

A System-Wide Approach for Providing High Quality Education to DYS Clients

DYS Comprehensive
Education Partnership
Fiscal Year 2017 Report



Massachusetts Department of Youth Services

Massachusetts Department of Elementary
and Secondary Education

Special Education in Institutional Settings (SEIS)



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A System-Wide Approach for Providing High Quality and Effective Education to DYS Clients

EXECUTIVE SUMMARY

Beginning in 2003, the Massachusetts Department of Youth Services (DYS) undertook an unprecedented reform of its education programs. This continuous improvement process, referred to as the “Education Initiative,” has created access to high quality education and employment opportunities for youth in the care and custody of DYS. Over the last several years, DYS, in conjunction with the Department of Elementary and Secondary Education (ESE), has provided an annual summary of activities related to the Education Initiative to the Massachusetts State Legislature.

This report reflects the breadth and depth of the Massachusetts juvenile justice education system through the DYS contract with the Commonwealth Corporation (CommCorp) and the Collaborative for Educational Services (CES), referred to as the **Comprehensive Education Partnership (CEP) Initiative**.

The Department of Youth Services believes that one of the most important and powerful activities supported and delivered by our Department is education. In order for youth to be successful, in the short and longer term, they have to be able to achieve academically, make a successful transition to the community in an educational and/or vocational placement, and formulate realistic plans for their future. At DYS, we are uniquely positioned to support and guide our youth in that process.

Each year, many of our youth attain their high school diplomas or its equivalent (HiSET®), complete meaningful training programs, participate in postsecondary college or training courses, earn industry recognized credentials, and achieve other milestones on their way to successful adult lives. These successes are made possible through the hard work and collaboration of a cast of caring adults, including teachers, education and career counselors, group workers, clinicians, administrative officers, caseworkers, program directors, district managers, provider staff, and community supports. We also continue to strive to engage parents, guardians, family members, and other community supports as partners in the rehabilitative process.

To enhance our educational programming, we have advanced opportunities for youth to identify and explore other talents including art, poetry, 3D printing, music, video, horticulture, music production, coding, and other areas of interest. These activities are critically important as youth grow and find healthy interests and outlets. The 5th Annual DYS Youth Showcase was an incredible example of the talent that DYS-involved youth possess. To the extent that we are able to expose youth to a hidden talent, or encourage a young person to take the next step in an area that he or she holds potential, we are contributing to long-term development and lifelong success.

The achievements outlined throughout this report are the result of the combined leadership efforts of the education staff at DHS, ESE, Commonwealth Corporation (the fiscal agent and workforce development partner), and CES. The Partnership continues to provide multifaceted support and strategic direction for innovative teaching and learning in DHS residential programs and effective educational and workforce development services for DHS clients residing in the community. The approach is aligned with the DHS Strategic Plan and the explicit goal of sustaining the gains youth make while in the care and custody of DHS and seeks to guide youth into a variety of education and employment pathways as they return to their communities.

This report provides an overview of the many accomplishments and positive outcomes resulting from specific efforts DHS undertook in FY 2017. It is organized to highlight the progress and impact of key initiatives and demonstrate our comprehensive approach toward providing a range of education and workforce-learning opportunities for the Commonwealth's most troubled youth and, as a result, contribute to safer communities.

These initiatives include:

- Engaging Teaching and Learning supported by High Quality Professional Development
- Multiple Pathways to Educational Attainment and Student Outcomes
- Understanding How Special Education Contributes to the Educational Environment
- Bridging the Opportunity Gap (BOG) Career Development and Employability
- College and Career Readiness, including Social Enterprise
- Arts Integration
- Family Engagement

I. ENGAGING TEACHING AND LEARNING SUPPORTED BY HIGH QUALITY PROFESSIONAL DEVELOPMENT

The DYS approach to teaching and learning is comprised of the following three (3) core components:

1. Access for All

All students have access to the curriculum and a high quality education. Providing effective access to the general education curriculum for ALL students requires several approaches that include culturally responsive practices, positive youth development, and differentiated instruction, as well as coordination with the Special Education in Institutional Settings (SEIS) program special educators to understand the impact of a student's disability, if any, on his or her access to the general education curriculum.

2. Student Progress Monitoring

Teachers are proficient in the use of a variety of assessment tools and the use of student data to inform instruction. They use these data and tools to co-plan lessons, and continuously monitor and adjust instruction to meet students' needs and support academic growth.

3. Curriculum and Instruction

All curricula are grounded in the Massachusetts Curriculum Frameworks aligned with the Common Core State Standards and teachers use high impact instructional strategies that are rigorous and grade level appropriate, that espouse the Universal Design for Learning (UDL) and Understanding by Design (UbD) planning and instructional design that facilitate learning.

OVERVIEW OF CURRICULUM AND INSTRUCTION IN DYS

The DYS curriculum is grounded in the Massachusetts Curriculum Frameworks aligned with Common Core State Standards. This approach ensures students are exposed to rigorous content that would be provided in their home districts. There are four core content area DYS Instructional Guides: English Language Arts, Mathematics, Science, U.S. History I and II, as well as the Empower Your Future (college and career readiness) curriculum. For each core content area, the curriculum guides are developed using research-based principles of Understanding by Design and Universal Design for Learning and they support teachers in personalizing curricula to meet the needs of all learners. This year, we completed the DYS Mathematics Instructional Guide that aligns with the revised 2017 Massachusetts Department of Elementary and Secondary Education Mathematics Framework. Each of the Science and Mathematics Instructional Guides encompasses three subject areas within the discipline: the Science Instructional Guide provides content and pedagogical guidance for Biology, Chemistry, and Physics; and the Mathematics Instructional Guide provides guidance for Algebra I, Geometry, and Algebra II. The Guides' instructional units feature strong connections between content knowledge and skills needed for college and career readiness and support teachers' efforts to personalize instruction for youth attending school in a DYS setting.

DYS has developed an official DYS Program of Studies to guide the selection and provision of classes available to youth and to ensure credit recovery or attainment for students returning to their home districts. The menu of studies offers opportunities for differentiated instruction, technology integration, and blended learning. Students may access courses through technology software or the Internet. Also, students work toward success on MCAS, HiSET®/GED®, the Accuplacer Placement Test, college course completion, vocational certifications, and other postsecondary goals.

DYS recognizes the importance of actively engaging youth in understanding their academic progress and goal setting. Teachers implement an intentional and detailed process to welcome youth into the DYS classroom, build rapport, and to learn about youth's education and career goals. Teachers use this early data and conference with youth regularly using conferencing guidelines adapted from the Harvard Graduate School of Education, using a system-wide conferencing protocol. The process encourages student reflection and dialogue, links student progress directly to their academic work, and provides the opportunity for students to revisit their academic and future ready goals.

Consistent with the Department of Elementary and Secondary Education (ESE), DYS seeks to ensure that youth are "future ready" and thereby prepared for the demands of further education and a 21st century workplace. In an effort to further personalize the educational experience while with DYS, our teachers strive to develop relationships and trust through student-teacher conferencing, use student performance data to drive planning and instruction, develop education and career plans, and offer curricular options that align with youth's career interests and educational goals. To help youth identify transferable skills, DYS created and implemented a common rubric to help teachers with youth to assess employment readiness in three future ready skills areas: effective communication, initiative and self-direction, and productivity and accountability. These skills are woven into content instruction, and practiced and mastered as youth proceed through the DYS continuum of care.

Annually, DYS strives to increase opportunities for youth to participate in project-based, skills-oriented learning that can lead to industry-based certifications, such as OSHA, C-TECH®, and ServSafe®. This year, through our professional development and curricular offerings, we increased the number of postsecondary opportunities available to students so they can become aware of, explore, and experience first-hand some of their career interests which have included CPR, facilities maintenance, veterinary technician certification, coding, sound engineering, robotics, copper wiring, construction, 3D design and printing, horticulture, small engine repair, and silk screening.

So that students have a clear understanding of their progress, DYS developed and implemented a quarterly Academic Growth Report (AGR) that teachers and students discuss during the student-teacher conference. Teachers and students use the report to dialogue about what progress students have made toward mastering content and future ready skills development, and what they need to do to continue their growth moving forward. Iterations of the AGR template have been tailored to meet the needs of youth in varied concentrations of study: high school, HiSET®, and postsecondary and career readiness so that students receive information about progress that is specific to their personalized education goals.

To communicate students' progress to caring adults across the DYS continuum, we designed and implemented a protocol for sharing the AGR at youth's monthly treatment meetings. As a part of the formal meeting agenda, youth and their teacher evidence progress in academic and Future Ready skill development. Meeting attendees include caseworkers, clinicians, program staff, family members, and other

caring adults. Data show that youth appreciate and benefit from the opportunity to conference with their teachers and share their progress with other caring adults outside of the classroom.

As part of the comprehensive literacy initiative, DYS continued using the reading curriculum, *On the Record*, in all treatment, assessment and revocation sites and ID: *vision, voice and identity* in treatment sites. This curriculum is based on four social justice platforms: (a) defining self, (b) becoming resilient, (c) engaging others, and (d) building capacity. This curriculum and accompanying units engage students using real-life stories drawn from informational texts. To further embed literacy instruction, DYS continued using *Keys to Literacy*, a set of strategies that help students build comprehension, vocabulary and writing skills. Keys to Literacy “routines” are aligned with the Common Core and are a reliable way to implement the standards across all subjects and grades.

Culturally responsive practice continues to be a focus in all curriculum development initiatives. Along with using a rigorous lens when choosing curriculum, we are intentional in selecting materials that represent the diversity present in DYS youth. To encourage students to become life-long readers, we provide high interest reading selections for classroom libraries that present relevant stories and appeal to students’ interests. As well as ensuring that reading materials include protagonists representing members of the Global Majority, this year, we choose specific literature selections that feature characters that identify as LGBTQ, and provided training and instructional units for Health and Wellness teachers around issues specific to the LGBTQ community.

To support mathematics literacy, which is a significant area of need for our youth and emerging as a significant area of focus, we contracted with the Algebra Project to provide training on specific instructional strategies designed to facilitate youth success in Algebra, considered a gateway to overall high school success and college readiness. In addition to providing ongoing instructional support to youth who are preparing for computer-based high stakes testing, we launched computer-based programs so that students have the opportunity to practice and hone their keyboarding, math, and ELA skills, which also supports their readiness for college and careers.

Additionally, DYS aggressively pursues teachers’ and students’ integration of technology in the classroom. To accomplish this goal, DYS employs several strategies. First, all statewide and regional professional development includes modeling of the authentic use of technology to meet the learning objectives. Secondly, webinars are delivered to teachers for their use in order to supplement the wide range of learning needs that exist in any one classroom. Lastly, two Instructional Technology Coaches provide small group and one to one experiential learning and instructional modeling to faculty throughout the year on the range of technology tools available for use to increase student success.

Additionally, through a partnership with the Center for Educational Excellence in Alternative Settings (CEEAS), DYS expanded the number of programs and faculty that use Chromebooks and the Google Apps for Education to greater personalize education and career readiness experiences. All participating programs have seen an increase in student engagement as the teachers and students explore a variety of technology tools that support blended learning. Students have been involved in coding, building robots, designing printing 3D products, creating poems and digital stories with a restorative justice lens, and writing book reviews for authentic audiences. In fact, one youth competed in a national poetry contest, called *Words Unlocked*, where there were more than 1,000 entries and he placed 3rd. His poem, which follows, speaks to the struggle many of our youth face as they strive to uncover their potential in the care of the Department.

Chains

I'm stuck in the chains,
I mean I'm stuck in the game.
The chains are from the devil,
He throws them on my back.
They are the ways I was taught as kid
I did things that I needed to do
To get me and my family the things that we needed.
They're weighing me down,
I'm struggling to take steps forward.
Every time I try to run away I stay in the same place,
I wonder who's holding me back but the devil has no face.
I'm stuck in the chains,
I mean I'm stuck in the game.
The chains make my back ache every step I take,
But step by step the chains I'll break,
I know I'm strong because of all this weight.

I'm stuck in the chains,
I mean I'm stuck in the game.
Its dark and I'm blinded,
My pride is my candlelight,
But it's not enough to guide me through this pain.
I've got my candle but now I need a torch,
I need love, advice, and support.
If only I can see my chain's weakest link,
I'll be able break it.
I'm making my way to the sun, I'm looking for change.
What does it feel like to break the chains?

OVERVIEW OF THE DYS PROFESSIONAL DEVELOPMENT SYSTEM

Highly Qualified Faculty

DYS dedicates considerable resources toward professionalizing its education workforce. Research consistently demonstrates that highly qualified teachers are the key to successful learning for all youth. To this end, DYS places a heavy emphasis on attracting, hiring, training, and retaining the most highly qualified teachers who share a commitment to work with this population. In 2008, DYS established the goal that 95% of CES instructional staff be licensed, in possession of a waiver, or have documentation demonstrating adequate progress in working toward licensure. In FY 2017, 100% of core content general educators met this goal.

Additionally, as our English Language Learner (ELL) population continues to grow, hovering above 10% and higher than the state average, and in an effort to close the proficiency and academic gap that currently exists between English Language Learners (ELL) and their peers statewide, many of our dedicated teachers and educational administrators have elected to take classes in order to earn their Sheltered English Immersion endorsement. In FY 2017, 119 of the 131 education staff that were required within 2 years of having an ELL in their classrooms earned their Sheltered English Immersion (SEI) endorsement.

Professional Development Goals

Educators in DYS participate in high quality professional development provided and coordinated by CES, which incorporates effective research proven teaching and learning methods designed to increase educator knowledge and skills in the planning and implementation of consistent high quality instruction for detained and committed youth in DYS. The professional development goals and objectives for the 2016-2017 school year were designed to increase the likelihood that faculty would be successful in fulfilling the expectations outlined in the CES Teacher Evaluation System performance rubrics, referred to as the DYS Standards and Indicators of Effective Teaching:

1. Curriculum, Planning, and Assessment
2. Teaching All Students
3. Family and Community
4. Professional Culture

The professional development theme, “Future Ready: *Personalizing Teaching, Learning, and Transition Planning*,” provided an opportunity for educators to dive deeper into this theme and build connections across the DYS Continuum of Care throughout all four integrated PD components: Launch Day, Content PD Series, Specialized PD Series, and the New Teacher Induction Program. The professional development increased teacher knowledge and skills about statewide and regional initiatives underway in DYS while focusing on four (4) strategic areas for professional growth:

- Creating a personalized approach to teaching and learning in DYS schools
- Promoting Future Ready postsecondary and career development skills in young people
- Providing guidelines for effective instructional planning, including co-planning in DYS/SEIS settings
- Expanding infrastructures for technology integration and Blended Learning

The professional development series launched the school year with an overview of the future ready and postsecondary initiatives, both from a national and state perspective. Following the launch day, two content release days and two specialized release days provided multiple opportunities for teachers to apply postsecondary prep and future ready skills to their content and pedagogy. Additionally, new teachers participated in a comprehensive five-day New Teacher Induction Program (NTIP), designed to support their long-term success in our programs.

Professional Development Implementation

The general and special educator professional development series heightened educators' awareness of the need to personalize transition planning for postsecondary and career ready experiences and opportunities for youth committed to DYS. With this in mind, DYS introduced educators to Future Ready tools and resources, and provided instruction and modeling in how to apply tools, resources, and strategies for personalizing with youth.

DYS also implemented the CES Job-Embedded Instructional Coaching Framework for DYS Settings, which is grounded in research on schools as "professional communities of practice," in which professional development is most effective when it: includes job-embedded components; uses deliberate, authentic practices allowing for follow-up and continuous feedback; and focuses on student learning and connections to actual curriculum and practice. Instructional coaching was tailored based on the three coaching modalities, including:

1. Residency Coaching

Instructional Coach spends consecutive and/or multiple days – potentially over several weeks – at a program with the teacher or teachers.

2. Rotation Coaching

Instructional Coach works with a teacher for all or part of a day for a specific, timely coaching request. Multiple visits may be scheduled to address the area of identified professional need and complete the cycle of collaborative inquiry.

3. Virtual Coaching

Instructional Coach assists teacher(s) with one or more specific practices by phone, email, webinar, Google Drive, or Edmodo.

DYS also hosted region-wide Content-Based Learning Team (CBLT) meetings four times during the year. These structured-inquiry processes involved learning experiences from content-alike teachers. CBLTs created professional learning communities for teachers to share practices, analyze student data, discuss feedback on mini-units, and lesson activities to enhance classroom teaching and learning. SEIS teachers and literacy specialists also participated in quarterly CBLTs. Based on self-reported data, most teachers stated that they valued CBLTs because they provided additional opportunities for them to collaborate with their content-alike colleagues around instructional planning, curriculum and technology resources, and modeling new instructional strategies for content.

The chart that follows outlines the scope of training opportunities during the year to support teacher growth and student engagement in learning.

SCOPE OF TRAINING OPPORTUNITIES

PD Event Title	Description/Target Audience	Number of Days/Hours
New Teacher Induction Program	Teachers new to DYS	27.5 hours
Future Ready	Professional development for all DYS General Education staff	5.5 hours
Content Series	Professional development provided for each content area: ELA, History, Math, Science, Art, Health/Wellness-All DYS General Education staff	2 days
Specialized PD Series	Professional Development provided on a variety of specialized topics-All DYS General Education staff	2 days
Education Career Counselor	Tailored professional development for Education Career Counselors	27.5 hours
Google Apps for Education/ E-portfolio	Training for specified treatment programs	15.5 hours
Professional Learning Communities (PLCs)	Art teachers (16.5 hours) Literacy Specialists (16.5 hours) Health/Wellness teachers (16.5 hours)	3 days each
Content-Based Learning Teams (CBLTs)	CBLTs provided 3 times per region in each content area: <ul style="list-style-type: none"> • ELA (24 hours) • History (24 hours) • Math (24 hours) • Science (24 hours) 	24 hours per content area
Teaching Coordinator Meetings	TC meetings provided by program type	20 hours
Empower Your Future	Training for each program type and new teachers	5.5 hours
Reading	PD provided for reading teachers via webinar and face to face trainings	11 hours
Edgenuity	Training for all TCs	7.5 hours
Science Guide	Training provided for all science teachers in DYS	11.5 hours
Vocational Training	Small Engine-targeted programs	11 hours

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PD Event Title	Description/Target Audience	Number of Days/Hours
New Teaching Coordinator Training	New TCs in DYS	9 hours
Coordinator Training	Training for DYS REC/ARECs: Lower Performing Teacher Training	4 days
CES Orientation	All DYS General Education staff-via webinar	1 hour (offered 4 times)
Regional Training on Postsecondary Programming Guide	DYS regional leadership, district managers, caseworkers, community providers, facilities managers, program directors, clinical directors, CES leadership, education coordinators, education and career counselors, instructional coaches and teaching coordinators	18 sessions

II. STUDENT PERFORMANCE DATA

DYS is dedicated to facilitating the academic and 21st century skill development of all our youth. DYS recognizes that each student in our care is in a different place along his/her college and career readiness pathway. As such, the DYS educational model provides students with multiple pathways to academic and vocational growth, including opportunities for youth to pursue and obtain a high school equivalency diploma, earn credits towards a high-school diploma, achieve success in MCAS, and gain 21st century skills and knowledge.

In order to provide context for the following charts reflecting student performance outcomes in MCAS, it is important to highlight several characteristics of our population. First, the student population is highly transient. In fact, most of the youth who participate in MCAS testing while in our care are only enrolled in a DYS education program for less than a full school year and in many cases, less than 90 days. In fact, last year, we saw a 13% increase (31% to 44%) in the number of youth who took the MCAS in Detention settings. As such, DYS has limited time, sometimes a little as a week, to close significant gaps in their prior academic knowledge. Secondly, the composition of youth placed in any given classroom has notably changed since “Raise the Age” legislation was passed in 2013 in that teachers must both prepare to deliver rigorous and engaging instruction to youth readying to earn their diploma or its equivalent across multiple grade spans, but also plan for and support youth taking postsecondary college or technical courses. The challenge for many of the youth who had dropped out of school or have had a history of suspension and expulsion from school is to get them into the class and engage them in learning. Thirdly, DYS adheres to the regulations set forth for participation in the MCAS as determined by DESE and therefore the number of students who participate in each subject area test differs. Lastly, the sending school district is responsible for determining eligibility of students for special education. As a consequence, the population of students with disabilities also fluctuates from year to year.

With this context in mind, DYS is generally encouraged by the Massachusetts Comprehensive Assessment System (MCAS) proficiency data in ELA, the number of students earning their high school diploma or HiSET® or GED®, and the number of youth taking and completing postsecondary courses and/or earning industry recognized certificates reflected in this section. However, despite these promising outcomes, the data also indicate that far too many of our youth arrive with significant gaps in their academic knowledge and skills, especially in terms of their math and science proficiency, and we must strive to do more to address this reality. To respond to this trend, in 2017, DYS updated its math and science instructional guides, and designed a focused PD strategy to support teachers in helping students overcome these gaps.

Further, DYS conducted a review of our current measure for pre-post testing in ELA and Math, the Test for Adult Basic Education, and determined to replace it with the General Assessment of Instructional Need (GAIN) in School Year 2017-18 in order to more quickly diagnose gaps in math and reading skills and tailor instructional accordingly. Moreover, DYS has plans to pilot additional time on learning opportunities for youth who have yet to demonstrate proficiency in these subject areas. And finally, DYS recognizes that when youth are learning math and science in an applied manner, they are more likely to retain the knowledge. Therefore, DYS has invested in a menu of tools to promote STEM learning through hands on activities, such as small engine repair, TinkerCAD, 3-D printing, and coding (SCRATCH).

MCAS Performance Outcomes (2016-2017)

GENERAL AND SPECIAL EDUCATION

Student Academic Performance 2017 Results	
10th Grade English Language Arts	In the spring of 2017, 61 students completed the 10 th grade MCAS ELA competency exam while in the care and custody of DYS. 55 of these students (90.2%) passed, a 4.7 percentage point decrease from the 2016 results for 78 students.
10th Grade Mathematics	In the spring of 2017, 62 students completed the 10 th grade MCAS Mathematics competency exam while in the care and custody of DYS. 27 of these students (43.5%) passed, a 35.7 percentage point decrease from the 2016 results for 72 students.
High School Science	In the spring of 2017, 147 students completed a high school MCAS science competency exam (Biology, Chemistry, or Physics), while in the care and custody of DYS. 66 of these students (44.9%) passed, an 8.8 percentage point increase over the 2016 results for 94 students.

Technical Note:

This report includes results for students whose Test Stat was recorded as T (tested), TR (tested retake), and any NTO (not tested, other) that was an accountable partial test.

ENGLISH LANGUAGE ARTS

2017 Student Academic Performance Overview	
Results: General Education	20 general education students took the 10th grade MCAS in English Language Arts in the spring of 2017. 100% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.
Results: Students with Disabilities	41 students with disabilities took the 10th grade MCAS in English Language Arts in the spring of 2017. 85.4% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.

10th Grade ELA MCAS Results: DYS General Education Students										
	2013 (N=19)		2014 (N=35)		2015 (N=28)		2016 (N=36)		2017 (N=20)	
	#	%	#	%	#	%	#	%	#	%
Failing	0		2	5.7	1	3.6	0		0	
Needs Improvement	6	31.6	8	22.9	4	14.3	13	36.1	5	25.0
Proficient	13	68.4	21	60.0	21	75.0	19	52.8	13	65.0
Advanced	0		4	11.4	2	7.1	4	11.1	2	10.0

10th Grade ELA MCAS Results: DYS Students with Disabilities										
	2013 (N=43)		2014 (N=45)		2015 (N=44)		2016 (N=42)		2017 (N=41)	
	#	%	#	%	#	%	#	%	#	%
Failing	3	7.0	6	13.3	4	9.1	4	9.5	6	14.6
Needs Improvement	21	48.8	22	48.9	17	38.6	15	35.7	14	34.1
Proficient	17	39.5	15	33.3	21	47.7	22	52.4	19	46.3
Advanced	2	4.7	2	4.4	2	4.6	1	2.4	2	4.9

Percent of Students Passing* 10 th Grade ELA MCAS										
	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
General Education	19	100.0	33	94.3	27	96.4	36	100.0	20	100.0
Students with Disabilities	40	93.0	39	86.7	40	90.9	38	90.5	35	85.4

* Includes students in the *Needs Improvement*, *Proficient*, and *Advanced* categories

MATHEMATICS

2017 Student Academic Performance Overview	
Results: General Education	21 general education students took the 10th grade MCAS in Mathematics in the spring of 2017. 61.9% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.
Results: Students with Disabilities	41 students with disabilities took the 10th grade MCAS in Mathematics in the spring of 2017. 34.1% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.

10th Grade Math MCAS Results: DYS General Education Students										
	2013 (N=22)		2014 (N=34)		2015 (N=31)		2016 (N=27)		2017 (N=21)	
	#	%	#	%	#	%	#	%	#	%
Failing	3	13.6	9	26.5	8	25.8	2	7.4	8	38.1
Needs Improvement	8	36.4	12	35.3	12	38.7	14	51.9	9	42.9
Proficient	7	31.8	12	35.3	9	29.0	8	29.6	2	9.5
Advanced	4	18.2	1	2.9	2	6.5	3	11.1	2	9.5

10th Grade Math MCAS Results: DYS Students with Disabilities										
	2013 (N=49)		2014 (N=51)		2015 (N=54)		2016 (N=55)		2017 (N=41)	
	#	%	#	%	#	%	#	%	#	%
Failing	24	48.9	26	51.0	24	48.9	23	41.8	27	65.9
Needs Improvement	14	28.6	19	37.3	14	28.6	28	50.9	6	14.6
Proficient	10	20.4	4	7.8	10	20.4	1	1.8	7	17.1
Advanced	1	2.0	2	3.9	1	2.0	3	5.5	1	2.4

Percent of Students Passing* 10 th Grade Math MCAS										
	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
General Education	19	86.4	25	73.5	23	74.2	25	92.6	13	61.9
Students with Disabilities	25	51.0	25	49.0	28	51.9	32	58.2	14	34.1

* Includes students in the *Needs Improvement*, *Proficient*, and *Advanced* categories

SCIENCE / TECHNOLOGY / ENGINEERING

2017 Student Academic Performance Overview	
Results: General Education	53 general education students took a High School End of Course MCAS exam in Science (Biology, Chemistry, or Physics) in the spring of 2017. 50.9% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.
Results: Students with Disabilities	94 students with disabilities took a High School End of Course MCAS exam in Science (Biology, Chemistry, or Physics) in the spring of 2017. 41.5% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.

High School Science MCAS Results: DYS General Education Students										
	2013 (N=20)		2014 (N=33)		2015 (N=34)		2016 (N=25)		2017 (N=53)	
	#	%	#	%	#	%	#	%	#	%
Failing	9	45.0	10	30.3	9	45.0	10	30.3	26	49.1
Needs Improvement	9	45.0	19	57.6	9	45.0	19	57.6	22	41.5
Proficient	2	10.0	4	12.1	2	10.0	4	12.1	3	5.7
Advanced	0		0		0		0		2	3.8

High School Science MCAS Results: DYS Students with Disabilities										
	2013 (N=60)		2014 (N=65)		2015 (N=70)		2016 (N=69)		2017 (N=94)	
	#	%	#	%	#	%	#	%	#	%
Failing	25	41.7	28	43.1	25	41.7	28	43.1	55	58.5
Needs Improvement	31	51.7	34	52.3	31	51.7	34	52.3	36	38.3
Proficient	4	6.7	3	4.6	4	6.7	3	4.6	3	3.2
Advanced	0		0		0		0		0	

Percent of Students Passing* 10 th Grade Math MCAS										
	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
General Education	11	55.0	23	69.7	21	61.8	14	56.0	27	50.9
Students with Disabilities	35	58.3	37	56.9	23	32.9	20	29.0	39	41.5

Technical Note: All four science tests—Biology, Chemistry, Physics, Technology/Engineering—are offered in June. Biology is also offered in February; the February results are included here with June results.

High School Equivalency Assessment Test (HiSET®/GED®) and High School Diploma

Following are the HiSET®/GED® attainment and High School Diploma data from the past five (5) years. In addition, as a result of our collaboration with ESE, we set up five HiSET® testing sites for youth in secure residential treatment who are unable to test at a community based HiSET® testing site. It is noteworthy that while the overall population of youth in DHS has declined over the past several years, our students continue to attain success in this indicator at rates higher than the rest of the state.

HiSET® / GED Attainment and High School Diploma Data for the Past Five Years		
	High School Diploma	HiSET® or GED®
2016-2017	60 2 Certificates of Attainment	78
2015-2016	74	86
2014-2015	73	72
2013-2014	69	73
2012-2013	63	80

HiSET® Pass Rate 2016-2017			
	Individual Tests Completed	Pass	Pass Rate
DYS	467	386	82%
Massachusetts	26,826	20,924	78%
All HiSET® States	351,607	288,317	82%

HiSET® Average Scores by Subject 2016-2017					
	Math	Social Studies	Science	ELA Reading	ELA Writing
DYS	12	11.78	12.3	11.42	10.52
Massachusetts	10.3	12.7	11.6	11.5	10.7
All HiSET® States	10.8	12.9	12	12	11

III. POSTSECONDARY PROGRAMMING

DYS is committed to preparing youth to be college and career ready and to offering a menu of postsecondary and career exploration opportunities to youth who have a high school credential, who are prepared to take the HiSET® exam, and to youth who are ready to be dually enrolled in high school and college. Throughout the year, we worked to expand and enhance our partnerships with Institutions of Higher Education throughout the Commonwealth and beyond that are dedicated to providing access to higher education and certifications for youth who are involved in the juvenile justice system. This outreach effort, coupled with the expansion of technology rich environments, resulted in an increased menu of postsecondary and career readiness options for youth both in residential care and in the community. During FY 2016-2017 the DYS focus on the Postsecondary Initiative included:

Postsecondary Education

- Participation in a partnership with the Center for Educational Excellence in Alternative Settings whereby youth in treatment settings learn college level content and prepare to take a College Level Exam Program (CLEP), which, if a youth earns a passing score at the end of the class, may result in the awarding of college level credits by colleges and universities across the Commonwealth. Through this partnership, two campus based sites were approved as CLEP test centers and ten (10) youth enrolled in college level classes, learned what to expect in terms of the demands of college level coursework, and demonstrated to themselves and their peers that college is within their reach.
- Enrollment of fifty-two (52) youth in postsecondary education:
 - Twenty-six (26) in the community-62% (16) of these youth successfully completed their courses
 - Twenty-six (26) in residential care-69% (18) of these youth successfully completed their courses
 - Five youth took more than one course in one semester
 - Six youth successfully completed courses across multiple semesters

Relative to 2015/2016, these data represent an increase of ten (10) youth in residence enrolled in college coursework and a comparable increase in successful completion of coursework.
- Facilitation of eighteen (18) training sessions statewide to DYS regional leadership, district managers, caseworkers, community providers, facilities managers, program directors, clinical directors, CES leadership, education coordinators, education and career counselors, instructional coaches and teaching coordinators.
- Administration of Accuplacer Placement exam to 19 youth in residential care programs in all 5 regions, including three detained youth.

Career Readiness

The table below describes the number of attainments earned during FY17.

Career Readiness Attainments Earned in Residence	FY17
American Screen Printers Association Certificate Screen Printer	3
CPR Infant, CPR Child, CPR Adult, First Aid	36
OSHA 10-Hour, General Industry; Construction, Health	28
C-TECH Copper Wiring	8
Customer Service	4
Northeast Organic Farmers Association Apprentice Land Care	11
ServSafe	7
Personal Training	3
Grand Total	87

In order to create access to these postsecondary and credentialing opportunities, the Department has invested in technology and the technology infrastructure throughout our programs in the following ways:

Mobile Technologies and Google Apps for Education

- Google Apps for Education (GAFE) and Google Classroom were expanded to 11 programs, covering all five regions. Over 150 Chromebooks have been deployed to support the use of Google’s education tools.
- Through a partnership with Boston Public Library, Kindles were purchased through grant funding and youth in the Metro Region will, in 2017-18, be able to borrow digital library books on a weekly basis.
- DYS joined with juvenile justice jurisdictions nationally and two companies, Endless OS and World Possible, to pilot the deployment of laptops equipped with a wide range of open source content for use by youth in both the classroom and the living areas. The program allows youth in secure placement to access online content without actually going on the internet, thus reducing the potential risks that come with access to the internet.

College Now and College Board CLEP Testing Sites

- Classrooms in the Central and Metro regions were outfitted with technologies to allow youth to take classes with a virtual professor in preparation to take a College Board’s College Level Exam Program (CLEP®) test and earn transferable college credits. Selected locations in these regions applied for and received the authorization to be CLEP testing site. The remaining three regions are scheduled to come on board in 2017-18.

HiSET® Testing Sites

- All 5 DYS regions have been approved for administration of the High School Equivalency Test (HiSET®) and the Educational Supervisors for each region have passed the exam allowing them to administer the HiSET® to youth in residence.

Safety and Security

- Classroom monitoring software has now been installed and is in use at over 30 programs. In addition, enhanced security control policies have been deployed to all student computers, including the ability to enforce these policies in a timely manner.
- A third-party monitoring service is being used to detect and correct student sharing violations within Google Apps for Education.
- The Collaborative for Educational Services promotes responsible digital citizenship as part of our deployment of new mobile technologies through the use resources provided through the online platform Common Sense Media and the requirement of a signed Responsible Use Policy by all youth who use technology as part of their learning. By adding these features to our education programming, we help youth to learn about what it means to be a responsible digital citizen.

Bandwidth Upgrades

Internet bandwidth is becoming more essential for both individual student online learning and educator instruction. After analyzing bandwidth usage at all sites, it was decided to increase the total E-Rate bandwidth and double the site-to-site bandwidth at five campus sites: Westborough, Middleton, Taunton, Connelly, and Harvard House. These updates were performed in June and July, and bandwidth will continue to be monitored and upgraded where necessary.

V. SPECIAL EDUCATION

The Department of Youth Services' (DYS) Educational Services Program and the Department of Elementary and Secondary Education's (ESE) Special Education in Institutional Settings (SEIS) division continue their joint efforts to provide collaborative approaches and greater consistency to special education service delivery for DYS youth.

DYS and SEIS are committed to mutually developing and supporting a culture in DYS Educational Programs that supports special education students' access to the general curriculum and personal learning success. The following activities supporting that commitment took place during the past year.

- Professional development offerings were jointly provided for SEIS and DYS educators with a theme of Future Ready: Personalizing Teaching, Learning and Transition Planning. An emphasis was placed on understanding the need for Future Ready Skills, their relevance to DYS youth, how these skills are integrated into curriculum and instruction within DYS education programs and the use of related supplemental resources. Additionally, DYS and SEIS educators shared in selected specialized trainings on teacher identified topics aligned with the year's professional development theme.

- Learning Teams, comprised of DYS and SEIS staff, continued to meet regularly in all DYS educational facilities. These teams work to develop shared knowledge and understanding of individual student needs and in so doing promote a more inclusive and personalized educational program for DYS youth eligible for special education.
- Tools and processes to promote more consistent co-planning by special and general educators were implemented across all assessment and short and long-term treatment education programs in DYS during the school year. Evaluation of this implementation indicated strong use by DYS and SEIS educators and an improved instructional planning process.
- Development of tools and processes for co-planning in Detention programs has begun. These programs have unique qualities given the frequently changing student population. It is anticipated that a Detention co-planning process will be ready for implementation following a pilot during School Year 2017-18.
- The Agency Coordination Process for special education eligible students detained or committed to DYS was reviewed and updated to reflect any programmatic or regulatory changes or changes in DYS educational program practice. These joint agency guidelines reflect best practice and support more effective and efficient procedures for communication, service provision planning and inclusion of special education students in the general education program.
- Student data sharing procedures between DYS and SEIS continued to be refined and updated to best utilize a shared software system for managing student data. This student information management system enables SEIS staff to identify students eligible for special education at the earliest stages of detention and for all educators to be more informed about the needs of students in order to effectively and efficiently provide services for youth while in detention and later in treatment programs.
- The shared student management software system continued to provide access to and analysis of student data by all those involved in addressing the educational needs of DYS youth, enhancing individualized planning for youth in the general education setting and for future transitions.
- A standardized screening process continued to be used to identify students who may need to be evaluated to determine eligibility for special education services.
- Regional Educational Transition Teams met monthly in all regions to provide a consistent method of ensuring alignment of all educational services and transition planning processes for youth throughout the DYS continuum of care.

DYS and SEIS work jointly to improve administrative procedures and processes to benefit students eligible for special education.

- Both agencies continued working in partnership with ESE's Student Assessment Services Unit to support optimal MCAS and ACCESS test administration for special education students and more functional reporting mechanisms to support effective planning for individual students.
- IEP and service delivery data monitoring and analysis are ongoing activities undertaken by both agencies, to identify problematic areas in administrative procedures and in the provision of special

education services. SEIS and DYS continue to work with school districts to enhance ways in which we can more effectively address those administrative procedures, as well as promote smooth transitions.

Both agencies will continue their collaborative efforts to promote an educational environment that provides quality special education services for all eligible students.

IV. THE BRIDGING THE OPPORTUNITY GAP (BOG) INITIATIVE

The Bridging the Opportunity Gap (BOG) initiative provides funding for workforce development training and education programming that support the success of youth committed to the Department of Youth Services (DYS). The BOG initiative has two funding components – a BOG Summer Program, from July – September 2016, and a BOG Year-Round program from October 2016 – June 2017. All programs are required to offer the career readiness element that must result in a set of employability skills and competencies and a career portfolio for youth. In addition to the required career readiness training organizations must offer at least one of the following options:

- Subsidized Employment
- Vocational training
- Arts and Cultural Activities

The BOG Initiative is based on a positive youth development model that is asset-based, culturally responsive, and delivered by professionals in a way that addresses a variety of learning styles. BOG grantee organizations include (but are not limited to) human services, community- and faith-based organizations, workforce investment boards and career centers, and vocational technical high schools across the state.

Program Goals

- Support the development of pro-social behaviors that support healthy relationships with caring adults and peers
- Provide training and activities that develop the soft skills necessary to be successful in the workplace
- Serve as a catalyst for more intensive education and career training such as college and technical training programs, or unsubsidized employment

Enrollments

During FY17 a total of 299 youth were enrolled in BOG programming. A breakdown of the enrollments is shown below:

Bridging the Opportunity Gap (BOG) Year Round FY17		
BOG Program Option	Youth Enrollments	Percentage
Subsidized Employment	259	87%
Vocational	15	.05%
Arts and Cultural Activities	25	.08%
Totals:	299	100%

Youth Goals

There are a wide range of goals that youth set and demonstrate progress towards while participating in BOG programs. All youth are required to participate in career readiness training and other goals vary based on program option. Some examples include arts and cultural activities and mechanical as part of the vocational option.

Progress made on Youth Goals

Career Readiness Training

- 95 % of youth received orientation training and completed workplace documentation (such as the I-9) completion of career interest inventories and learned the importance of workplace etiquette
- 83 % of youth received additional career readiness training and worked on the development of a career portfolio including resumes and cover letters

Subsidized Employment

- 100 % of youth in this program option received a subsidized work placement

Vocational–Automotive

- Air Conditioning – 83% of youth successfully completed the air conditioning module
- Detailing – 63% of youth were successful at completing auto detailing
- Electrical – 80% of youth were successful at learning how to fix electrical components of automobiles
- Mechanical – 100% of youth successfully completed the general mechanical module
- Mig-Welding – 44% of youth were successful at completing the Mig-Welding module
- Plasma Cutting – 57% of youth were successful at completing the Plasma Cutting module
- Stick-Welding – 63% of youth were successful at completing the Stick-Welding module
- Refinishing – 80% of youth were successfully completed being trained in how to refinish automobiles

Arts and Cultural Activities

- 100% of youth were trained in arts and cultural activities including sculpting, painting, and drawing

BOG Pilot

Commonwealth Corporation implemented a pilot program with 4 organizations throughout the state to gain feedback on a new model for BOG. Out of the 259 youth enrolled in subsidized employment, 103 (34%) were enrolled in one of the pilot sites. With this pilot we tested a 'tiered' program model in which youth move to advanced levels of the program as they gain work readiness competencies and meet specific performance benchmarks through career awareness, career exploration, and career immersion opportunities. Within each tier, youth will experience a mix of career development activities including classroom trainings and a range of field experiences where they can gain exposure, test out new skills, and demonstrate a readiness to advance. The highest level, Tier Four, represents placement in unsubsidized employment, where the youth can opt in to receive post-employment supports.

As part of the pilot youth met the following outcomes:

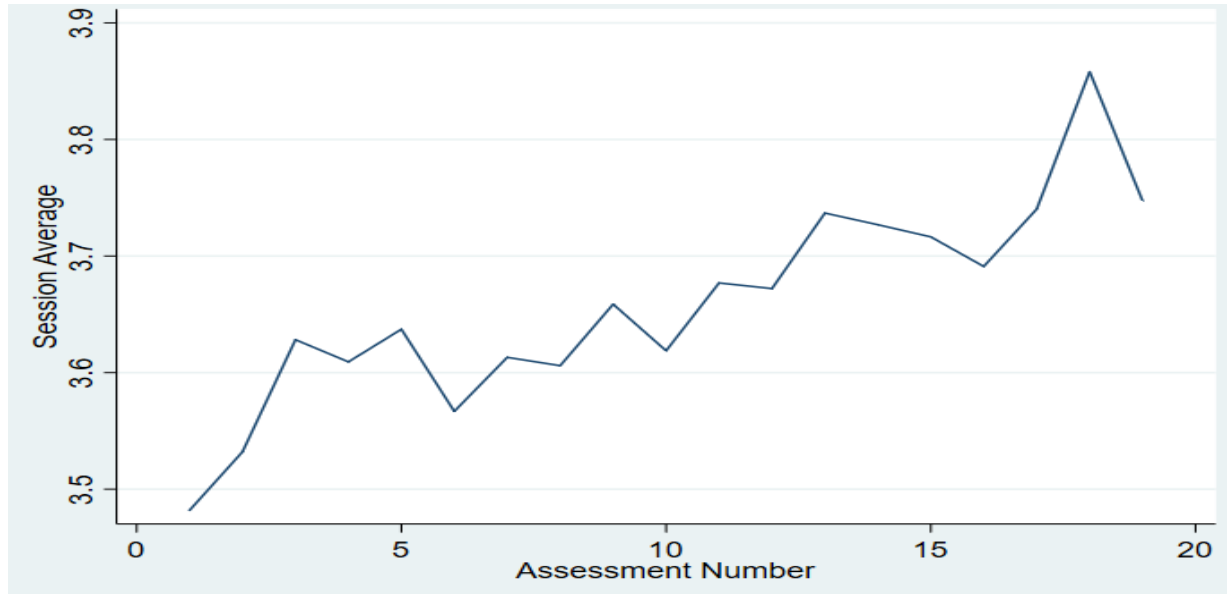
- Identified a career field of interest to explore
- Articulated the type of postsecondary education, training, and/or certifications needed for career
- Provided examples of accepted workplace norms such as dress, communication, and etiquette
- Identified a career to pursue through field experience
- Demonstrated understanding of the importance and how to use elements in his/her career portfolio
- Articulated examples of how individual skills and interests relate to career explored
- Articulated the definitions of the 9 core soft skills
- Provided examples of how he/she demonstrated one or more of the 9 soft skills
- Demonstrated and gave examples of how all 9 soft skills were used
- Demonstrated workplace norms
- Identified future educational and career development opportunities
- Participated in a variety of field experiences such as working in a record store, farming, food warehouse, and weatherization projects

Youth Non-Cognitive Skill Gain (Soft Skills)

The BOG Work Readiness Assessment was first implemented during FY16 in order to aid in the assessment of workforce readiness skills exhibited by individual youth. The learning was compelling enough to continue the implementation into FY17. The assessment is a measure of attitudes and behaviors demonstrated by youth during BOG programming. It was completed, on a weekly or bi-weekly basis, by grantee staff members who work directly with youth. Youth were evaluated as long as they were provided services during that time frame. Youth were assessed based on how often they demonstrated 9 non-cognitive skills: Perseverance, Optimism, Self-control, Tolerance, Discipline, Collaboration, Confidence, Communication, and Critical Thinking. Youth were rated on a scale ranging from one (never) to five (always). Youth were rated a 1 if they did not exhibit the skill during the week and a 5 if they always exhibited the skill.

FY17 Non-Cognitive Assessment

Overall Assessment Averages – Youth with up to 20 assessments



The graph above depicts the average overall assessment scores for youth participants with up to 20 assessments. These scores depict youth overall non-cognitive skill gain throughout BOG programming. The chart shows a 10% improvement for youth in non-cognitive skill gain in 4 months of programming; a 0.5% increase for every week of programming offered. While there are a number of instances where average scores decline, this is to be expected. The goal of the BOG program is for youth to improve these soft skills, however, it is reasonable to expect their demonstration of these skills to fluctuate over time. Additionally youth scores do not drop more than 0.1 of a point. Overall the youth did not show a regression of skills.

V. COLLEGE AND CAREER READINESS:

Empower Your Future and Future Ready Initiatives

Empower Your Future Life Skills, Employability, and Career Readiness Initiative

Empower Your Future (EYF) initiative is supported by a series of curricula designed to help youth take more control of their future outcomes by strengthening their voice and developing their academic, technical, workplace readiness, and social competencies as outlined in the Massachusetts Career Development Benchmarks. During FY17, the following actions were implemented to build upon the existing curriculum, integrate comprehensive youth directed services, and increase the impact of the initiative:

- Educational staff received further training and support related to implementing the EYF curriculum through New Teacher Induction Program, as well as a training for new and veteran EYF teachers provided on Pedagogy Professional Development Days

- Collaboration to support the integration of EYF connections embedded within the Math Instructional Guide and updated integration documents for the ELA Instructional Guide
- Draft proposal for revisions to the EYF curricula and overall initiative based on the data from surveys for youth, teachers, supervisors, Education and Career Counselors, community and residential staff
- Creation of the EYF Google Site (accessible by all CES staff) that provides access to electronic resources, training materials, teacher-created materials, and additional information to support EYF across the DYS continuum of care
- Pilot of the E-Portfolio, in collaboration with the Google Apps for Education initiative, at five treatment programs (the E-Portfolio replaces the EYF Treatment Unit 10 project)

Future Ready

Building on the implementation of the EYF Initiative, DYS continued in FY 17 to expand efforts to increase college and career readiness for youth that aligned with the Massachusetts Department of Elementary and Secondary Education's Future Ready initiative. This enabled all students to acquire the knowledge, skills and experiences required to enter an institution of postsecondary education or training and to be prepared to navigate the workplace and function as contributing citizens.

At DYS, Being Future Ready means striving for youth to have the knowledge, skills and attitudes to complete whatever education and training they need to achieve their goals in school, work and life. The central goal of education in DYS is for students to make progress towards demonstrating the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses and/or participate in certificate or workplace training programs and ultimately enter economically viable careers. In order to meet this goal, DYS has developed and will continue to add Future Ready experiences to expose youth to future education and career options and provide opportunities for skill development and mastery over time. These experiences complement and enrich the acquisition of academic common core competencies.

FY17 Implementation

In FY17 DYS continued to implement new and strengthened ideas to support this emerging body of work including:

- DYS built on previous implementation to continue to provide an Education Orientation including a Welcoming Meeting with each youth in all Assessment and Treatment programs, use of the Future Ready Rubric focusing on 3 competency areas: Effective Communication, Initiative and Self-Direction, and Productivity and Accountability, during student conferencing in all program types.
- Distribution of the Future Ready-aligned Math Instructional Guide through professional development for use in all program types across the Commonwealth.

- A set of tools that outlines procedures and resources to support personalized Future Ready programming was implemented in all program types. The tools include a document “Future Ready Scheduling Guidance” that supports the attainment of a high school credential while also supporting programming for youth who have already earned an attainment.

FY17 Development

In FY17 DYS continued to develop tools and processes and piloted new and strengthened ideas to support this emerging body of work including:

- Conducted a survey to determine how Future Ready Resources, including Professional Development, are being used in classrooms and recommended a set of next steps for professional development and resource enhancements to be developed and implemented in FY18.
- Piloted the revised online E-Portfolio process and online platform on Google initiative (in collaboration with the Google Apps for Education) at five treatment programs in the western, southeast, central, and northeast regions. The e-Portfolio serves as an online repository of youth generated materials reflecting their best work while in DYS and encompassing who they are as an individual, as a learner, and a worker. This online resource is available for youth when they return to the community such that they can access and share what they have worked on while in DYS treatment.
- Recommended a communication process as well as storage plan for recording and storing information collected as part of the Education Orientation.
- Developed protocols and tools for an Education Orientation in Detention programs to be reviewed and piloted in FY18.

VI. THE DYS ARTS INITIATIVE

DYS has continued to make arts programming for DYS youth a priority. DYS has endeavored to refine and support system-wide structures for all arts programming; drawing connections between youth success in the arts and youth success in workforce development/career readiness; and prioritizing opportunities for youth to showcase their voices through the arts. In FY17 the Arts Initiative consisted of:

Visual Art Education

CES employed five (5) art teachers for the DYS residential programs—one for each of the five regions. These teachers help students and teachers use the arts to improve teaching and learning, to recognize and validate the creativity of our youth, and to develop workplace readiness skills, such as creative problem solving.

Artist Residencies

Twenty-six artist residencies were conducted, engaging 19 teaching artists and taking place in 17 different programs across the state. Professional teaching artists/arts organizations are placed in residential

programs across the state for residencies ranging from 6–12 weeks. Students engaged in focused, often self-reflective projects crossing many media (improvisation, drumming, poetry, drawing and painting, music production and lyric writing, theater, and more).

Arts Internships

Youth in community and residential settings across the state worked independently and in small groups with artists and arts organizations to refine their Showcase performances, create commissioned artwork, and engaged in other requested performance opportunities with community partners or at DYS events.

5th Annual Statewide Youth Showcase: “Share Your Art–Share Your Voice”

Guests gathered to celebrate youth voice through the arts; BOG and community programming; and residential programming. The DYS Showcase was the culmination of months of preparation and rehearsals by youth; their art teachers; artists in residence; participating program staff, clinicians, teachers, and management; community programs, and DYS community staff and caseworkers. The Department’s executive staff shared the stage with many youth performers and a guest speaker from the Lewis Brown Peace Institute. Highlights from the 5th Annual Statewide DYS Showcase include:

- 68 youth visual artists submitted over 375 pieces of art and 19 youth performed
- Over 369 pieces of youth visual art on display including: 2D paintings, drawings, and prints; 3D sculptures, and wearable arts with most pieces available for sale
- Youth grown plants and decorative hangings curated by youth participating in the horticulture programs in the Central and Western Region were sold
- 8 programs with youth and staff representing Bridging the Opportunity Gap (BOG) and Artist in Residence programs participated in field trips or developed table displays including some items for sale
- For the first time, sales were opened online after the event, and prints were also offered on a limited basis
- 3 DYS residential programs created table displays with their youth participants
- Over 100 youth attendees from residential programs and the community including:
 - 13 residential programs in attendance with youth
 - 8 District Offices in attendance with youth
- Roughly 450 statewide attendees, including case workers, teachers, legislators, clinicians, program directors, provider partners, community organizations, families, and direct care staff attendees from the DYS.

VIII. SOCIAL ENTERPRISE

In 2013, DYS supported the development and operation of a small silk screening social enterprise. The silk screen social enterprise program has been designed to provide youth the opportunity to gain ‘real world’ job experience by engaging in the operations of a business. The business, called Exclusive Tees, employs

youth to work as a team to fulfill orders, allowing them to gain workplace skills, build self-confidence, and set goals for success in transitioning into mainstream employment. As a result of the high demand and interest, we opened a second shop in Taunton in 2017. This allows us to provide even more young men with the opportunity to work and learn the skills they need to succeed in their future careers.

Marketing and Sales

A comprehensive marketing plan was approved by DYS in FY17 and rolled out in early FY17. This included a new website¹ and continued use of a Facebook page². The program manager updates Facebook regularly with pictures of recent orders. Exclusive Tees is guided by customer orders, so that real-world scenarios guide learning experiences. The success of our business ensures that our shops have a high volume of work for youth to experience the demands of the workplace.

In addition to the online presence, a brand new promotional display was created and visible at various vending opportunities throughout the state this year. This includes a variety of visuals, including a one-pager, pictures from the shop, printed items from the shop, and some quotes from the youth, that generated a lot of interest.

These platforms, along with word of mouth and general excitement around and passion for the program, have been instrumental to increasing the visibility of Exclusive Tees. So has the support and enthusiasm of Exclusive Tees' customer base which has extended beyond DYS and other stakeholders and into the community. The program has received an abundance of orders from non-profits, local businesses, individuals, and churches, most of whom have either placed multiple or sizeable orders. In addition, customer demand has increased the types of items being printed. This year, the program has printed sweatpants, yoga pants, cheering shorts, a variety of bags, polo shirts, hoodies, zip hoodies, and more.

Youth Development and Impact

The size of the shop space and need for hands-on skill development allows for a maximum of six youth to participate in the program at a time. The Exclusive Tees shop has been a place youth can come, put aside differences, and work together toward the goal of completing an order. The great amount of hands-on and team-oriented work, combined with the ability to see a finished product in a short amount of time, has allowed the youth to quickly recognize the value of their efforts, as well as be proud of them.

We give youth formalized feedback about their technical skills **and** we focus on the development of four main soft skills below. Program staff saw increased mastery in each of the soft skills on a scale from 1-5 in FY17.

¹ exclusivetees.org

² www.facebook.com/exclusiveteescommcorp

Soft Skills	Initiative	Dependability	Collaboration	Communication
Average Beginning Rating	2.9	3.5	3.2	2.6
Average Rating After 10 months	4.6	4.7	4.4	4.4

IX. FAMILY AND/OR CAREGIVER ENGAGEMENT

The DYS Strategic Plan establishes the goal of increasing family and/or caregiver engagement. The premise is that when we are able to successfully involve families with their child’s treatment and education at DYS, youth will be more likely to make progress in attaining their future goals. With system-wide attention to this goal among all partners and with the support of the Center for Juvenile Justice Reform at Georgetown University, opportunities for families and/or caregivers to be involved continue to increase. Among the successes this past year was:

- **The 2017 Youth Showcase**
 Held at WGBH in Boston, the event brought together families and caregivers along with members of the extended DYS community to celebrate the creative skills, talents, and interests of our youth. This year, over 450 people attended this celebration.
- **Open Houses and Parent-Teacher Conferences**
 Programs throughout the state work with education staff to host events that serve to showcase the comprehensive education programming underway in DYS, including opportunities for families to meet teachers, review the academic and career development of their and, whenever possible, hear from the students themselves about their college and career development. Last year, more than 100 events were held that served to engage families, caregivers, and community partners in supporting youth in DYS and their educational and career pursuits.
- **Graduation Ceremonies**
 All five (5) regions hosted an end of year graduation ceremony to celebrate those youth who have successfully attained their High School Diploma or its equivalent (HiSET®). These ceremonies mark a transformative milestone in the lives of many of our youth that DYS works hard to make sure that families and caregivers are able to join. Additionally, for youth who are unable to attend the community event, or whose attainment of a Diploma or its equivalent occurs during the school year, ECCs work closely with school districts to ensure recognition of this milestone occurs in the program and with family and caregivers alike.
- **Academic Growth Reports**
 The Academic Growth Report pilot was expanded to reach more families and caregivers during treatment meetings. This report showcases youth academic progress and development of future ready skills deemed critical to success in work, school, and in life.

- **College and Career Fairs**

Each region held a college and career fair whereby youth in residence as well as the community were provided opportunities to connect with employers in their region.





**FOR INFORMATION ABOUT THE
COMPREHENSIVE EDUCATION PARTNERSHIP:**

Christine Kenney
Director of Education Services
617.960.3324
Christine.Kenney@state.ma.us

Massachusetts Department of Youth Services (DYS)
600 Washington Street, Fourth Floor
Boston, MA 02111

www.mass.gov/dys

Commonwealth Corporation
commcorp.org

Collaborative for Educational Services
collaborative.org