



Maryland

JUVENILE SERVICES
EDUCATION BOARD & PROGRAM

Juvenile Services Education Program

Annual Report
Data and Highlights
2023 Fiscal Year



EARN
A
DIPLOMA



Juvenile Services Education Program



LEARN
NEW
SKILLS

PREPARE
STUDENTS
FOR
SUCCESS



Executive Summary

To the Honorable Wes Moore, Governor of the State of Maryland:

The Juvenile Services Education Program (JSEP) took over operations of the education program in all Department of Juvenile Services (DJS) facilities in July 2022. The JSEP headquarters' leadership team was assembled during this first year, putting people in place to develop a JSEP curriculum, a new library system, procedures, and accountability standards for record-keeping, special education, testing, and compliance monitoring. Ensuring the implementation of Individual Learning and Transition Plan as required by SB 497 has been a major focus of this year. Additionally, we are excited that Memorandums of Agreement (MOA) have been negotiated with all 24 of Maryland's Local Education Agencies to outline the process for student's dual enrollment between their home school and JSEP.

MOAs were also established with several institutes of higher learning throughout the State to increase the opportunities for JSEP post-secondary students and to allow for their smooth transitions back to the community. JSEP professional development (PD) has been planned and implemented in a purposeful manner, focusing both on the overall theme as well as on content-specific teaching strategies and curriculum implementation. JSEP and DJS continue to address the ongoing education staff shortages in the schools.

Much of the effort this year has been on developing the necessary infrastructure for a new organization. Many policies have been written, approved, and implemented. JSEP is in the accreditation process with Middle States Accreditation (MSA). Over the next six months, JSEP will continue to gather and present evidence aligned with the MSA standards to complete the candidacy phase of the accreditation process. JSEP staff has also written the initial plan for the Maryland Blueprint and hopes to advocate for Blueprint funding to implement all phases of the plan.

The JSEP theme for the 2023-2024 school year is Learning and Leading with Fidelity. During the August All Staff Day, professional development sessions focused on engagement, instructional technology, and professional responsibility to promote the theme. PDs focused on student engagement, differentiation, and teaching strategies will continue throughout the school year to provide improved instruction and increase student achievement.

JSEP continues to make strides, and I look forward to improving the education and opportunities we provide to our students.

Kimberly Pogue

JSEP Superintendent

JSEP

The Juvenile Services Education Program (JSEP) and Board is an independent unit which oversees and provides educational services to all youth in DJS-operated detention and committed facilities.

VISION

We believe in the potential of every student. JSEP schools facilitates individualized education that builds on students' strengths, preparing them for continued success and positive engagement in their communities.

MISSION

The Juvenile Services Education Board will provide leadership, set policy, and advocate to ensure the Juvenile Services Education Program provides individualized education that:

- Prepares students to engage with their communities successfully
- Collaborates with youth, families, communities, and other stakeholders
- Ensures the effectiveness of school-based professionals
- Utilizes innovative practices and data-driven decision-making



Table of Contents

INTRODUCTION

Executive Summary.....	2
History.....	5
Juvenile Services Education Program Board.....	6-9
JSEP Leadership Organization.....	10
JSEP Students.....	11
Instructional Programs.....	12-19
JSEP Technology.....	20
JSEP Staff.....	21
JSEP Budget.....	22
Outcomes and School Accountability.....	23-28
Regional Map.....	29

DETENTION CENTER PROFILES

Alfred D. Noyes Center.....	30
Baltimore City Juvenile Justice Center.....	31
Charles H. Hickey, Jr School.....	32
Cheltenham Youth Detention Center	33
Lower Eastern Shore Children’s Center.....	34
Western Maryland Children’s Center	35

TREATMENT CENTER PROFILES

Backbone Mountain Youth Center	36
Green Ridge Youth Center	37
Garrett Children’s Center.....	38
Victor Cullen Center.....	39

Final Comments

Final Comments.....	40
Frequently Used Terms.....	41

History

During the 2021 legislative session, the Maryland General Assembly passed, and the Governor signed into law, SB 497, Chapter 145, Juvenile Services Education Board and Program. The legislation transitioned the responsibility of implementing a juvenile services education program from the Maryland Department of Education (MSDE) to the Juvenile Services Education Program (JSEP) Board. SB 497 further stipulated that JSEP would be housed within the Department of Juvenile Services (DJS), with DJS having the responsibility of providing support to JSEP in the following eight areas: information and technology services; procurement services; fiscal services; capital planning and capital budgeting; human resources; facility and office maintenance; research and program evaluation; and investigating and monitoring.

The Juvenile Services Education Program (JSEP) and Board oversees and provides comprehensive educational services to all juveniles placed in a DJS operated detention and residential facility. The JSEP Superintendent is responsible for implementing and administering educational programs approved by the JSEP Board and DJS provides support services to the unit. Students are able to receive instruction in coursework aligned with the Maryland State Department of Education (MSDE) graduation requirements. Students are able to receive Career and Technology Education (CTE) certifications, specialized instruction, participate in GED completion, receive comprehensive school counseling supports, and post-secondary opportunities. JSEP will also include instruction in core content subjects, library/media services, life skills, and special education services. Students are pre-tested upon entry to the JSEP to assess baseline academic skills. Teachers used the results to design learning plans for each student, which form the basis for daily instruction.



Juvenile Services Education Program Board

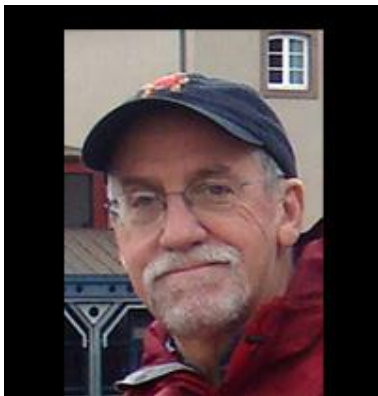
The JESP Board is responsible for appointing the JSEP Superintendent, who has exclusive control of the day-to-day operations of Juvenile Services Education. The Board consists of the following members: the DJS Secretary, the Secretary of Higher Education; the State Superintendent of Schools; a representative of the Public School Superintendents' Association of Maryland; the Attorney General of the State, or the Attorney General's designee; one educator employed by the State who is engaged in the education of juveniles residing in a residential facility; and five members appointed by the Governor with the advice and consent of the Senate.



Grace Reusing (Board Chairperson) is an attorney with the Maryland Office of the Public Defender. For nearly a decade, she has focused her work on monitoring the conditions of confinement for justice-involved youth and ensuring the provision of quality educational services for her clients. She previously served as the Deputy District Public Defender in Baltimore City. She graduated from the University of Maryland Law School and is a licensed attorney in both Maryland and Pennsylvania.



Dr. Tracey L. Durant is the Executive Director of Equity for Baltimore City Public Schools, where she is responsible for leading system-wide initiatives designed to promote equitable practices, systems, and structures that ensure positive educational outcomes. Prior to assuming her current position, she served as a Specialist in the Department of Equity and Cultural Proficiency for Baltimore County Public Schools. She is a College Bound Foundation Distinguished Alumni and was named one of the Daily Record's Top 100 Women in 2018. She holds a doctorate in higher education from Morgan State.



Dr. Peter Leone recently retired from the University of Maryland, College Park, where he taught in the College of Education and served for many years as the director of the National Center on Education, Disability, and Juvenile Justice. Dr. Leone earned his Ph.D. in special education from the University of Washington in Seattle. He has published extensively in the area of education for youth in the juvenile justice system and served as a consultant and expert witness on this issue throughout the United States.



Sharon Stanley Merriweather is an Assistant Attorney General with the Maryland Office of the Attorney General. She is currently the Principal Counsel for the Maryland Health Benefit Exchange where she provides legal counsel regarding healthcare reform, the Affordable Care Act, government regulatory law, government contracting, and data privacy and security matters. From 2006-2011, Merriweather served as Assistant Attorney General to the Juvenile Justice Monitoring Unit, providing legal advice and counsel on issues such as drafting and negotiating agreements, reviewing legislation, and complying with federal and State laws. Merriweather earned a B.A. from the University of Delaware and received her law degree from the University of Maryland School of Law



Dr. Sanjay Rai, Secretary of Maryland Higher Education Commission

Dr. Sanjay Rai formerly served as Senior Vice President for Academic Affairs and led the Workforce Development and Continuing Education unit at Montgomery College. He is a higher education leader with over 30 years of experience championing access and student success, leading organizational change, talent development, economic development developing partnerships with business and industry ensuring post-completion success, and engaging with higher education leaders across the state, the country, and internationally. With a global education that includes degrees from India, Canada, and the United States; academic experiences from tutor to senior vice president for academic affairs; and leadership experiences at a private liberal arts university, a state

university system, and a community college, Dr. Rai has developed perspectives, knowledge, skills and a deep commitment to equity for all students that makes him a sought-after leader and partner. Dr. Rai earned a doctorate in mathematics from the University of Arkansas in Fayetteville. He has received several awards for leadership, teaching and scholarship and has authored numerous scholarly articles and other academic publications. His publications are in applied mathematics and mathematics education, and include his most recent publication in 2020, Basic insights in vector calculus: with a supplement on mathematical understanding.



Vincent Schiraldi, Secretary, Department of Juvenile Services

Since 2023, Vincent Schiraldi has been Secretary of the Maryland Department of Juvenile Services. Vincent Schiraldi is a national leader in criminal/juvenile justice and mass incarceration reform, a field he has worked in for more than four decades. He previously served as Commissioner of New York City's Department of Corrections, and before that Columbia University, where he served as Senior Research Scientist at the Columbia School of Social Work and co-Director of the Columbia

Justice Lab, working to reduce the footprint and negative impact of community corrections, eliminate youth prisons, and create a developmentally appropriate response to offending by young adults. Mr. Schiraldi went to Columbia from the Harvard Kennedy School Program in Criminal Justice where he was a Senior Researcher. Mr. Schiraldi also has extensive government experience in criminal and juvenile justice. While Commissioner of New York City's Department of Correction, he attempted to close Riker's Island and end the practice of solitary confinement. Mr. Schiraldi also served as director of juvenile corrections in Washington DC, as Commissioner of the New York City Department of Probation, and as Senior Policy Adviser to the NYC Mayor's Office of Criminal Justice. He also pioneered efforts at community-based alternatives to incarceration in NYC and Washington DC as founder and executive director of the Center on Juvenile and Criminal Justice and Justice Policy Institute, respectively. Schiraldi has lectured at the Columbia University School of Social Work, Harvard Law School, NYU School of Social Work, San Francisco University, and the Georgetown University Center for Juvenile Justice Reform. Schiraldi received a Master's in Social Work from New York University, and a Bachelor of Arts from Binghamton University.



Richard Stevenson III, Educator Member, is a special education teacher at Garrett Children's Center (GCC). His teaching career began with four years of teaching Preschool Special Education at Wiley Ford Primary School in West Virginia. Followed by the position of Teacher/Behavior Intervention Specialist for grades 3-8 at Frankfort Intermediate in West Virginia, where he spent four years teaching a self-contained classroom for students with behavioral and emotional needs. This led to a similar position at Fort Hill High School in Cumberland, MD, which lasted for three years, followed by a position back to the elementary side at South Penn Elementary in Cumberland, MD, to again teach students with behavioral and emotional disorders. He moved to JSES to become a resource teacher at Meadow Mountain Youth Center. Upon the closure of Meadow Mountain, he took his position at Garrett Children's Center. Throughout his teaching career he has been involved in the leadership, discipline, and administrative aspects, assisting and acting as an administrator at each of his different assignments. Those administrative roles include: Building Designee at both Wiley Ford Primary and Frankfort Intermediate, Teacher in Charge at South Penn Elementary and CPI trainer in both Mineral County, WV and Maryland. He received his Bachelor's degree in Early Childhood education and a Masters Degree in Educational Leadership from Frostburg State University and currently holds certifications in early childhood/elementary education, Special Education birth - Adult, and Administration.



Dr. Andrae Townsel is the Superintendent of Calvert County Public Schools. Dr. Townsel was born and raised in the beautiful state of Michigan. As a student-athlete at Cass Technical High School, he earned a football scholarship to Howard University in Washington, DC. His football scholarship ultimately turned into a doctoral degree. He earned his bachelors, masters, and doctorate all from Howard University and began his educational career in the District of Columbia. He had the privilege of working in every level of the educational system and excelled. He served as a student teacher, teacher, football and basketball head coach, assistant dean, dean of students, central office specialist, assistant

principal, high school principal, assistant superintendent, and a highly effective superintendent. On July 1, 2022, Dr. Andraé Townsel became the first black superintendent in the history of Calvert County, Maryland.



Leonard Webb is currently the Next Generation Scholar Program Coordinator for Allegany County with the Maryland Business Roundtable for Education. He helps high school students prepare for life after high school by supporting them in determining their career interests as well as connecting them to resources to support their journey. Prior to that, he spent 27 years with the Federal Bureau of Prisons as a Drug Treatment Specialist / Counselor providing support to men incarcerated in their pursuit to living a drug-free / incarceration-free life. He currently owns his own educational consulting business, Webvolutionary Motivation, LLC, where he provides professional development for educators and speaking services to schools across the country to improve school culture and student engagement. Leonard is a graduate of the University of South Florida.



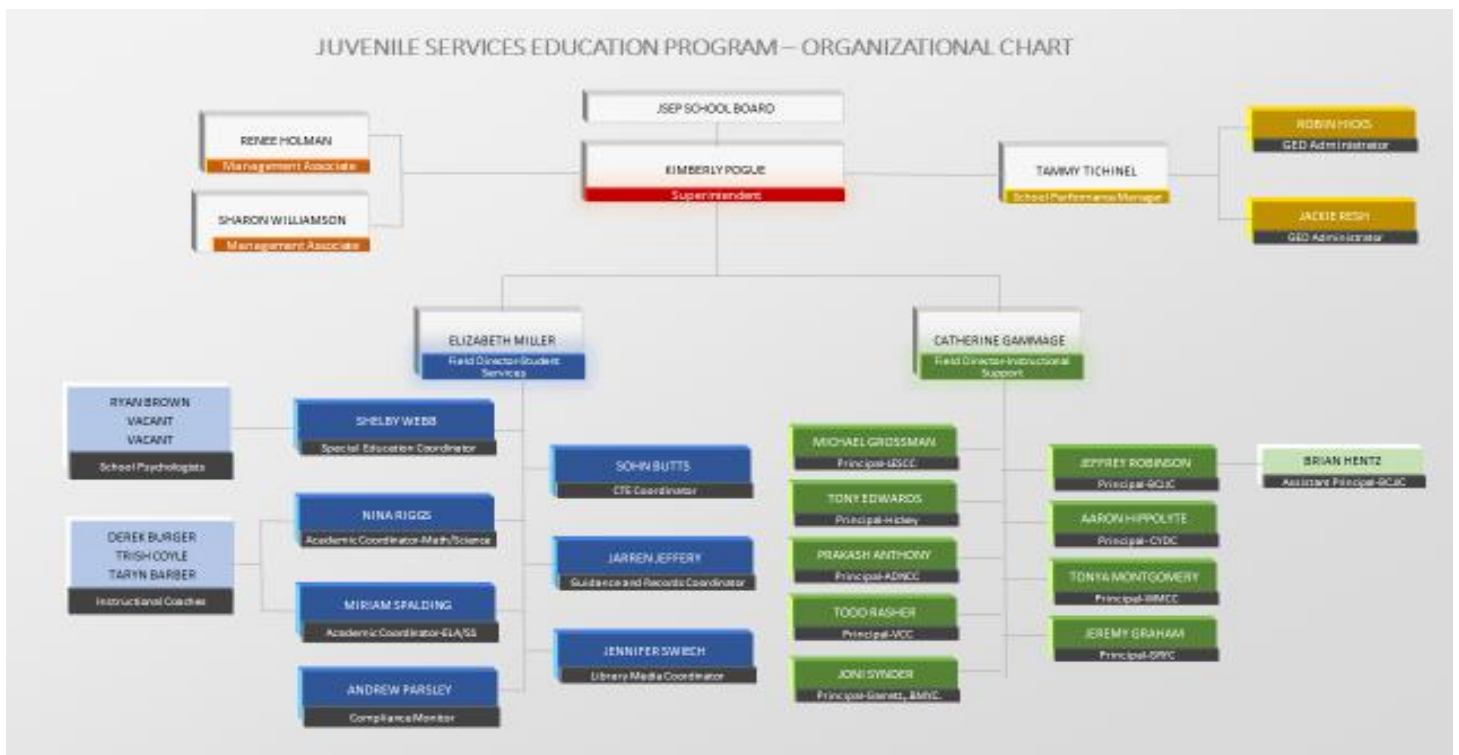
Dr. Carey M. Wright - Interim Maryland State Superintendent of Schools. Dr. Wright is a former member of the Chiefs for Change Board of Directors. Notably, the U.S. Secretary of Education appointed her in 2019 to the National Assessment Governing Board, which sets policy for NAEP, the Nation's Report Card. Her honors include the 2022 Mississippi Top 50 Most Influential Leaders Award. As one of the longest-serving state chiefs of the 21st century, she retired in Mississippi in June 2022. Her tenure there was longer and marked by more student gains than any state superintendent of education since the Education Reform Act of 1982 established the Mississippi State Board of Education.

JSEP Board responsibilities include:

- Elect a Chair and Vice-Chair
- Meet publically in the state at least once per month
- Allow time for public comment at each of its meetings
- Appoint a Superintendent
- Conduct Performance Evaluations of the Superintendent every four years
- Develop an MOU between the Board and DJS carefully delineating the duties of each in the provision of juvenile education services
- The Board shall develop, recommend, and approve an educational training program that: meets the special needs and circumstances of juveniles is accredited by an approved accrediting agency
- In consultation with JJMU and the Department, develop minimum standards and a reporting structure to measure educational outcomes and assess the implementation of JSEP
- Review quarterly quality assurance reports developed by DJS
- Conduct a performance review of the Superintendent at least once every 4 years
- Shall approve post-secondary education programs, including vocational and online programs that meet the needs of the juveniles in a residential facility (minimum 2.5 hours per weekday)

JSEP Leadership Organization

The JSEP leadership team is comprised of the superintendent, two field directors, nine principals, seven coordinators (two academic, special education, career technical education (CTE), school counseling and records, library, and compliance), and a school performance manager. The leadership team work together to provide the best possible education to the students, with the headquarters staff primarily responsible for creating and delivering programming and the school principals accountable for implementing the JSEP program in their buildings.



JSEP Students

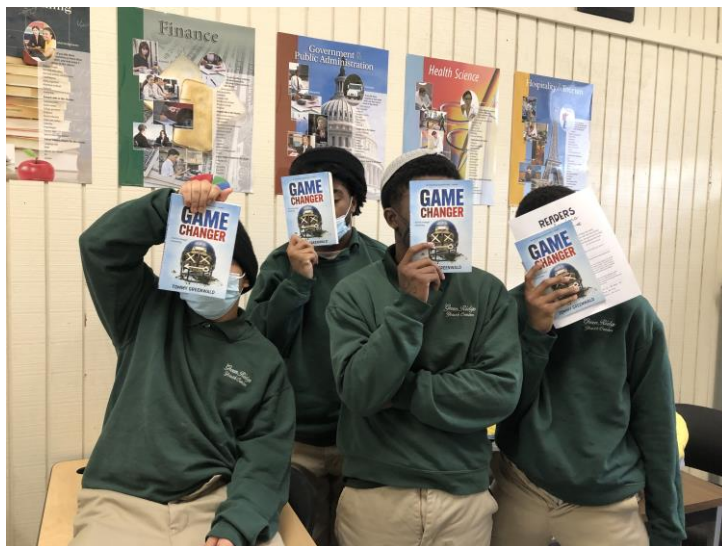
Individual Learning Plans

Individual Learning Plans (ILP) are the centerpiece of JSEP's student-driven education program. The ILP is a dynamic document initiated when a student enters a JSEP school that documents their needs, goals, and challenges to be met to reach their educational and career goals. The Plan details courses, preparations, and activities needed for high school graduation, vocational training, or college coursework. It is updated every 30 calendar days to reflect each student's ongoing needs and progress. This plan's development is based on student input and is shared with families and LEAs. The document is also used for students' transition back to their community school.

The Juvenile Services Education Program served students at nine Department of Juvenile Service's detention and treatment facilities. *(Please See Pages 26-31 for detention facility's profiles and Pages 32-35 for treatment facilities)*

During the 2022-2023 school year, 2,501 students were administered educational services through JSEP *(See Pages Outcomes and School Accountability 20-24)*

There were 663 students receiving special services during the 2022-2023 school year *(See Page 23 for Special Education outcomes)*



Instructional Programs

Core Content Instruction

Students who enter JSEP schools continue their path to graduation as if they had remained in their Local Educational Agency (LEA). They are enrolled in the same core classes, and their course grades are transferred into the JSEP student information system. Final course grades are a weighted average of students' grades in their LEA and JSEP courses. The exact process is reversed when students return to their communities.

Certified content teachers teach Core courses in a JSEP school in person. When no content-certified teacher is available to teach in person, students take classes streamed from another facility by a content-certified teacher facilitated by a certified teacher in the student's classroom. Graduation requirements that JSEP teachers do not offer can be taken online through an online learning platform. These courses ensure that students stay on track for a timely high school graduation. Additionally, credit recovery courses are available to qualifying students.

CORE CONTENT AREA COURSES OFFERED IN JSEP SCHOOLS			
English Language Arts	Mathematics	Social Studies	Science
English 9	Algebra I	Modern World History	Biology
English 10	Algebra II	United States History	Chemistry
English 11	Geometry	United States/American Government	Earth and Space Science
English 12			

English Language Arts and Mathematics courses align with the Maryland College and Career Readiness Standards. Science classes in Maryland, including JSEP, are aligned with the Next Generation Science Standards, and all Social Studies courses are aligned with the Maryland Social Studies Standards within the Maryland Social Studies Framework. Aligning to these standards ensures that JSEP courses are all approved Maryland courses.

Instructional Programs

Career and Technology Education (CTE)

The JSEP CTE program offers secondary students MSDE graduation-required courses, electives, and Career and Technical Education programs.

JSEP offers Foundations of Computer Science and Foundations of Technology, both of which are offered in many LEAs and serve to satisfy the MSDE Technology Education or Computer Science graduation requirement. Additionally, several elective courses are offered via the JSEP CTE program. These elective courses include Consumer Economics and Personal Finance and Principles of Entrepreneurship and Business Management. The JSEP CTE program works to collaborate with community partners in higher education, local businesses, and nonprofits, as well as other government agencies.

The primary JSEP CTE program implemented statewide in 2023-24 SY is Career Research and Development (CRD). CRD is designed to prepare students with the requisite academic and technical knowledge, skills, and abilities to make informed career choices and decisions; seek further education or training; or enter the workforce. The CRD program will consist of two courses; CRD I and CRD II.

Additionally, the JSEP CTE programs at Green Ridge Youth Center (GRYC), Victor Cullen Center (VCC), and Backbone Mountain Youth Center (BMYC) will house additional CTE programming. CTE at GRYC includes Construction Trades, featuring two courses: Introduction to Construction and Foundational Topics in the Construction Trades. BMYC offers its students C-Tech, a two-course sequence (CPS I and CPS II). VCC offers automotive training and certification through VR headsets.

JSEP CTE students have the opportunity to earn several industry certifications. These certifications include:

- OSHA-10
- OSHA-30
- ServeSafe
- Flagger
- CPR/First Aid
- Microsoft Office
- Google
- Forklift operator's license
- Others based on student interest and regional workforce needs.

Instructional Programs

Special Education

JSEP's commitment is for all students to reach their full academic potential by meeting the specific needs of students. JSEP is a school system where all students, families, schools, and community members share the motivation, knowledge, and skills to work together to ensure that all children with disabilities are learning, progressing, and meeting high expectations. All programs are available in every school. The Department of Special Education must provide free, appropriate public education to eligible children in cooperation with parents and other agencies under the Individuals with Disabilities Education Act. Each eligible student must have an Individual Education Program (IEP), developed by a team composed of teachers and other qualified school personnel, parents or guardians, and the student, when appropriate, as required by state and federal regulations. The IEP is revised when necessary and reviewed annually.

JSEP SPECIAL EDUCATION GOALS:

- Ensure that students with disabilities are provided access to the general education curriculum and extracurricular activities in the regular education setting to the maximum extent possible with assistive support to maintain the student in the appropriate public school that the student would attend if not disabled
- Ensure the participation of all students with disabilities in state, school system, or alternative assessments
- Ensure compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates
- Utilize state and federal guidelines to maintain timely procedures for the identification processes for students suspected of having disabilities
- Promote collaborative practices across educational settings between regular staff, special educators, and related service providers
- Maintain a constant effort towards continued staff development on current educational trends and educational issues
- Support and facilitate parent involvement/participation in the special education process
- Ensure participation in and dissemination of information concerning the transition process for students with disabilities and their parents
- Collaborate with local, state, private, and community agencies to establish, implement, and maintain local interagency planning of programs for students with disabilities

Instructional Programs

GED

Students in JSEP schools can earn their high school diplomas in one of two ways: by meeting the graduation requirements of their LEA or through the General Educational Development (GED) test. The GED is a four-part test that measures a student's high school proficiency in the following areas: Mathematical Reasoning, Reasoning through Language Arts, Science, and Social Studies. Students must meet several eligibility requirements, including passing the official practice test, a guardian's permission, and age requirements before taking the official test. Once students pass all four sections of the GED test, they are awarded their Maryland High School Diploma.

If a student fails one or more sections, JSEP has remediation procedures in place to enable a student to pass on subsequent attempts. The JSEP planned, constructed, and implemented two Pearson VUE-approved GED Mobile Labs, allowing the JSEP to administer all four sections of the GED exam at remote locations. The GED mobile is a testing site and functions at all JSEP schools.

Post-Secondary

JSEP works to identify the unique educational and employment needs and goals of each Post-Secondary student. Students can complete college placement tests, earn industry-recognized certifications, or complete specialized training in-person or virtually. Student options include credit-bearing college courses, non-credit-bearing workforce development, and continuing education courses through our partnerships with Garrett College, Frederick Community College, Anne Arundel Community College, and the Community College of Baltimore County.



Student Services

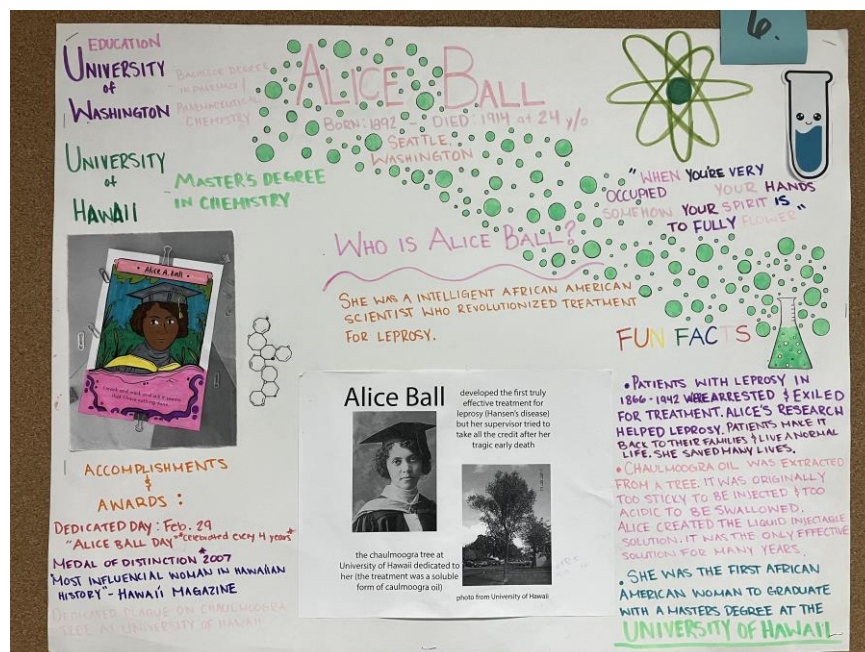
Guidance and Counseling

JSEP continues to support students' academic, social, and emotional development through the work of certified School Counselors at each school site. The school counselor provides services that prepare students to meet MSDE graduation requirements and post-secondary plans. The School Counselor uses the American School Counselor Association (ASCA) framework to provide a comprehensive school counseling program that is data-informed, delivered to all students systematically, prepares students for post-secondary readiness and success, closes achievement and opportunity gaps, and improves student achievement.

School counselors conduct student interviews and administer career interest surveys to provide individualized direct services and academic programming. In collaboration with students, parents, home schools, and administration, school counselors identify alternative educational pathways, including credit recovery courses and the GED program, for students to achieve.

The JSEP academic program offers students an accelerated option in which students can complete a full-year course during semester one and another full-year course during semester two, therefore earning multiple credits in one academic school year. The school counselor manages course placements to allow students to recover course credits to meet on-time graduation requirements. In addition, school counselors monitor students' academic progress, input final grades, and ensure students' course history is current on students' transcripts. School counselors and record clerks work to ensure students' records comply with the MSDE Student Records Manual.

School counselors provide other related services through career and transition planning, small group counseling, and individual sessions. School counselors coordinate the 504 plan process for eligible students and ensure accommodations are consistent throughout the student's academic program. Most school counselors serve as the school-based School Testing Coordinator for state testing. This provides students access to all state-mandated assessments, including those required for high school graduation.



Student Services

Service Learning

JSEP integrates service learning through curriculum programs and sustained relationships with community partners. Service learning projects allow students to earn hours to meet MSDE requirements for high school graduation and realize their civic responsibility to their community. Service learning projects integrated through social studies address voting rights, responsibility, and the election process. Projects experienced through science classes focus on gardening and addressing food hunger. Other school-based projects build awareness for homelessness support for seniors and veterans, neglected pets, children in foster care, and those with severe illnesses.



Student Services

Library Media

The Juvenile Services Education Program (JSEP) school libraries are transforming into learning commons that provide students access to information, instruction, learning, leisure, and cultural opportunities. The spaces, materials, and programming are being developed to provide diverse appeal, include a broad range of ability levels, and reflect and expand a reader's point of view and experiences.

Materials are offered and ordered in print, non-print, and digital formats to accommodate students' individual needs, interests, and learning styles. Library materials are selected to enrich student learning, engage students in critical thinking, and encourage readers to reflect on their impact as global citizens.

For the 2022-2023 school year, over 3,000 high quality new or gently used books were donated for the children as part of our Book Buggy program. Students selected 700 books to take home as part of their personal property. The remaining books will be distributed to students and teachers for classroom libraries during the 2023-2024 school year.



JSEP One Click



One Click is an intranet focused on vertical articulation and interdisciplinary collaboration serving as a comprehensive platform that facilitates seamless connectivity and alignment across various educational levels and subjects. The primary purpose of the site is to provide curriculum mapping and alignment tools. Each subject's curricular repository houses detailed mapping of learning objectives, competencies, and skills across different educational levels. Curated materials that bridge multiple subjects, encouraging interdisciplinary learning and projects ensure interdisciplinary collaboration that maximize student learning.

In additional efforts to further student learning One Click provides opportunities for educators to engage in professional development sessions focused on instructional technology, gamification, and instructional best practices. The platform creates high visibility to JSEP's official policies and procedures by anchoring materials within policy content. Most notably, our official policies surrounding GED testing and Service Learning are underpinned with robust collections of materials, resources, and instructional guides to implement the policies.

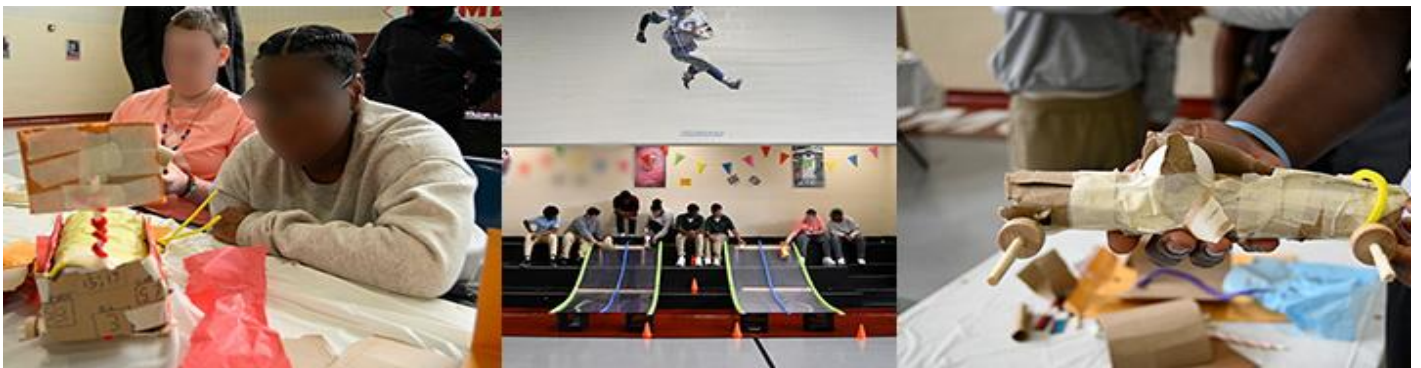
By integrating vertical articulation , interdisciplinary collaboration, and practical policy implementation tools into an educational intranet, educators can create a cohesive learning experience that aligns learning objectives across levels and encourages students to explore connections between different subjects, fostering a more holistic and comprehensive education

JSEP Instructional Technology

The JSEP Instructional Technology staff continued an ongoing collaborative effort with the DJS Office of Information Technology to ensure technology best practices and building infrastructure development. The JSEP school interconnectivity was monitored and supported to ensure daily effective, efficient, technology-rich educational programming to JSEP students. The JSEP deployed computers for students and teachers, providing every school access to technology and software capabilities. During SY2022-2023, JSEP improved its broadband capabilities, expanding Wi-Fi access beyond the school building.

Highlights:

- JSEP added 40 new interactive whiteboards to improve classroom instruction
- All JSEP instruction staff received updated laptops and docking stations
- Instructional staff utilize programs that include Aztec, Nearpod, GoGuardian, Xello, Gizomos



JSEP Staff



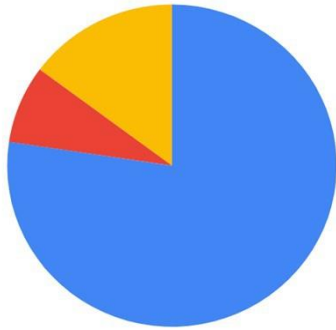
During FY23, the JSEP had 173 pins assigned to school and headquarters staff. JSEP schools averaged a vacancy rate of 26%. Number of each position and percentages can be found in the table below:

School-Based Staff (SBS)			
Position	Number	Percent of SBS	Percent total
Core teacher	49	31%	28%
CTE teacher	10	6%	6%
Special education	30	19%	17%
Resource teacher	14	9%	8%
EL teacher	3	2%	2%
Administrator	10	6%	6%
School Psychologist	3	2%	2%
Counselor	12	8%	7%
Secretary/records	12	8%	7%
Librarian	3	2%	2%
Instructional Coaches	3	2%	2%
GED Administrator	2	1%	1%
Instructional aide	1	.6%	.6%
Social Worker	3	2%	2%
Transition Specialist	1	.6%	.6%
Total	156	100%	91%

Headquarters Staff (HS)			
Position	Number	Percent of HQ	Percent total
Superintendent	1	6	.6
Chief of Staff	1	6	.6
Field Director	2	12	1
Coordinator	6	35	3
Compliance Monitor	1	6	.6
Data Manager	1	6	.6
Functional Analyst	1	6	.6
Management Associate	2	12	1
IT Specialist	2	12	1
Total	17	100%	9%

2023 JSEP Budget

2023 JSEP Appropriations



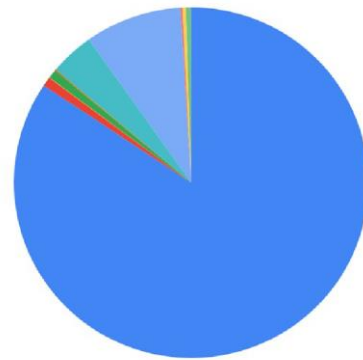
- Net General Fund Expenditures
- Special Fund Expenditures
- Federal Fund Expenditures

Appropriations	
Net General Fund Expenditures	\$18,180,663.00
Special Fund Expenditures	\$1,840,178.00
Federal Fund Expenditures	\$3,483,070.00

Allowances

Salaries, Wages & Fringe Benefits	\$ 19,824,256.00
Technical & Special Fees	\$ 200,827.00
Communications	\$ 10,237.00
Travel	\$ 190,883.00
Vehicle Operation & Maintenance	\$ 21,940.00
Contractual Services	\$ 951,057.00
Supplies and Materials	\$ 2,073,872.00
Equipment- Replacement	\$ 42,332.00
Equipment - Additional	\$ 74,298.00
Fixed Charges	\$ 114,209.00

2023 JSEP Allowance



- Salaries, Wages & Fringe Benefits
- Technical & Special Fees
- Communications
- Travel
- Vehicle Operation & Maintenance
- Contractual Services
- Supplies and Materials
- Equipment- Replacement
- Equipment - Additional
- Fixed Charges

2023 Budget Highlights

Credit Recovery/Online Learning Platform	\$130,000.00
Library Books for BCJJC	\$10,000.00
Library System for all JSEP Schools	\$13,000.00
National Conference for Teachers of Mathematics	\$4,000.00
Online Observation Platform	\$12,000.00
Student G-Suite	\$49,000.00
Student Information System	\$19,500.00
Open SciEd Conference	\$6,600.00
Jim Knight Institute	\$9,975.00

Outcomes and School Accountability

Data Quality

During the 2022-2023 school year, the number of academic credits, post-secondary enrollments, service learning hours, Accuplacer (reading and math), student service (middle school, high school), and CTE certificates students obtained while in JSEP, as well as the passing rate for GED and GED subtests were collected.

The JSEP data are reported in two formats. Data outcomes such as attendance, grades, and credits are stored within the SIS and retrieved when needed. All JSEP schools also submit a monthly report covering various data points, including post-secondary information. All data is reviewed and analyzed weekly, discussed quarterly with program leadership to inform school performance, and reported as school performance measures at the end of each fiscal year. JSEP reports data in two formats.

All JSEP schools also submit a monthly report covering various data points. All data is reviewed, analyzed, and discussed weekly by JSEP leadership. The data is used to measure student achievement, school performance, and report system-wide performance measures.



Juvenile Services Education Program

Students Demographics

The Juvenile Services Education Program served 1,212 students during 2022-2023 school year.

The numbers in the first chart are unduplicated meaning that each student was only counted once regardless of the number of facilities they attended or the number of times they were re-admitted.

Students Served by Demographics						
Facility	Number of students	Black	White	Hispanic /Other	Male	Female
ADNCC	22	59.1%	36.4%	4.5%	0%	100%
BCJJC	311	89.1%	6.8%	4.2%	100%	0%
CHHS	192	84.4%	10.9%	4.7%	100%	0%
GRYC	63	81%	7.9%	11.1%	100%	0%
BMYC	75	86.7%	9.3%	4.8%	100%	0%
WMCC	75	73.3%	18.7%	8%	96%	4%
VCC	64	84.4%	10.9%	4.7%	100%	0%
CYDC	330	70.3%	9.1%	20.6%	85%	15%
LESCE	80	77.5%	21.2%	1.2%	78%	22%
<i>System Wide</i>	1,212	79.4%	10.2%	10.5%	91%	9%

Total Students Served (Duplicated)					
Summer Session	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
398	498	527	536	503	2,501

Juvenile Services Education

Credits Earned

JSEP students earned the following credits toward high school graduation per facility:

	10	18.5	43	71.5
	45	137	123.5	305.5
	64	108	117	289
	59	100	144	303
	45	102.5	132.5	280
	22	29	12	63
	60	91	81	232
	64	103.5	103	270.5
	27	31	61	119

High School Diplomas Earned

High School diplomas are earned by meeting all the requirements of a student's LEA or by passing the GED testing with scores that meet the Maryland standard.

Total Number of Diplomas						
	Summer Session	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Total Diplomas	6	7	4	7	10	34
GED	6	7	4	5	3	25
Traditional	0	0	0	2	7	9

GED Overall Pass Rate

JSEP schools had an overall pass rate of 67% with the number of GEDs earned by school as well as the overall pass rate by school in the following chart.

School	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Summer Session	Pass rate
ADNCC	1	0	0	0	0	100%
BCJJC	1	1	1	0	0	75%
CHHJS	0	0	0	2	1	67%
GRYC	0	0	0	0	1	0%
BMYC	4	2	1	1	0	75%
WMCC	0	2	0	0	0	100%
VCC	0	0	1	1	1	67%
CYDC	0	2	1	1	0	67%
LESCC	0	0	0	0	0	N/A
Total	6	7	4	5	3	

Pass Rate by Content Section

The table below contains the numbers of GED sections passed per subject area per school as well as the overall section pass rate per school

School	Math	RLA	Science	Social Studies	Total Attempts	Pass Rate
ADNCC	2/3	2/2	3/3	2/3	9/11	81%
BCJJC	3/6	3/3	4/4	3/3	13/16	81%
CHHJS	2/4	3/4	3/4	3/3	11/15	73%
GRYC	1/3	1/2	1/3	2/2	5/10	50%
BMYC	14/32	15/21	17/24	16/27	62/104	59%
WMCC	3/3	3/3	3/3	3/3	12/12	100%
VCC	3/15	1/3	3/8	1/6	8/32	25%
CYDC	5/11	6/7	4/6	6/8	21/32	65%
LESCC	0/0	0/0	0/0	0/0	0/0	N/A

Juvenile Services Education

Special Services

Number of Students Receiving Services by Quarter						
Program	Summer	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Special Education	180	120	131	103	129	663
English Learners	3	6	2	2	3	14
Career Technology	398	498	527	536	503	2,462
Post-Secondary	29	0	8	10	18	65

Attendance Rate

Facility	Summer Session	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Yearly Average
ADNCC	99%	98%	94%	99%	99%	98%
BCJJC	99%	97%	98%	99%	99%	98%
CHHJS	100%	99%	100%	99%	99%	99%
GRYC	100%	100%	100%	100%	100%	100%
BMYC	100%	100%	99%	99%	100%	100%
WMCC	99%	97%	98%	94%	99%	97%
VCC	100%	99%	99%	100%	100%	100%
CYDC	100%	87%	99%	99%	100%	97%
LESCE	98%	98%	96%	92%	97%	96%

Statewide Assessment Data

Students take Maryland High School Assessments (MHSA) if the student received credit for taking any of the following courses aligned with the Maryland High School Assessment. See COMAR 13A.03.02.06.

- English
- Algebra
- Science
- Government

"Maryland High School Assessments" means the HSA, PARCC, or other assessments in algebra, science, English, and government developed or adopted by the Maryland State Department of Education that are aligned with and measure a student's skills and knowledge as set forth in the Maryland Standards for those subjects. See COMAR 13A.03.02.02.

Fall Assessments Administered by JSEP	Spring Assessments Administered by JSEP
English 10 - 98	English 10 - 85
Algebra I- 131	Algebra I-72
Algebra II - 1	Algebra II - 2
Geometry – 6	

The Every Student Succeeds Act (ESSA) requires that states administer annual statewide assessments to all students in English Language Arts/Literacy and Mathematics in grades 3-8 and once in high school, as well as in science once in each grade span (3-5, 6-8 and high school). In addition to these federally mandated assessments, Maryland State law (Md. Ed. Art §7-203) requires a social studies assessment once in the middle school grade band (which will be administered in Grade 8) and the High School Assessment in American Government. Maryland also provides Alternate Assessments written to the Alternate Standards for those students who require this accommodation.

Spring Middle School Assessments Administered by JSEP
Science 8 th Grade -12
Math 8 th Grade - 6
ELA 8 th Grade - 7

Regional Map

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



Facility	Location	County	Type
Central Maryland			
Charles H. Hickey School (CHHJS)	Parkville, MD	Baltimore County	Male Detention Center
Eastern Shore			
Lower Eastern Shore Children's Center (LESCC)	Salisbury, MD	Wicomico County	Co-ed Detention Center
Baltimore City Region			
Baltimore City Juvenile Justice Center (BCJJC)	Baltimore, MD	Baltimore City	Male Detention City
Western Region			
Backbone (BMYC)	Swanton, MD	Garrett County	Male Treatment Center
Green Ridge (GYRC)	Flintstone, MD	Allegany County	Male Treatment Center
Garrett Children's Center (GCC)	Lonaconing, MD	Garrett County	Male Treatment Center
Victor Cullen Children's Center (VCC)	Sabillasville, MD	Frederick County	Male Treatment Center
Western Maryland Children's Center (WMCC)	Hagerstown, MD	Washington County	Male Detention Center
Metro Region			
Cheltenham Youth Detention Center (CYDC)	Cheltenham, MD	Prince George's County	Male Detention Center
Alfred Noyes Children's Center (ADNCC)	Rockville, MD	Montgomery County	Female Detention Center

School Profiles

Alfred D. Noyes Children's Center (ADNCC)



Type: Female Detention
Location: Rockville, MD
Average Length of Stay: 34 Days
Student Capacity: 29
Total Faculty/Staff: 12

Annual Facility Overview

During 2022-2023 school year, 1 student earned their high school diploma through the GED examination and 3 students earned their diplomas through their LEAs.

During 2022-2023 school year, one student obtained their high school diploma through the GED examination, while three earned diplomas through their LEAs. Alfred D. Noyes Children's Center School is renowned for its community partnerships and extra-curricular activities, hosting collaborative events with partner agencies. The school welcomes guest speakers, community partners, and established business owners annually. Teachers initiate various instructional and service learning projects, including expanding a garden project that contributed over 150 lb. of vegetables to the community.

Throughout the year, students earned certificates in Servsafe, OSHA, and Flagger, with many passing the MVA learner permit test. Noyes takes pride in offering individualized instruction to their girls, employing holistic and gender-specific strategies.

Due to the temporary closure of Alfred D. Noyes Children's Center, students and staff were relocated to Cheltenham Youth Detention Center in PG County multiple times during the past year, and they have been situated there since October 2022.

School Profiles

Baltimore City Juvenile Justice Center (BCJJC)



Type: Male Detention
Location: Baltimore City, MD
Average Length of Stay: 57 Days
Student Capacity: 120
Total Faculty/Staff: 26
Principal: Jeffery Robinson

Annual Facility Overview

During 2022-2023 school year, Baltimore City Juvenile Justice Center (BCJJC) served around 933 students, with four earning their high school diplomas through the GED examination. BCJJC is dedicated to empowering students, regardless of their background, facilitating their full re-entry into the community. BCJJC prepares students for academic and career success by connecting them to meaningful pathways. Since August 2023, 39 students have passed the Motor Vehicle Administration driver's learner's permit test, and four have completed the GED.

In April 2023, BCJJC organized a career fair featuring prominent businesses and organizations, including the Baltimore City Fire Department, Vehicles for Change, and Omega Recording Studio, gaining extensive media coverage. In May 2023, BCJJC hosted a college fair with representatives from Morgan State University, the University of Maryland Eastern Shore, the University of Baltimore, and other universities.

BCJJC provides vocational offerings such as ServSafe, OSHA 10, OSHA 30, Flagger, CPR/ First Aid, and Conover Career Readiness. Students who pass the GED test and earn diplomas can pursue post-secondary educational opportunities. The school conducted a successful Back-to-School Night in October 2023, where DJS departments engaged with parents and guardians regarding their role in supporting their children. Finally, BCJJC is actively working on organizing an HBCU College Fair.

School Profiles

Charles H. Hickey, Jr. School (CHHJS)



Facility Type: Male Detention
Location: Parkville, MD
Average Length of Stay: 72 Days
Student Capacity: 56
Total Faculty/Staff: 12
Principal: Tony Edwards

Annual Facility Overview

During 2022-2023 school year, Charles H. Hickey, Jr. School (CHHJS) served approximately 587 students, with three students earning high school diplomas through examination and two through their LEAs.

CHHJS provides a tailored instructional experience, emphasizing rigorous and differentiated high-quality practices to support diverse learners. Co-taught classes by content area and special education teachers prioritize instruction. Five students graduated in the past academic year, 24 passed the Motor Vehicle Administration's learner's permit exam, and 24 earned flagger certifications.

The school offers various post-secondary opportunities, including enrollment with local community college partners. Alongside academics, students engage in diverse extracurricular activities such as after-school book clubs, chess clubs, GED preparation programs, service learning projects, a gardening club, intramural sports, a boy's mentoring program, a comic book club, and more.

On September 28, 2023, a family engagement activity featured authors Bettye Blaize and Terrence White sharing experiences from their book, "Doing Time with My Son." CHHJS remains committed to enriching the academic, social, and emotional well-being of the young men it serves.

School Profiles

Cheltenham Youth Detention Center (CYDC)



Type: Male Detention
Location: Cheltenham, MD
Average Length of Stay: 55 Days
Student Capacity: 72
Total Faculty/Staff: 18
Principal: Aaron Hippolyte

Annual Facility Overview

In the 2022-2023 school year, Cheltenham Youth Center (Cheltenham) served approximately 495 students, with four students earning high school diplomas through examination and five students earning their diplomas through their local LEAs. Notably, one youth received honors on his Accuplacer assessment.

Several impactful programs were implemented at CYDC, including reinstating "Student of the Week" and "Student of the Month" for all youth. In collaboration with the residential department, the education department initiated a black male mentorship program with the Omega Psi Phi Fraternity, featuring monthly sessions where organization members engage with the youth.

The year featured CYDC's inaugural Armed Services Day, hosting representatives from all five military branches to discuss career opportunities with the youth.

Additionally, the center organized its first annual career fair, inviting businesses and entrepreneurs to share insights on job and career opportunities. CYDC actively supports youth in earning learner's permits through the MVA, helping over 40 individuals take and pass their exams.

CYDC's first annual STEM carnival provided students with engaging activities and insights into various career opportunities. The youth also participated in service learning projects, including "garden to table," knitting for people experiencing homelessness, and creating toys for pets. At CYDC, students receive a comprehensive K-12 experience, enabling credit recovery, grade advancement, high school diploma attainment, and college preparation. CYDC also offers industry certificates and job readiness training through various CTE and industry certification programs.

School Profiles

Lower Eastern Shore Children’s Center



Type: Co-Ed Detention
Location: Salisbury, MD
Average Length of Stay: 55 Days
Student Capacity: 24
Total Faculty/Staff: 10
Principal: Dr. Michael Grossman

Annual Facility Overview

During the 2022-2023 school year, Lower Eastern Shore Children’s Center (LESCC) served around 281 students, and no students met the eligibility requirements to earn a high school diploma through the GED examination or their local LEAs.

LESCC offers comprehensive educational services, focusing on youth academic, social, and emotional development through JSEP-approved programming. Middle and high school students engage in workforce readiness, pursuing industry certifications and service learning hours for graduation. Service projects include gardening, creating blankets for Halo Homeless Shelter, writing letters to vets and service members, organizing fundraisers for cancer research, and crafting homemade pet toys for the local SPCA.

Students also have the option to earn a GED credential or pursue post-secondary courses. Parent/Guardian conferences facilitate connections between families and education staff, enhancing the educational experience. Guest speakers, including local business owners, entrepreneurs, military representatives, and college representatives, enrich the educational environment. This year, LESCC students had the opportunity to experience the Wor-Wic Community College CDL Truck Driving Simulator, guided by Driver-Instructors.

After-school clubs, such as Chess, 24 Math, Thinking Like a Millionaire, JROTC, Book Club, Vision Board, Boys 2 Men, and the new addition of Robotics, provide diverse opportunities for student engagement. Collaborations with DJS Residential result in facility events like the Carnival, featuring recurring musical guests Rhythm Jones and Company.

School Profiles

Western Maryland Children's Center (WMCC)



Type: Male Detention
Location: Hagerstown, MD
Average Length of Stay: 50 Days
Student Capacity: 24
Total Faculty/Staff: 8
Principal: Tanya Montgomery

Annual Facility Overview

During 2022-2023 school year, WMCC celebrated four high school graduates enrolled in post-secondary courses at Frederick Community College, resulting in four workforce development certificates and nine college credits. Our goal at WMCC is to provide an inclusive, equitable, and quality education, fostering a supportive environment that enhances students' academic performance and builds social, emotional, and intellectual competence.

This year, WMCC integrated industry-standard certifications into programming, with 17 students obtaining OSHA 10 certifications, Flagger certifications, and three earning OSHA 30 certifications. Additionally, 14 students earned their Maryland Motor Vehicle Learners Permit. Students engaged in various service learning projects, accumulating 470 service learning hours. WMCC hosted motivational and career-oriented guest speakers.

After-school and weekend programming included a chess club, art and vision board club, book club, 24 Math club, and GED prep classes offered by a volunteer. WMCC implemented individualized math fluency and a writing-focused initiative across all subject areas.

WMCC continued to recognize students of the week, celebrating those who demonstrated effort, outstanding behavior, and daily class participation, aligning with the school's core values. Quarterly Honor Roll celebrations acknowledged student academic achievements throughout the school year. The team actively partnered with the residential facility, attending monthly family engagement events, providing progress reports, and conferencing with parents about their children's success in the educational program.

School Profiles

Backbone Mountain Youth Center (BMYC)



Type: Male Treatment
Location: Swanton, MD
Average Length of Stay: 101
Student Capacity: 48
Total Faculty/Staff: 12
Principal: Joni Snyder

Annual Facility Overview

During 2022-2023 school year, Backbone Mountain Youth Center (Backbone) served approximately 119 students, with eight students earning high school diplomas through examination and two students earning their diplomas through their local LEAs.

This year marked a significant milestone for Backbone, celebrating 10 high school graduates and awarding 27 certificates in Flagger, OSHA 10, OSHA 30, and Servsafe. Military recruiters administered the ASVAB assessment for students interested in a military career, while 17 students successfully passed the learner's permit test. Backbone engaged in The Red Sand Project to raise awareness for human trafficking and hosted a career fair featuring military recruiters, a small business owner, Garrett College, and the Carpenter's Union.

Backbone offered diverse clubs, including Men of Vision, GED prep, Think Like a Millionaire and Robotics. In science class, students enjoyed STEM activities such as a van pull and a zip line. Engaging in service learning, students rehabbed a campus pond to create fish habitats, participated in Memorial Day activities at Rocky Gap Veterans Cemetery, and contributed to a garden project with dog and cat toys donated to a local shelter. The ongoing partnership with Habitat for Humanity provided year-round service learning opportunities.

Lastly, Backbone saw 37 post-secondary credits earned through partnerships with Frederick Community College and Garrett College.

School Profiles

Green Ridge Youth Center (GRYC)



Type: Male Treatment
Location: Flintstone, MD
Average Length of Stay: 111 Days
Student Capacity: 30
Total Faculty/Staff: 12
Principal: Jeremy Graham

Annual Facility Overview

During the 2022-2023 school year, Green Ridge Youth Center served 118 students, one earning a high school diploma through examination and one through their local LEA.

Situated within Green Ridge State Forest and conveniently located within 2 hours of Baltimore and Washington D.C., Green Ridge Youth Center provided students with opportunities to earn certificates in OSHA 10, ServSafe, Conover, and Flagger, as well as their Learner's Permit. The school values the professional relationships built between teachers, students, and families, evident through multiple parent-teacher conferences and participation in family events.

Green Ridge offered monthly off-ground opportunities for students excelling in school, including visits to Catocin Zoo, Summer's Farm, Historic Films at the IMAX, shows at the Performing Arts Center at FSU, Antietam Battlefield, Potteries, Underground Railroad Tours, The Paw-Paw Tunnel/C&O Canal, and the US Naval Academy/Blue Angels Show.

Quarterly gift books, like Tyrell, Game Changer, The First Part Last, and They Both Die at the End, contribute to students' personal collections, complemented by library access. The school hosts four weekly clubs—Chess, ServSafe Cooking, Millionaire Investment Club, and Art Club.

Green Ridge staff actively participate in monthly campus-specific training to address evolving student needs and collaborate on pro-social events to develop new strategies and opportunities.

School Profiles

Garrett Children's Center (GCC)



Type: Virtual Instruction
Location: Lonaconing, MD
Principal: Joni Snyder

Annual Facility Overview

Since August 2021, Garrett Children's Center teachers have delivered virtual instruction to students across all DJS centers. In spring 2023, education was provided to 355 students across all centers, followed by 103 students from all centers except CYC during Summer 2023, and 246 students from all centers except CYC in Fall 2023.

Virtual instruction is implemented when the center lacks a highly qualified certified instructor in a specific content area, when students are in quarantine or the infirmary when they cannot attend regular instruction with peers, or for any reason the center deems it necessary for students to engage in virtual learning.

To ensure effective collaboration, virtual teachers hold weekly meetings with facilitating teachers from the centers where they provide instruction

School Profiles

Victor Cullen Center (VCC)



Type: Male Treatment

Location: Sabillasville, MD

Average Length of Stay: 123 Days Student

Capacity: 48

Total Faculty/Staff: 12

Principal: Todd Rasher

Annual Facility Overview

During the 2022-2023 school year, Victor Cullen Center served 118 students, three earning high school diplomas through examination and four earning their diplomas through local LEAs.

Victor Cullen Center (VCC) boasts a rich history, evolving from Hilltop State Hospital in 1907 to its present role as a regional secure treatment center for young men and women from Maryland. The academic curriculum at VCC is designed to challenge and engage students, aligning with standards set by the Maryland State Department of Education (MSDE), and ensuring educational parity with their peers in the public school system.

VCC allows students to earn trade certifications like OSHA, Flagger, CPR-First Aid, and ServSafe. High school graduates can explore post-secondary experiences through programs at institutions like Frederick Community College (FCC) and Anne Arundel Community College (AACC).

This year, students accumulated over 448 hours of service learning, 16 obtained their Maryland Motor Vehicle Learners Permits, and the center held two high school graduation ceremonies.

VCC introduced a pilot program using virtual reality to provide training for automotive skills and, eventually, ASE certifications (Vehicles for Change), allowing hands-on experience in automotive maintenance and repair.

To enrich student lives, VCC offers various extracurricular activities, including afterschool and weekend clubs (such as chess, visual arts, vision board, culinary cooking, and podcasts), motivational speakers, and visits from military branches. The center also facilitates a GED weekend study group and hosts a veterinarian program, bringing animals to the facility for student interaction and learning about animal care, fostering compassion and practical skills.

With a range of course offerings, incentives (e.g., Student of the Week, School Contests, Cottage of the Week), and extracurricular activities, VCC enhances adjudicated youth's behavioral and cognitive development, preparing them to return to society as conscientious citizens.

The JSEP Annual Report 2023

Final Comment

The information provided in this report is meant to provide an overview of JSEP's first year of providing educational services in DJS facilities across the state. This year JSEP has faced its share of challenges but the triumphs we've celebrated have shaped us, strengthened us, and brought us to this point of reflection and anticipation.

As JSEP looks ahead, we remain committed to our students, to each other, and to the ideals of education and growth. Here are a few of our goals for the next year:

- The theme that will carry JSEP throughout the school year is “Leading and Learning with Fidelity”. We will focus on the fidelity with which all JSEP Team members approach their individual roles and responsibilities.
- JSEP Instructional staff will participate in professional development focused on enhancing student centered practices.
- Increased focus on parental involvement
- Increase JSEP's partnerships and greater community engagement
- Create a positive and inclusive culture by increasing behavioral supports within the school
- Continue the process of Middle States Accreditation
- Work with Human Resources to address the staffing shortages that face our facilities in some areas of the state
- To continue the afterschool and weekend clubs which were initiated this year to provide continued programming and enrichment for students

As we move into the next fiscal year, we carry with us the lessons of the past and the promise of the future. Each year is like a blank page waiting to be written, and I am confident that together, we will compose a narrative of success, innovation, and continued excellence.

JSEP will embrace the opportunities that come our way, knowing that each challenge is a chance for us to showcase JSEPs strength and ingenuity. Our collective efforts have the power to shape not only the academic paths of our students but also the culture of our school community. JSEP would like to thank the Governor, General Assembly, JSEP Board, DJS, JSEP staff, and the community for their support and collaboration.

Frequently Used Terms

ACCUPLACER is a post-secondary assessment given by JSEP to help colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions for students.

- Career and Technical Education (CTE) courses prepare students for in-demand, high-skilled, and high-waged jobs. CTE courses allow 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 they await their adjudicatory hearing. Students may also be detained after the adjudicatory hearing while they await placement in a court-ordered treatment program.

- DJS is the Department of Juvenile Services. JSEP provides educational services to youths detained and committed by DJS. JSEP administers education services in nine 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 JSEP allows all students, when appropriate, to obtain a diploma by exam. JSEP has Pearson Virtual University Enterprises (VUE) GED labs at the Charles H. Hickey School and Green Ridge Youth Center. Testers are limited to three tests per module per calendar year. If additional retests are needed, the tester must wait until January 1 next year to schedule retest(s).

- Local Education Agency (LEA) -is public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

- 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 assessments. 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, 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 JSEP schools can enroll in college-level courses online through Frederick Community College, Anne Arundel Community College, and Baltimore City Community College. Students at Backbone are enrolled and attend classes at Garrett Community College.

- PowerSchool is the JSEP student information system (SIS). PowerSchool provides real-time analytics based on student performance, creates report cards, transcripts, and progress reports, and performs progress monitoring for grade book, attendance, reports, and state standardized exams.