, many JSES students successfully obtained their high school diplomas through examination. The JSES curriculum, which aligns to MDCCRS, helped students prepare for each subject (math, science, reasoning through language arts, and social studies) and build confidence step by step. In addition, students had access to supplemental instructional material, as well as, online pre-GED examinations that assist in addressing skills deficiencies and test readiness. Once all testing qualifications were met, students were registered at no cost to the student, and tested. Students must pass all 4 modules of the GED to obtain their diploma. Most schools provided a graduation ceremony and invited families to attend.

New Innovations for Student and Staff Support

NWEA/MAP

The JSES began its first year of implementation of the NWEA MAP assessment to all students. The MAP Growth is a computer-adaptive assessment for reading and mathematics that determines current student's skills and knowledge. It provided teachers with accurate data to guide instruction. All educators administering the test were trained by NWEA and received professional development on how to review student data. Teachers were required to review and analyze student assessment data in order to target specific instructional areas.

Performance Matters

The JSES began the implementation phase for Performance Matters. Phase I had stakeholders, including JSES headquarters staff, principals, and instructional coaches, trained in creating assessments. Performance Matters allowed teachers to create and share assessments and correlate student performance data. Teachers could use the data to guide student instruction.

Academic Coaches

Three regional instructional coaches provided job-embedded professional development to all JSES educators. Each coach was assigned to service schools in a geographical region. The coaches provided one-on-one coaching support within their region by informally observing classroom instruction, holding coaching meetings, and developing goals with each teacher. Coaches also worked with the curriculum writing teams to develop high quality curriculum aligned to Maryland College and Career Ready Standards. The instructional coaches worked closely with building principals to develop school-based and region-based professional development opportunities. Coaches provided additional support to the academic coordinator in various content areas.

Chrome Books

Last year, the JSES began its planning stages for a system-wide 1:1 student Chromebook initiative that provided a laptop device to every student enrolled in the system. While the Chromebook rollout was initially planned to be gradual in nature, the development of the COVID-19 pandemic presented a requirement for JSES to condense the planned rollout period to accommodate the needs of the learning community. Chromebooks support a blended / distance learning environment.

In order to ensure astable end user experience classrooms, JSES plans to upgrade its LAN & Wi-Fi networks throughout the system. These upgrades include: an increase in network bandwidth and the installation of additional Wi-Fi access points throughout the facilities.

Unified Classroom

The Unified Classroom is part of the School Information System (SIS) upgrade. Unified Classroom allowed teachers to access their gradebook from any device with internet connection. The platform enabled teachers to easily enter assignments with a user-friendly interface, provided real time insight into the students' performance, and empowered teachers to deliver personalized learning and instruction tailored to the needs of each individual student. With Unified Classroom, teachers tracked students' understanding of standards and skills with online visual reports and dashboards analyzing student skills and the degree of student mastery. Unified classroom was able to sync with the SIS allowing for seamless integration of student demographics, attendance, progress reports, report cards, and class rosters.

Instructional Technology

Hardware and Infrastructure

The JSES Technology staff continued an on-going collaborative effort with the MSDE Department of Information Technology (DoIT) and the DJS OIT to ensure technology best practices and the development of building a solid technology infrastructure. The JSES school interconnectivity was monitored and supported to ensure daily effective, efficient, technology-rich educational programming to JSES students. During FY 2020, the JSES was able to deploy a new 1-to-1 Chromebook initiative for students and teachers. The JSES was also approved for an E-Rate program in the amount of $1,159,720.95 that will increase bandwidth and lay fiber to one school in the mountains during the 2020-2021 school year to improve student and staff internet connectivity. The JSES technology team completed a network infrastructure analysis and developed a needs assessment to guide future technology upgrades and support.

Student Information System

The JSES is in its fourth year utilizing PowerSchool as the student information system (SIS). In the 2019-2020 school year, JSES upgraded the SIS to include Unified Classroom and Performance Matters. The SIS provided real time analytics based on student performance; creates report cards, transcripts, progress reports, and performs progress monitoring for gradebook, attendance, reports and state standardized exams. The SIS notified teachers of new Individualized Education Plans (IEP), English Learners (EL), and 504 students, enabling JSES to identify trends in student population and demographics to report to federal and state agencies.

Outcomes and School Accountability

School Accountability

Data critical to the JSES was collected throughout the fiscal year to provide information needed to make effective policies and educational 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 was 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 reflected the JSES's goal to accelerate student achievement in preparation for successful return to the community. During the 2019-2020 school year, the number of academic credits and CTE certificates students obtained while in JSES, as well as, the passing rate for GED subtests, continued to be collected. The standards noted in the table below were approved by the Council in FY 2010 and remained in effect for FY 2020.

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 Math Gains	JSES is not providing academic gain results for school year 2019-2020 because we are currently administrating new assessments and determining baseline data.	Standard Setting	Standard Setting

Data Quality

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

The Juvenile Services Education System Data Analysis

Student Demographics

Race/Ethnicity
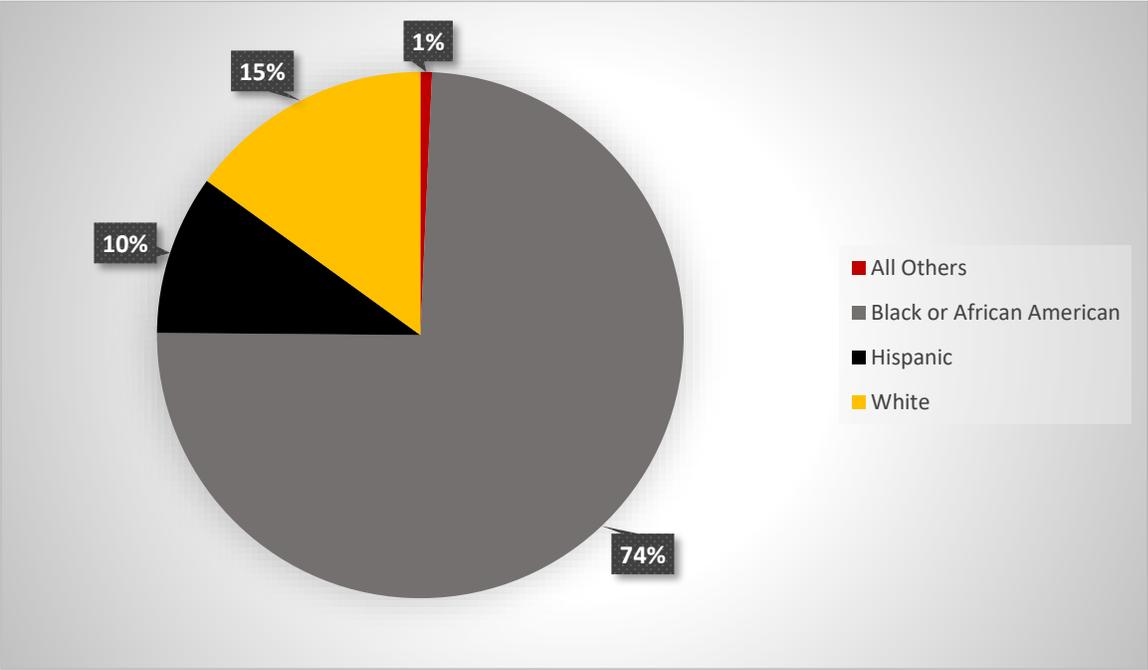
Gender
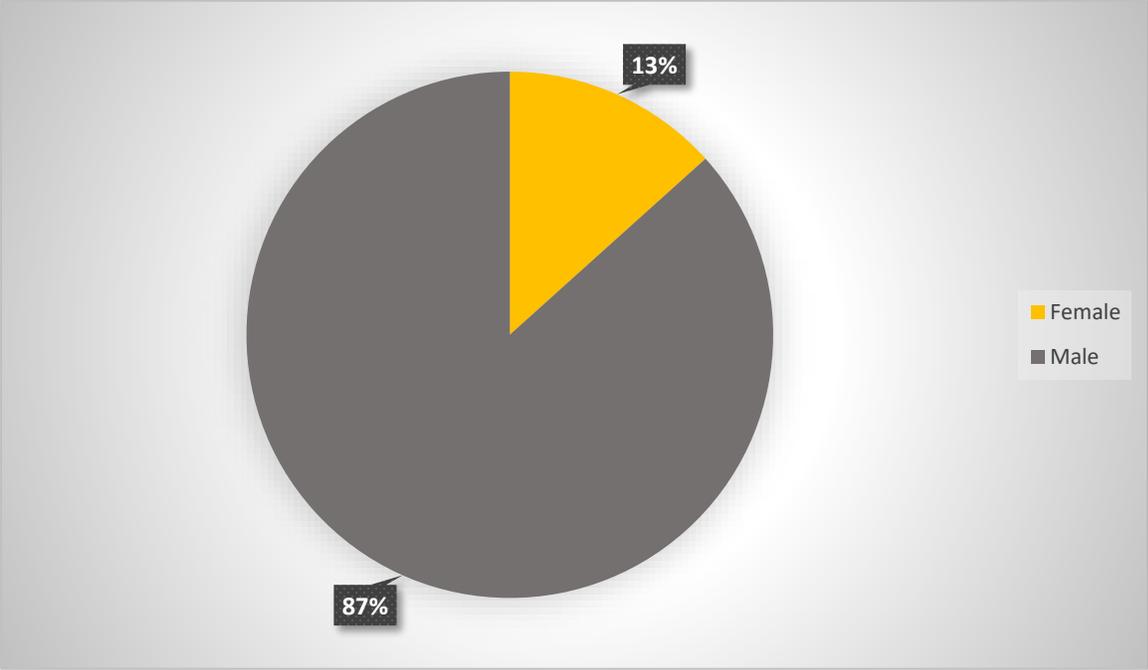
Grade Level
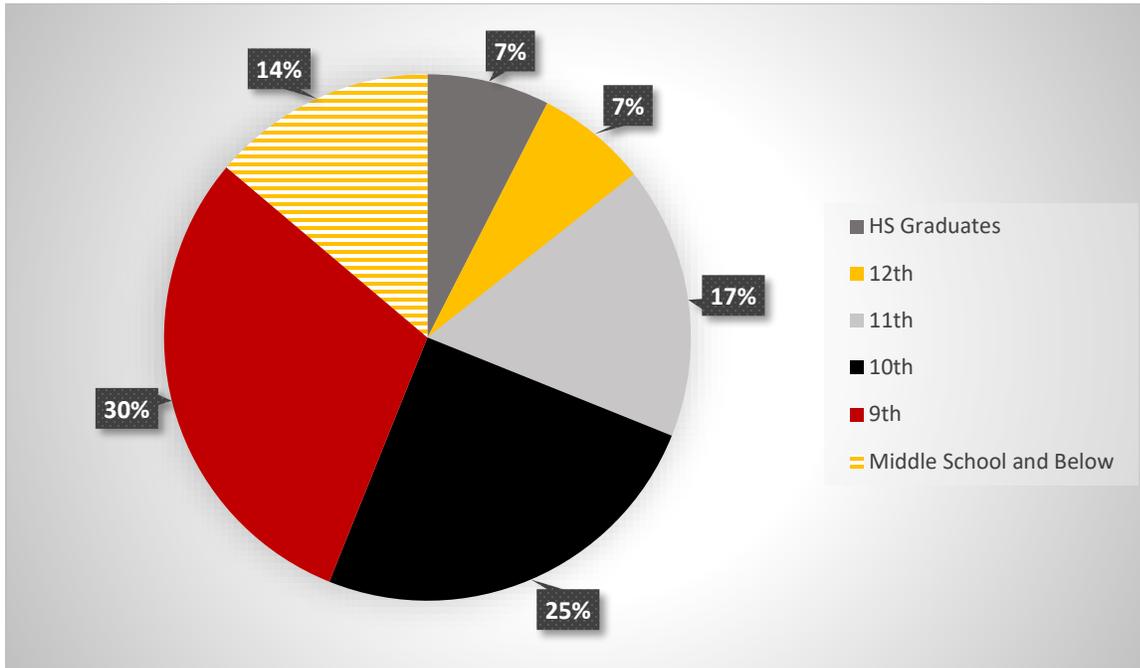
Students with IEPs
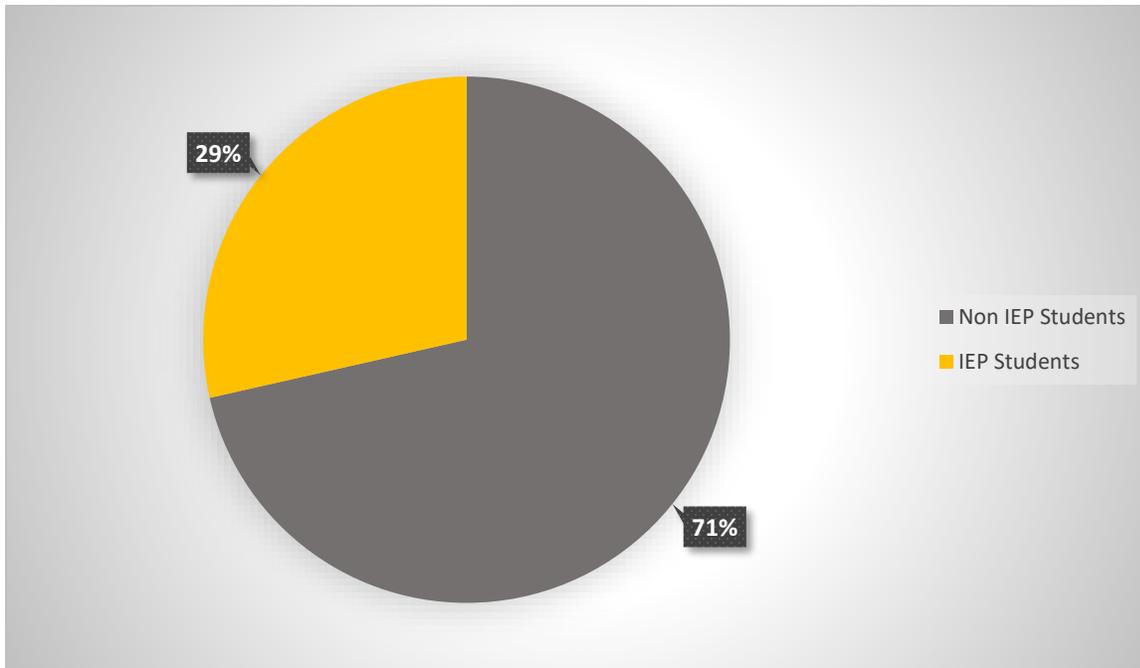
Student Enrollment

Total Annual Student Enrollment by School
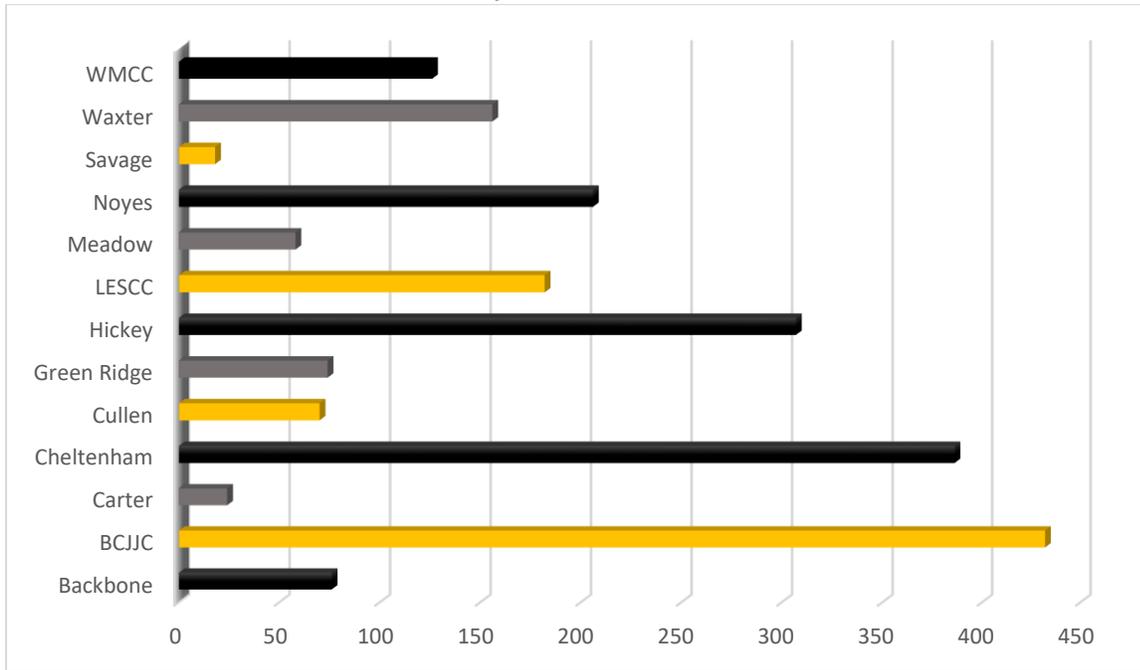
Total Annual Student Enrollment by School Type
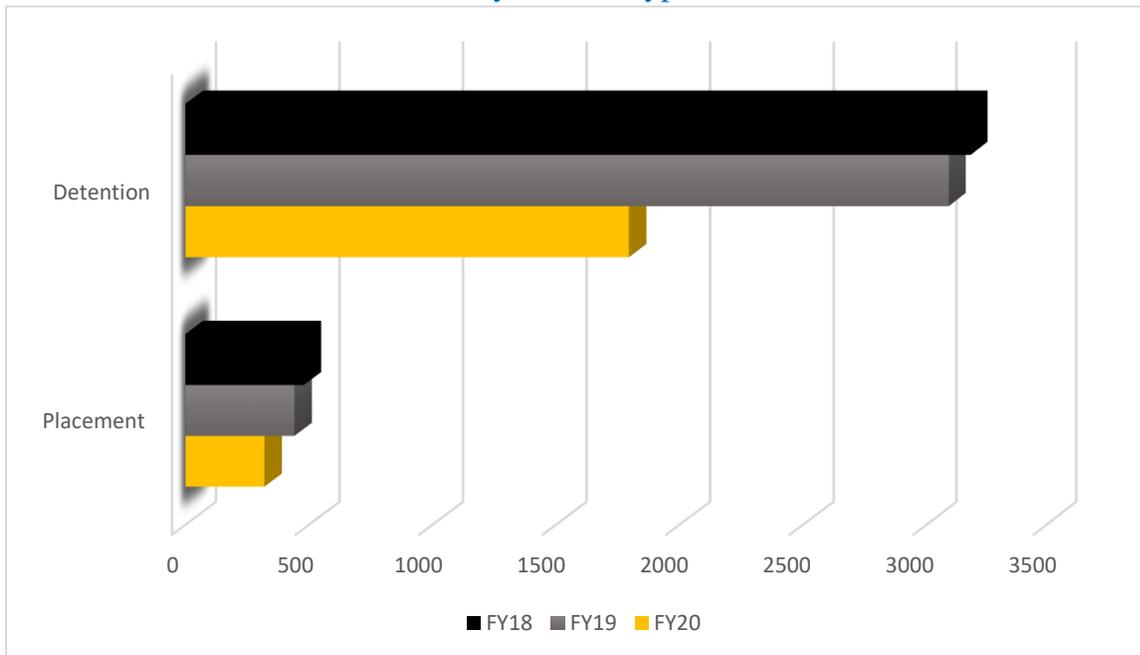
Student Attendance

Student Attendance by District
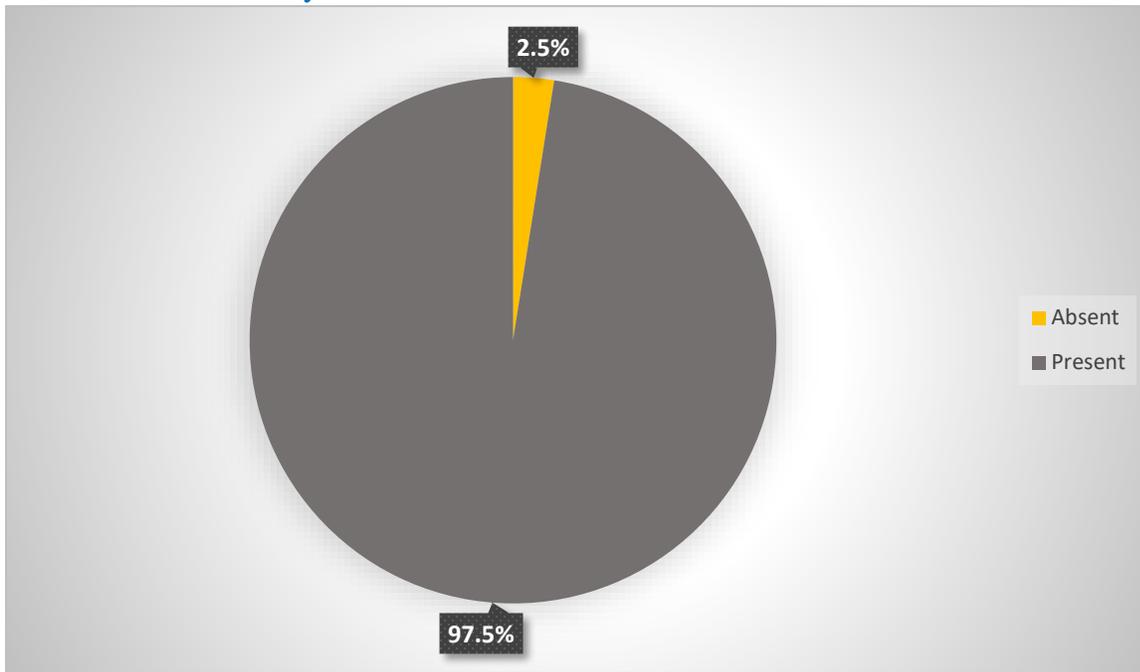
Student Attendance Rate by School Type
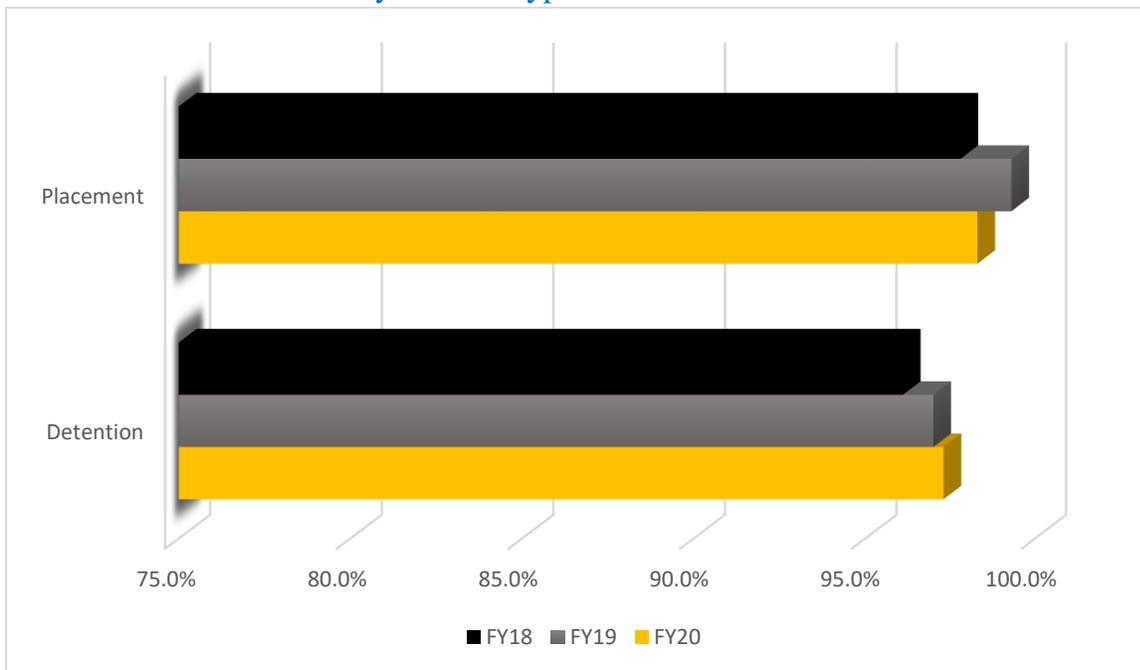
Other Student Data

Total Number of Student High School Diplomas Earned by School Type
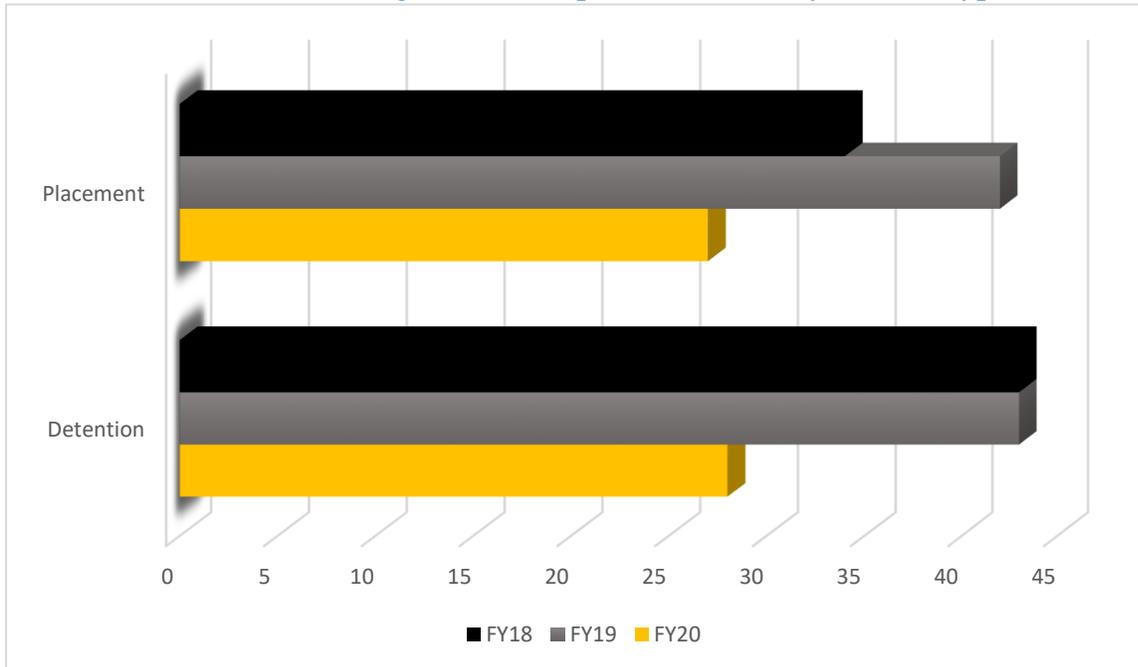
The District GED Pass Rate
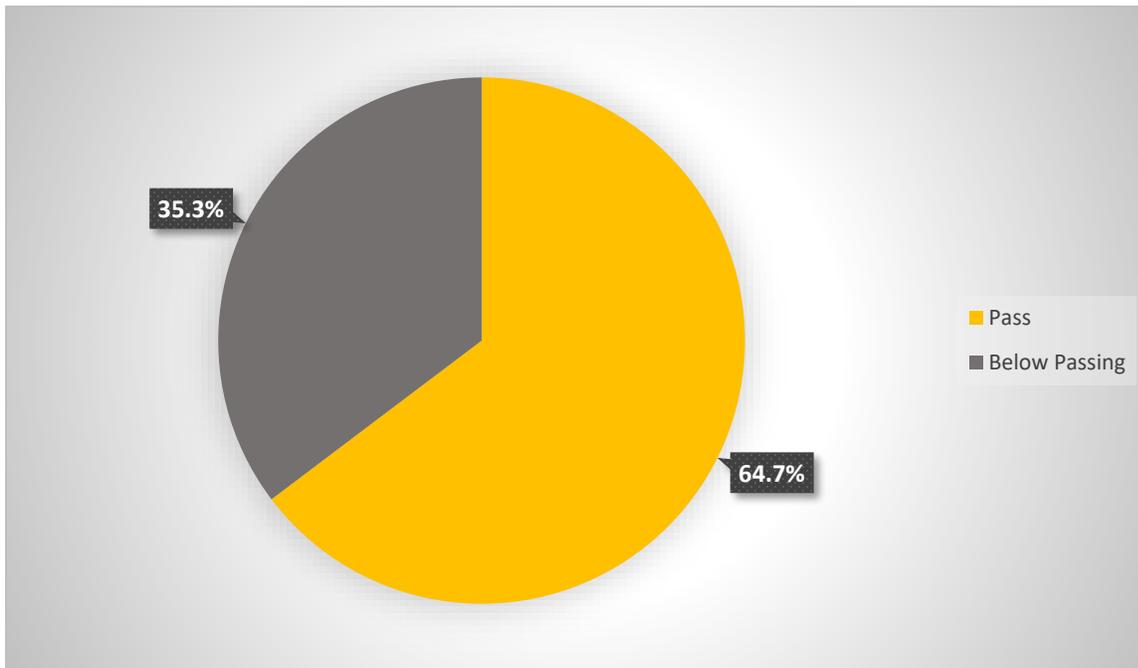
Total Number of Student Credits Earned by School Type

Legend: FY18 (black), FY19 (gray), FY20 (yellow)
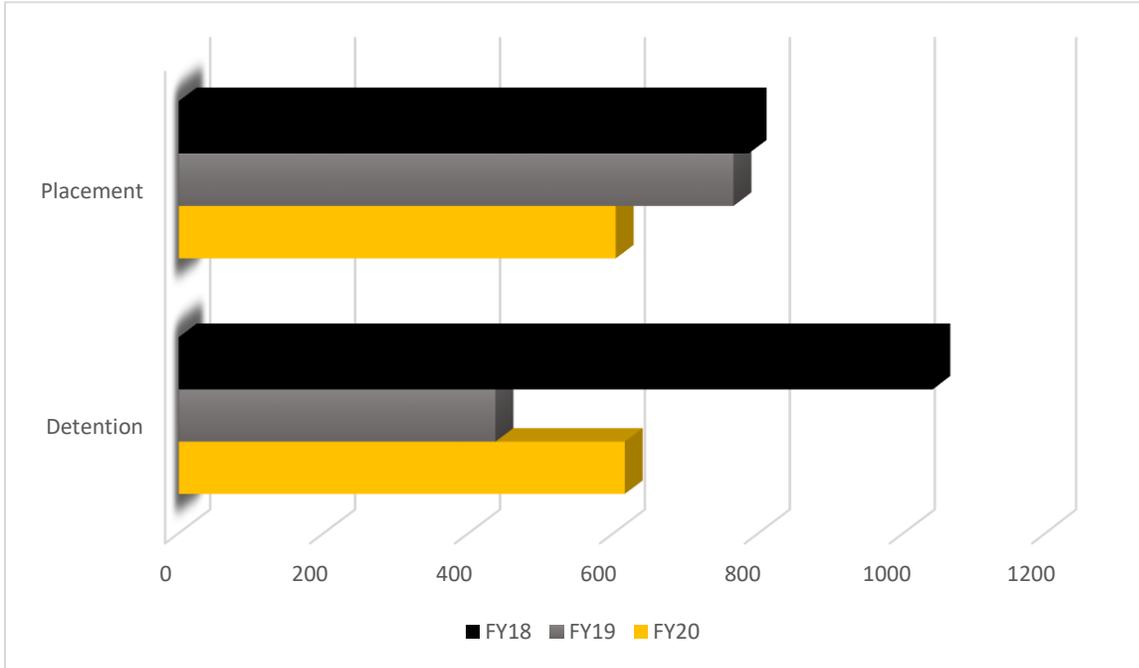
Total Number of Students Enrolled in Post-Secondary Education by School Type

Legend: FY18 (black), FY19 (gray), FY20 (yellow)
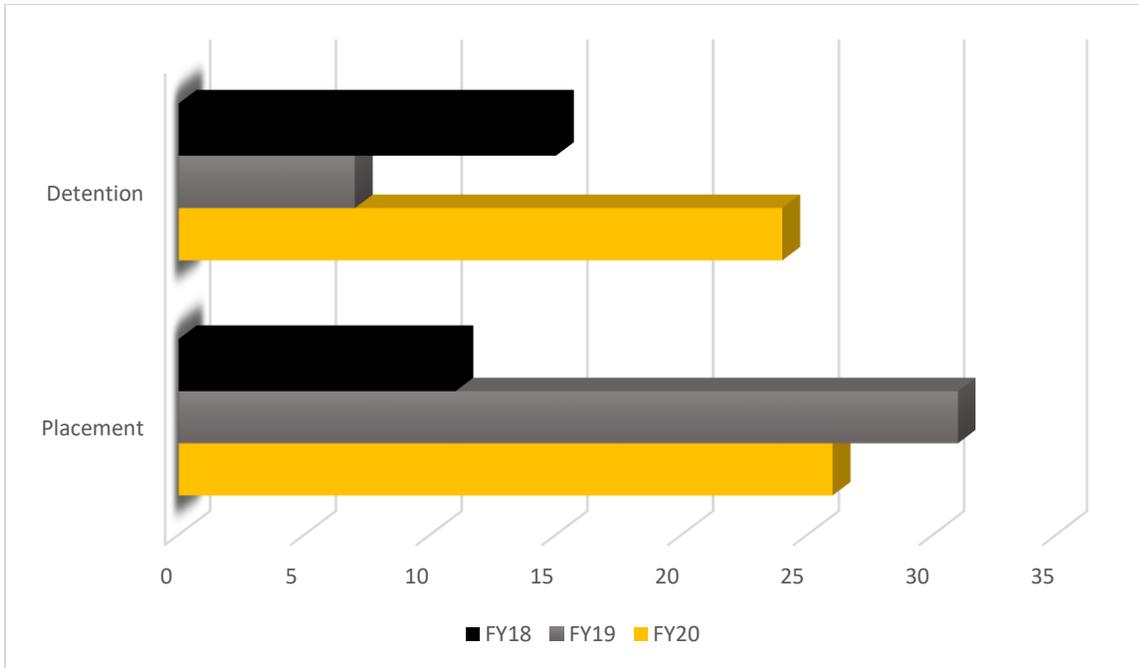
Total Number of Student ACCUPLACER Exams Completed by School Type
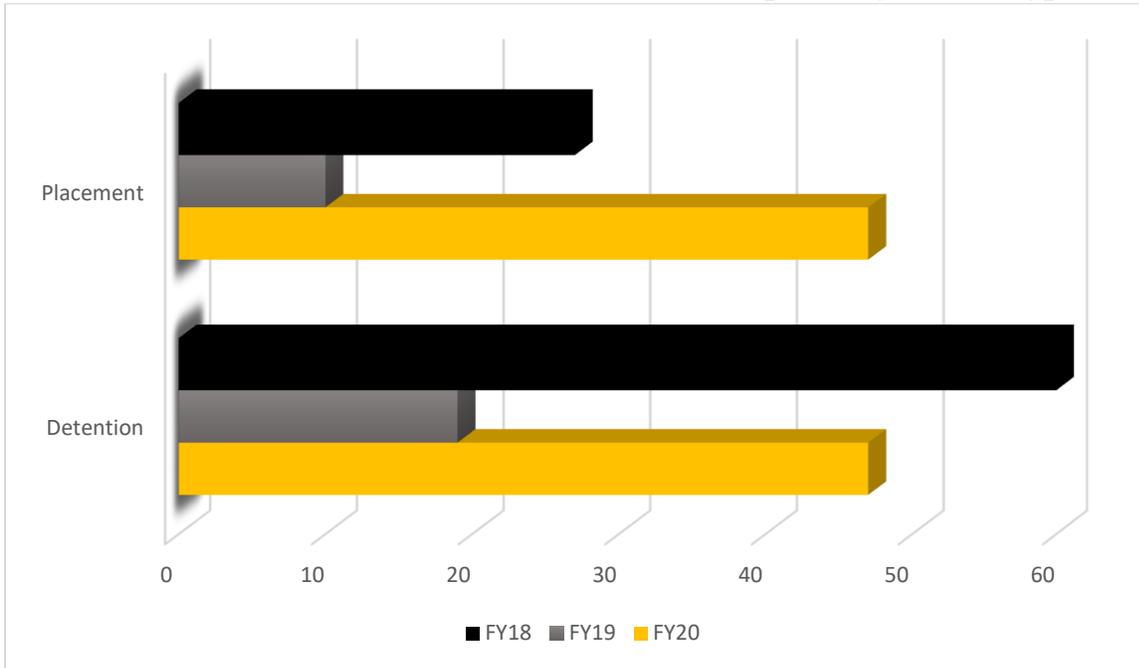
Total Number of Students with IEPs Enrolled by School Type
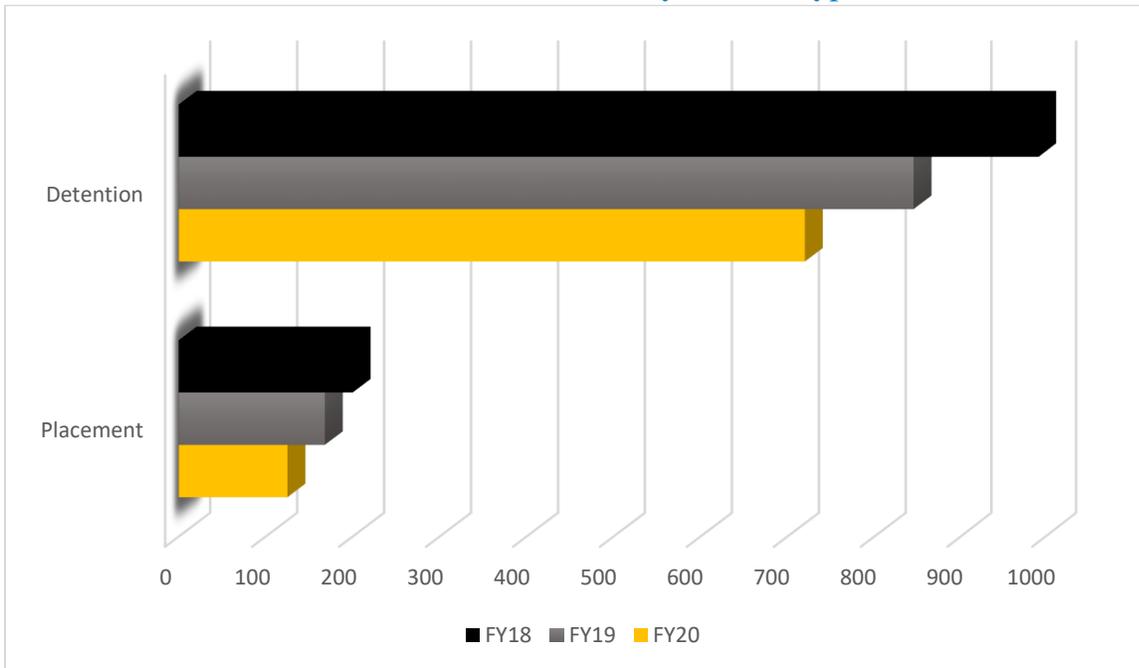
JSES Staff Data

Total Number of Hours of Teacher Leave (TL)

Horizontal bar chart with x-axis from 0 to 2500 (intervals of 500). Legend: FY18, FY19, FY20.
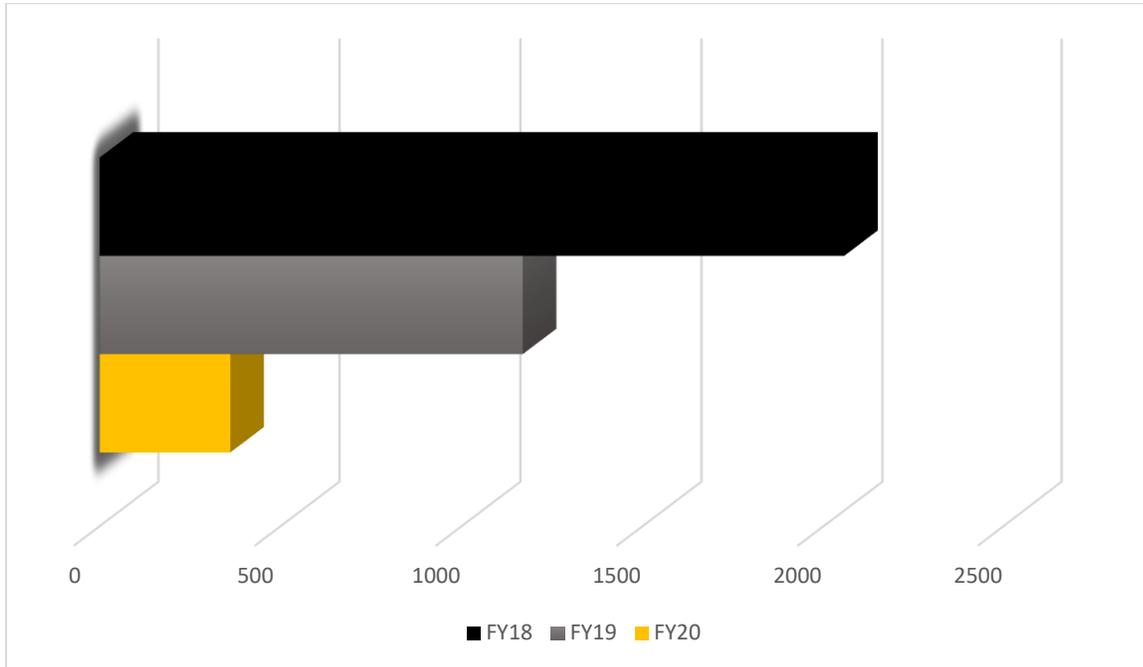
Annual Teacher Turnover Rate

Horizontal bar chart with x-axis from 0% to 25% (intervals of 5%). Legend: FY18, FY19, FY20.

Average Length of Teacher Tenure in Years

| 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |

■ FY18 ■ FY19 ■ FY20
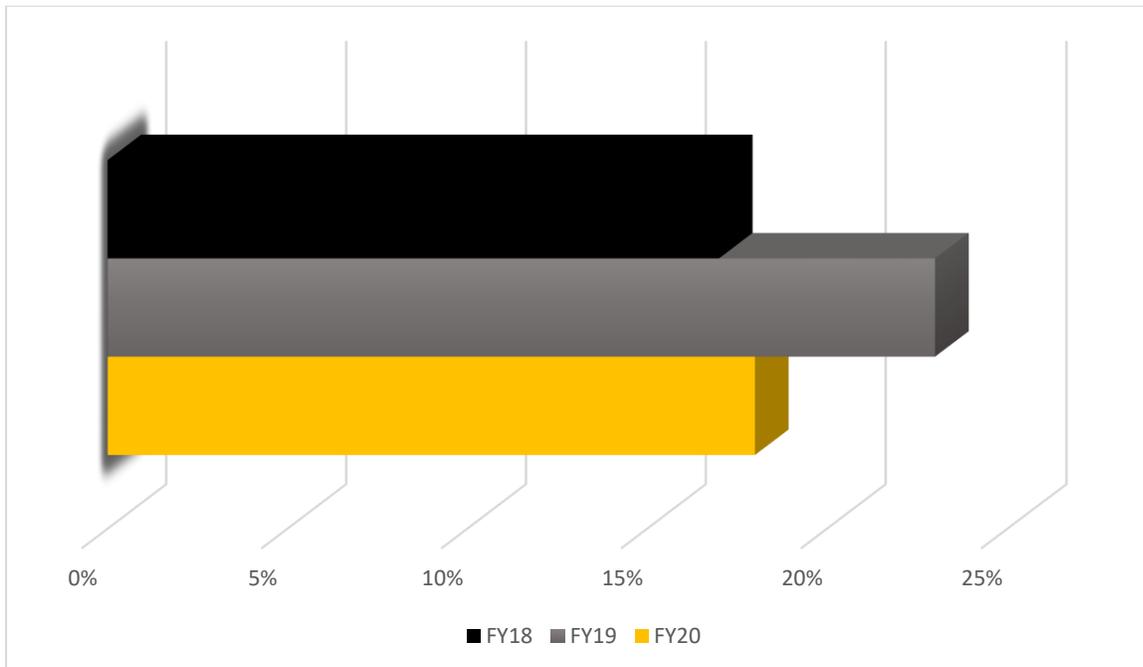
COVID-19 Response

The JSES followed similar timelines and protocols that were aligned with LSSs in Maryland. On March 12, 2020, Dr. Karen Salmon, Maryland State Superintendent of Schools closed all schools for the entire state effective Monday, March 16, through March 27. On March 26, 2020, schools were closed until April 24, 2020. On April 17, school closures were extended until May 15. The final closure announcement was made on May 6 for the remainder of the year.

On March 12 LSSs were immediately closed however, teachers in JSES continued face to face instruction until March 25, 2020, a time frame that was beyond that of LSSs. The JSES administrative staff immediately began planning for the future possibility of the necessity to transition to virtual instruction. During that time, the JSES reached out to many of the LSSs to verify how they were providing educational services to their students. The JSES team also reached out to other juvenile correctional facilities across the nation to learn how other states were providing instruction and to collaborate for best practices. Staff immediately began working to develop a plan that aligned with how the LSSs and other state juvenile facilities were providing educational services to students.

The JSES curriculum, instruction, special education, and technology teams worked collaboratively with JSES teachers and principals to develop an effective schedule for virtual learning. The schedule for instruction was designed to utilize available resources and provide continuity of learning that was in alignment with local school systems. Once plans were in place, and prior to implementation, the JSES worked collaboratively with DJS leadership through a workgroup that was specifically developed to discuss the Continuity of Learning Plan to ensure a smooth transition, effective communication, and access to resources using the state provided Google Drive. In addition, the MSDE/JSES staff developed a detailed schedule, provided training for DJS staff, and assisted daily with tech support through email and phone access to the JSES technology team.

The DJS staff duties consisted of turning on one computer in no more than two to four classrooms a day, signing into a Webex meeting in each classroom, and typing questions in the chat box on behalf of the students. DJS staff ensured that students were at computers or on the phone. JSES principals contacted schools twice a day to see if individual students needed additional assistance and arranged for special education teachers to work with those students the same day. The DJS assistants signed into the virtual learning classes and the JSES teachers provided instruction, referenced and followed instructional materials for the week, answered questions, and supported the student learning process.

All JSES documents were developed to ensure support through best practices and included suggestions for success. The MSDE has never ceased in placing the educational needs of students in JSES schools as a priority during the numerous, unprecedented challenges facing all schools across the nation. Plans that have been implemented and collaborative initiatives and efforts, proactive actions, and educational successes remain a major priority.

Since starting alternative instructional planning in April, the JSES has continued preparation and organizing simultaneously for the beginning of the 2020-2021 academic school year and spent the summer:

• Developing plans for blended education

• Collaborating with DJS and an outside organization on teamwork, process, and educational planning

• Providing professional development to both MSDE and DJS staff

• Piloting programs

• Determining bandwidth and access needs at each school

• Conducting stress tests to ensure the success of the implementation of a new educational platform

Students have always been, and will continue to be, our number one priority. The MSDE/JSES can and will continue to strive to meet the educational needs of students in JSES schools. Collaboration and working with DJS, LSSs, specialist at MSDE, community colleges, and DoIT will continue. Our commitment has never wavered and will remain steadfast during the 2020-2021 school year.

School Profiles

Alfred D. Noyes Children's Center (Noyes)

Student Achievement:

Students at Noyes had a 99% attendance rate and eight students earned a Maryland high school diploma through GED. A Noyes' student came in first place in the statewide Black History Challenge event after researching and portraying an African American in the field of science. Students submitted twenty poems into Words Unlocked, a nationwide contest and month long poetry initiative. Noyes students logged over 1,200 minutes of reading in four weeks for the Unbound month long reading initiative sponsored by Scholastic. Students also participated in Words of Love by recording themselves reading a children's book that would be sent along with the book to a child in the community.

School Initiatives:

During the school year, Noyes continued to partner with the Maryland Department of Motor Vehicles to provide eligible students the opportunity to earn their learners permit at Noyes. Noyes continued to partner with Montgomery County Public Schools' (MCPS) Office of the Chief Academic Officer on the House Bill 1607 Pilot Project, which provided additional educational space, a Transition Coordinator, Art Teacher, and additional special education support. Noyes staff partnered with DJS to hold several family engagement activities to connect parents to their child's educational experience at Noyes. During these events, parents were also connected with MCPS' Restorative Justice Office, Family Engagement Office, and the Edison School for Technology.

Backbone Mountain Youth Center (Backbone)

Student Achievement:

Students at Backbone had a 97.1% attendance rate and 10 students earned a Maryland high school diploma through GED examination. Students who were not pursuing their GED had the

opportunity to earn high school credits and many students earned high school credits while enrolled at Backbone.

School Initiatives:

Backbone, working with Garrett College, was able to enroll students for post-secondary education opportunities. Through this DJS partnership and the students' hard work, students were able to acquire 36 college credit hours. For the 2019-2020 school year Backbone Mountain Youth Center recognized 16 students for "Students of the Month" in recognition of their exceptional work and exemplifying character in and out of the classroom. A Backbone Mountain Youth Center mathematics teacher was nominated and advanced as a finalist for Teacher of the Year in Juvenile Services Education System.

Baltimore City Juvenile Justice Center (BCJJC)

Student Achievement:

Students at BCJJC had a 97.6% attendance rate and two students earned a Maryland high school diploma through GED examination. Also, BCJJC enrolled five students into post-secondary options. BCJJC students actively participated in college week where students researched different colleges and universities, received resilience lessons and created vision boards with their personal goals and career objectives. In addition, guest speakers from Johns Hopkins University, Howard University, University of Maryland, College Park, and additional outside speakers conducted presentations to the students.

School Initiatives:

BCJJC entered into a partnership with the King Program (mentorship) where students cycled into the program every six weeks receiving lessons on a variety of topics. BCJJC started a program working with driver's education organizations.   Students can receive driver's education orientation on a quarterly basis.

Charles H. Hickey Jr. School (Hickey)

Student Achievement:

Students at Hickey had a 98.4% attendance rate and nine students earned a Maryland high school diploma through GED examination. During the Hickey Voter's Registration Program for eligible students, four eligible students were able to complete and obtain their Maryland voter's registration card.

School Initiatives:

Hickey collaborates with DJS for student programing. Through this collaboration the Black History Month Program, guest speaker events, monthly youth advisory board meetings, treatment team meetings, Multi-disciplinary Assessment Staffing Team (MAST), and after school clubs and programs were organized for the students. Hickey also established a robotics program and continued the Chess Club. Hickey's weekly library rotation schedule supported increased literacy, student interests, and buy-in to school was created. As a result, three students were added to post-secondary education. Two students earned certificates of completion from Anne Arundel Community College for real estate investing courses. A partnership was created with Uncuffed Ministries to provide instructional support and GED tutoring for select students.

Cheltenham Youth Detention Center (Cheltenham)

Student Achievement:

Students at Cheltenham had a 94.3% attendance rate and two students earned a Maryland high school diploma through GED examination. One of Cheltenham's high school graduates is currently enrolled in post-secondary classes at the local community college. Though the 19-20 school year students earned 120 credits towards graduation.

School Initiatives:

Cheltenham created a newsletter in October of 2019. The monthly newsletter featured poetry, art, and personal letter written by the youth detained at the center. The newsletter was published professionally and distributed throughout the school and DJS administration and headquarters. The students also began a reading club. Youth were selected to join the reading club based on academic performance and behavior in the school and around the facility. Cheltenham hosted its second annual intramural basketball season in early March. During Black History month, the youth and staff of the Cheltenham School hosted a performance. The performance showcased the students' talents in skits, the reading of poetry, dancing, and singing. The Cheltenham staff participated in a performance sponsored by DJS, a one woman skit based on the life of Ms. Rosa Parks. Other events and highlights included multiple guest speakers, student of the week celebrations, a high school graduation, and back to school night.

Green Ridge Youth Center (Green Ridge)

Student Achievement:

Students at Green Ridge had a 98.4% attendance rate and two students earned a Maryland high school diploma through GED examination. Students from Green Ridge earned over 850 service learning hours through a variety of activities both on and off campus from July 2019 to March 2020. In October 2019, students participated in the Maryland College Application Campaign (MCAC). The initiative gave students opportunities to participate in lessons, research, and activities to further their knowledge about post-secondary education, as well as, set individual academic goals for graduation and beyond.

School Initiatives:

In an effort to improve the classroom experience, a new media center which includes, technology, a library, and a new science classroom were built. In addition to individual Nooks for each student, the new library housed a variety of new books and resources for students. Green Ridge was also awarded a donation of new microscopes from Donor's Choose; these new instruments were a result of a proposal initiated by the science teacher in efforts to better enhance the students' learning experience.

On October 12, 2019, a school open house was held during Green Ridge Family Day. During this time, parents were encouraged to visit classrooms and meet both teachers and school administration. The school counselor held individual meetings with parents and guardians to review students' academic plans. In addition, the school at Green Ridge launched new modes of communication with direct mailings, emails, and parent/teacher conferences to enhance student support through school and home collaboration.

J. DeWeese Carter Center (Carter)

Student Achievement:

Students at Carter had a 97.4% attendance rate and one student earned a Maryland high school diploma through GED examination. During the 19-20 school year, students at Carter earned 28 credits toward graduation. Five high school graduates were able to enroll and take post-secondary classes through the partnership with Fredrick Community College.

School Initiatives:

The students at Carter worked with Chef Bonnie from Wor-Wic Community College to receive ServSafe instruction and certification. Students also worked the CTE teacher for CPR/First Aid and Flagger instruction, which contributed to eight students receiving industry recognized certifications in Flagger, ServSafe, and/or CPR/First Aid. This year, Carter created a new school program, Self-Care. Self-care promoted physical and mental health and overall wellness for the students.

Lower Eastern Shore Children's Center (LESCC)

Student Achievement:

Students at LESCC had a 99% attendance rate and two students earned a Maryland high school diploma through GED examination. A commencement ceremony was held for the students who earned their high school diploma. Students, staff, and the graduates' families attended the ceremony for the proud graduates. Students participated in a servicing learning activity entitled Operation Gratitude. Students wrote letters, thank you notes, and posters for veterans and service members during this activity.

School Initiatives:

LESCC successfully held its sixth annual music appreciation day featuring Rhythm Jones and Company. Chef Bonnie from Wor-Wic Community College provided Serv-Safe instruction and certification for LESCC students. LESCC, JSES and DJS also worked together to host speakers for students throughout the year. This year students were energized by Jerimiah Burns from restaurants Taco Bliss and The Mad Hatter Cafe. Mr. Burns spoke to students about overcoming obstacles in life, focusing on positive actions, and people that contributed to his entrepreneurial success.

Meadow Mountain Youth Center (Meadow)

Student Achievement:

Students at Meadow Mountain had a 99.3% attendance rate and five students earned a Maryland high school diploma through GED examination.   Students earned over 512 service-learning hours through a variety of activities both on and off campus. On November 12, 2019, a graduation was held for students, and several students applied and were accepted to colleges throughout Maryland.

In October 2019, students participated in the Maryland College Application Campaign (MCAC). The campaign provided opportunities for students to participate in lessons, research, and activities to further their knowledge about post-secondary education and setting individual academic goals.

School Initiatives:

Together with DJS treatment staff, school staff collaborated to create teams of support for students. School staff actively participated in Family Days on August 25, 2019, and January 25, 2020. Activities were planned monthly to increase a positive culture and climate for students.

Themed activities were aligned with academics and vocations, service, cultural competency, arts and entertainment. In December, students participated in, "Sending Some Love, Holiday Book Recordings."

In addition, school staff participated in trauma informed care training during school-based professional development to better serve students. The western region GED administrator and CTE teacher spearheaded a collaborative social group, Mountain Climbers for MSDE or DJS staff in efforts to support each other while participating in activities, which included socializing, celebrating the arts, community service, and family fun events.

Savage Mountain Youth Center (Savage)

Student Achievement:

Students at Savage had a 99.3% attendance rate. Students also had the opportunity to pursue original high school credits that they struggled to obtain in other settings. Some students successfully recovered high school credits that they struggled to attain in other settings, in addition to earning original credit. Students also participated in the Black History competition in Baltimore Maryland. One student placed in the top three in the event.

School Initiatives:

Programming for youth was provided in partnership with churches, as well as, civic and community organizations that provide programming for youth. Savage also encouraged youth to participate in writing competitions, fitness and sports, fine arts, life skill development, faith-based activities, and after school activities. The CRD teacher in conjunction with the Department of Juvenile Services received training in The Real Deal program which provided students with critical skills in personal finance. The special education teacher continued to offer after school activities which used Legos to promote a better understanding of the basic concepts of physics.

Thomas J.S. Waxter Children's Center (Waxter)

Student Achievement:

Students at Waxter had a 99% attendance rate and three students earned a Maryland high school diploma through GED examination. Students completed 345 hours of service-learning activities.. Students completed Career and Technology Education certificates in Flagger, CPR, Keyboarding, and Microsoft Office. During the first quarter, all students participated in three school-wide poster competitions.

School Initiatives:

Thomas J.S. Waxter Children's Center school was well known for its community partnerships and extra-curricular activities this year. During FY2020, the school held many collaborative

activities with DJS. Guest speakers including former students, community partners, and established business owners visited the facility throughout the year. Teachers introduced numerous instructional and service-learning projects during the academic year. Many transition activities were held to support student re-entry into communities and schools.

During FY 2020, Thomas J. S. Waxter Children Center School continued its partnership with the University of Maryland at College Park in collaborating the Essay/Poetry Contest. The school sponsored afterschool clubs in chess and painting. During this year, the school also participated in various Changing Habits and Making Progressive Strides (CHAMPS) competitions through DJS.

Victor Cullen Center (Cullen)

Student Achievement:

Students at Cullen had a 98.7 % attendance rate and nine students earned a Maryland high school diploma through GED examination. Cullen students participated in a service learning activity entitled *Operation Paperback.* This activity required students to arrange for donations of books to be sent to military service personnel deployed overseas. Both MSDE and DJS staff supported the service learning activity by donating new and gently used books. Students also wrote letters to soldiers thanking them for their service.

Students completed a project writing and created handmade Halloween story children's' books that were donated to a local daycare center. Students also studied short story elements and methods of book creation with consideration for childhood development and maturity.

School Initiatives:

Education staff at Cullen submitted an election ballot (with reason for nominating that person) each month for their recommendation of the *Education's Pick: DJS Staff of the Month*. All ballots were posted for the month and one DJS Staff was chosen as the Staff of the Month. That person received a certificate and small gift, joins the education group in a potluck luncheon, and was given a specially designated parking spot for the month.

Western Maryland Children's Center (WMCC)

Student Achievement:

Students at WMCC had a 98.5% attendance rate and two students earned a Maryland high school diploma through GED examination. WMCC students participated in several service learning projects that allowed them to give back to their communities. *Operation Student Santa* allowed students to create holiday cards, letters, and drawings to express their thanks to soldiers deployed in Afghanistan. All students participated in creating cards and drafting letters. Some worked in teams to produce posters of encouragement.

The second large project at WMCC was for the *Latchkey Kids of Hagerstown*. Students at WMCC created keychains for the local children enrolled in the Latchkey Program. The Program's Director shared a clarifying presentation to the WMCC students around the services available to children and received dozens of keychains made by the WMCC students.

School Initiatives:

WMCC held Crime Victim Awareness Week, where education staff at WMCC joined DJS staff to gather items for students to create hygiene "gift bags" and notes of encouragement to share with the *Citizens Assisting and Sheltering the Abused,* which serves domestic violence victims. Throughout the project, students and staff discussed and shared perspectives about the problems of those less fortunate and the skills necessary to advocate for those who cannot advocate for themselves.

Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the JSES during FY 2020. 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"

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