

DYS COMPREHENSIVE EDUCATION PARTNERSHIP REPORT

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

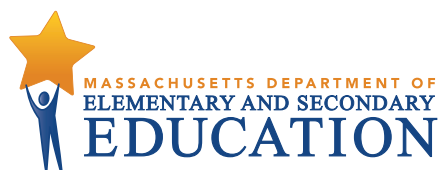
FISCAL YEAR 2019



Massachusetts Department of Youth Services

Massachusetts Department of Elementary and Secondary Education

Special Education in Institutional Settings



Front Cover: *Untitled*, 2018

This piece was made possible through the DYS Arts Initiative, a collaboration of the Massachusetts Department of Youth Services, Commonwealth Corporation and the Collaborative for Educational Services.

Working with Artists in Residence from the Cotuit Center for the Arts, this piece was created by youth and staff at the DYS residential program in Brewster, MA. This piece was presented to State Representative Kay Khan on July 24, 2018, and now hangs in her office at the Massachusetts State House.

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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, career exploration, and workforce development opportunities for youth in the care and custody of DHS.

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

Education is one of the most important and impactful programming that DHS provides to our youth. Youth who achieve academically, socially, and emotionally, while also developing informed and attainable goals for their future, are more likely to succeed in their transition to educational and/or vocational placements in the community. At DHS, 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 dual enrollment, 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 many caring adults that include parents, guardians, teachers, education and career counselors, juvenile justice youth development specialists, clinicians, administrative officers, caseworkers, program directors, district managers, provider staff, and community support staff.

The DHS education program is organized to support youth progress no matter where they are in their academic journey. For youth who are still in high school, their studies are aligned with the Massachusetts Curriculum Frameworks and guided by Instructional Guides in the core content areas of English Language Arts, Social Studies, Math, and Science. Our educational programming continues to grow with many exploratory enrichment learning opportunities in the arts, poetry, 3-D printing, music, video, horticulture, music production, coding, copper wiring, small-engine repair, silk screening, culinary arts, and other areas of interest. These exploratory activities are critically important as youth grow and find healthy interests and outlets. The 7th Annual DHS Youth Showcase, held in May 2019 at WGBH in Boston, is an example of a major platform sponsored by DHS where the talent and potential that DHS youth possess are in full display. Through the different avenues of exploration and expression, DHS educational programming enables youth to discover their hidden talents, creative and intellectual assets, and cultivate their strengths.

The achievements described throughout this report could not happen without the combined leadership efforts of the education staff at DYS, the Department of Elementary and Secondary Education (DESE), CommCorp (the fiscal agent and workforce development partner), and CES. The Partnership provides the multifaceted support and strategic direction for innovative teaching and learning in DYS residential programs and, the educational and workforce development services for DYS youth residing in the community. This is the approach taken to meet the DYS Strategic Plan goal of helping youth sustain the gains they've made while in a DYS program when they return to their communities.

This report provides an overview of the many accomplishments and positive outcomes resulting from the specific efforts DYS, CommCorp, and CES undertook in SY 2018-2019. It highlights the impact of key initiatives outlined below that provided a range of education and workforce learning opportunities for the juvenile justice involved youth.

- Engaging Teaching and Learning Supported by High-Quality Professional Development
- Student Performance Data
- Postsecondary Programming
- Special Education
- Transition System
- The Bridging the Opportunity Gap (BOG) Initiative
- College and Career Readiness, Empower Your Future and Future Ready Initiatives
- Social Enterprise
- The DYS Arts Initiative
- Family and/or Community Engagement

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

THREE CORE COMPONENTS TO TEACHING AND LEARNING

1

Access for All

All DYS youth have access to a high-quality education. Providing effective access to the general education curriculum for ALL students requires a multi-faceted approach that includes planning instruction using Universal Design for Learning principles, differentiation, culturally responsive practices, and coordination with the Special Education in Institutional Settings (SEIS) educators to understand any impact a youth's disability may have on accessing the general education curriculum.

This collaborative planning process uses a formal protocol with data shared by the general education and special education teams to ensure that technology is integrated into instruction. This blended learning approach provides youth with access to the curriculum, but also personalizes learning experiences that target individual learning needs. By knowing the youths' social and cultural identities and their lived experiences, teachers can support students in identifying their strengths and growth areas as learners and in setting learning goals for the future.

2

Personalization

The DYS youth in residential programs range in age, grade level, high school attainment acquisition, academic and career readiness, cultural background, and interests. To support our commitment to ensure youth make progress while in DYS programs, DYS embraces a personalized approach to education where educators and other caring adults help youth assess their strengths and aspirations, plan for and make demonstrated progress toward their own purposes, and work cooperatively with others to accomplish challenging and engaging tasks. The process provides youth with opportunities to think about and plan for their future through curricula, self-assessments, courses, and conversations with their teachers and other caring adults. These efforts are guided by information on the youth from academic and career assessments, school records, the use of progress monitoring tools and strategies and a focus on relationship building practices designed to foster respect, rapport, and caring.

3

Curriculum and Instruction

All curricula are grounded in the Massachusetts Curriculum Frameworks which are aligned with the Common Core State Standards. Teachers use research-based and culturally relevant high impact instructional strategies that are rigorous, grade-level appropriate, and relevant. Instruction is regularly evaluated by qualified educational administrators using the MA DESE model evaluation system, and professional development is organized to support teacher proficiency against the standards outlined in the evaluation system.

A. OVERVIEW OF CURRICULUM AND INSTRUCTION IN DYS

The DYS core curricula are designed to expose youth to the rigorous content that the schools in their home districts are using. For each core content area, the curriculum guides are developed using research-based principles of Understanding by Design (“UbD”) and Universal Design for Learning (“UDL”). The guides support teachers in personalizing curricula to meet the needs of all learners through a culturally responsive lens. There are four core content area DYS Instructional Guides: English Language Arts, Mathematics, Science, and U.S. History I and II.

In 2019, work was completed on aligning the original DYS History Guide with the 2018 Massachusetts History and Social Science Frameworks. This crosswalk analysis served as the first step in developing the new DYS History Guide that now spans US History I and II and World History I and II. The Guide’s Instructional Units feature strong connections between content knowledge and skills needed for college and career readiness and support teachers’ efforts to personalize instruction for the student. Also this year, we provided students and teachers with the new 2018 edition content texts and digital resources for Algebra I and American History.

To support content instruction, DYS has maintained an official DYS Program of Studies that guides the selection and provision of classes available to students 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. Youth can access courses through technology software or the internet. Also, youth can work toward success on MCAS; HiSET®/GED®, and the ACCUPLACER® Placement Test (which determines whether the youth needs to take remedial classes in college before they can take courses that count towards a major course of study). Youth can also work towards completing college courses, vocational certifications, and other postsecondary goals.

Consistent with our commitment to personalization, DYS has implemented multiple strategies for actively engaging youth in understanding their academic progress and goal setting. The components of this system, outlined below, include a robust education welcoming orientation in all residential settings, teacher-student conferences throughout their educational experience, and academic growth reports.

Welcoming Orientation

Teachers implement an intentional and detailed process to welcome youth into the DYS classroom, build rapport and learn about youth’s education and career goals. This Orientation meeting serves to establish the importance of education in DYS and the range of educational opportunities youth may pursue while in DYS. Also, this meeting provides an intentional and structured opportunity for teachers to assess where students are in their learning and to support them in developing the education goals that they will focus on while in residence.

Student-Teacher Conferences

Using conferencing guidelines adapted from the Harvard Graduate School of Education, teachers draw on the information they learn during their meeting with the youth at the welcoming orientation, in the classroom, and the student-teacher conferences. This process encourages youth reflection and dialogue, links the youth’s progress directly to their academic work, and provides the opportunity for the youth to revisit and revise their academic and Future Ready goals. To help youth identify and develop transferable 21st century workplace readiness skills, DYS continues to implement a common Future Ready rubric. The rubric helps teachers and youth to assess together skill acquisition in three 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 services.

Academic Growth Reports

To provide youth with a clear understanding of their progress, DYS continues to implement a quarterly Academic Growth Report (AGR). Teachers and youth use the report during student-teacher conferences to talk about the progress the youth has made toward mastering content and Future Ready skills development, and what they need to do to continue their growth. Different versions of the AGR template have been tailored to meet the needs of youth in high school, HiSET®, post-secondary, and career readiness concentrations. This tracks progress for each student that is specific to their personalized education goals.

Because DYS places a premium on communication amongst the many caring adults who support youth in their academic and career readiness success, we continue to use a protocol for sharing the AGR at the youths' monthly treatment meetings where the youths' progress in academic and Future Ready skill development are reviewed. These meetings are attended by caseworkers, clinicians, program staff, family members, and other caring adults. Data show that youth appreciate and benefit from the opportunity to meet with their teachers and share their progress with other caring adults outside of the classroom.

Emphasizing Literacy

Demographic and academic data analysis provides an overview of our committed youth population at the time they are committed. Approximately 76% are youth of the global majority (non-white), almost 14% are English Learners (EL), 74% are low income, and on average 56% are youth with previously identified learning disabilities. The population DYS serves is increasingly committed at an older age (average of 17.4 years old), and our data indicate that older youth are six times more likely to be over-age for their grade by two or more years, with most youth in grades 9 or 10. Since the spring of 2016, DYS has seen an increase in our EL population, including more youth who can be described as “newcomers” to this country. In response to this increase and in accordance with the LOOK Act of 2017, DYS has not only supported professional development for teachers working with this growing population of youth, but is also working on leveraging Title I resources towards hiring English Learner Teaching Specialists who can respond to the higher level of language acquisition needs these youth require.

With this demographic data in mind and informed by the vast research demonstrating the value of literacy towards positive life outcomes, DYS continues to place a focus on literacy skill development for all youth. To encourage life-long learning and a love of reading, DYS aims to help youth see themselves, their cultural experiences, and their social identities in the curriculum. Culturally responsive practice continues to be a focus in all curriculum development initiatives. The reading workshop structure provides independent reading time for youth to keep a journal of what they thought, how they felt about what they were reading, and to share and discuss their thoughts with teachers and peers during class.

In addition to using a rigorous lens when choosing curriculum, DYS has been intentional in selecting reading materials that represent the diversity present in the DYS youth population. Each year, DYS provides high interest reading selections in hard copy for classroom libraries that present relevant stories and appeal to youths' interests. This year, DYS added Angie Thomas' *The Hate You Give*, Ta-Nehisi Coates, *Between the World and Me* and non-fiction titles like Michele Obama's *Becoming*, and Trevor Noah's *Born a Crime: Stories from a South African Childhood*. These reading materials included protagonists representing members of the global majority, and selections that featured characters who identify as LGBTQ. DYS also provided training and instructional units for Health and Wellness teachers around issues specific to the LGBTQ community.

DYS has also expanded access for all youth to more than 4500 books and reading materials through LightSail, a digital library. LightSail is an interactive application that can create an individualized and personalized library for each youth based on initial and on-going assessments of their interests and reading levels.

To further embed literacy instruction across all programs, DYS continues to use Keys to Literacy, a set of strategies that help youth build comprehension, vocabulary and writing skills as well as basic skills instruction for youth at the beginning levels of reading.

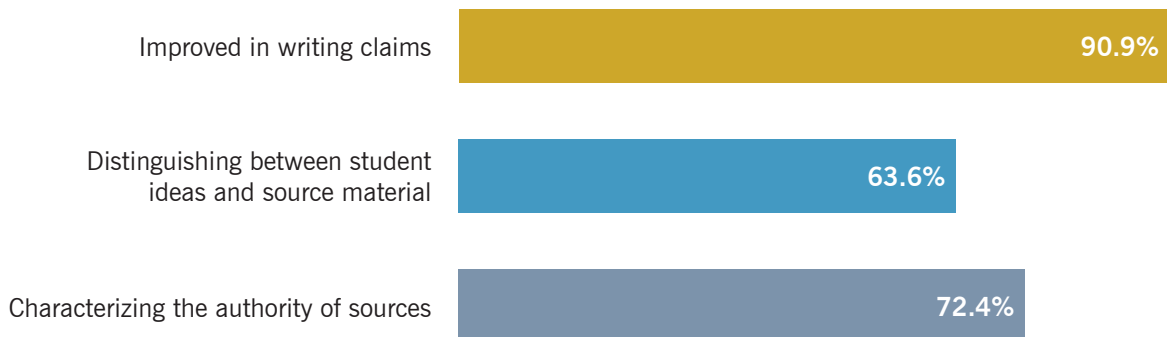
DYS partnered with the Western Massachusetts Writing Project in the successful submission for a grant offered by the National Writing Project, the College, Career and Community Writers Program (C3WP). This grant was an added bonus to the Literacy Initiative in 2019. It provided 45 hours of professional development in the C3WP Argument Writing Model for the DYS Literacy Specialists, Instructional Coaches and ELA teachers on how to teach youth to engage in respectful argumentative discourse in substantive topics. Youth were taught to prepare written arguments that would support specific positions based on reasoning and evidence from valid sources. Over the course of four “instructional” writing cycles, youth showed improvement in their argument writing skills that was on par with national participant data. The aggregated teacher assessment data showed that 90.9% of students improved in writing claims, 63.6% improved in distinguishing between student ideas and source material, and 72.4% improved in characterizing the authority of sources. Additionally, teachers reported that other writing skills also improved, including sentence and paragraph structure, sustained effort to write longer papers, and providing citations for relevant evidence.

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BOOKS READ BY YOUTH PARTICIPATING IN THE
2019 LIGHTSAIL SUMMER READING CHALLENGE,
REPRESENTING 4,000 MINUTES AND 5,000 PAGES



COLLEGE, CAREER AND COMMUNITY WRITING PROJECT: STUDENT IMPROVEMENT IN ARGUMENT WRITING



Youth reading below grade level received intervention in one or more of the following reading programs: SRA Corrective Reading, Achieve Maximum Potential (AMP), Verbalizing and Visualizing. These programs were supplemented with specialized reading software including Google Read and Write and Lexia. Academic progress was formatively assessed and instruction modified to meet individual needs.

Mathematics literacy continues to be a substantial academic gap area for many youth when first committed to DYS. The Algebra Project continued to provide training on specific instructional strategies to facilitate youth success in Algebra. Teachers and students accessed ALEKS MATH which uses adaptive questioning to quickly determine what a student knows and instruction on the topics the student is most ready to learn. Resources like ALEKS MATH combined with computer-based instruction in keyboarding and ELA skills have been used to prepare students for both high stakes testing and future career and college opportunities. Math literacy means having the ability to problem-solve, reason and analyze information. Math literacy goes beyond language literacy. We recognize that youth need to know how to read questions in order to use numbers to help solve real-world problems.

Integrating Workplace Readiness Skills and Competencies within the Curriculum

Consistent with the expectations of the Department of Elementary and Secondary Education, DYS is committed to supporting youth to be prepared for the demands of further education and a 21st century workplace. To meet this commitment, DYS has invested in curricular resources and materials that benefit all learners from high school and beyond, as well as in trainings to support teacher success in integrating the new resources into their lessons.

This past year, DYS expanded the career exploration offerings that will build on youth interest, make learning more relevant to the world of work, and support areas of a youth's academic need. For example, youth engaged in STEM-based curricular activities can explore STEM and vocationally oriented career pathways. Students have explored science and technology through the world of green technology. Youth also engaged in virtual welding, electronics, small engine repair, computer-aided drafting (CAD) and 3D printing, audio engineering, coding, robotics, and construction and facilities maintenance. In virtual welding, students used a virtual reality welding simulator and learned to rapidly refine basic welding skills, learned proper welding technique and explored welding career paths in a safe, virtual environment, and without the need for consumables like metal and gas. Virtual Driving Essentials Driving Simulators were purchased and used by youth to practice safe driving habits and prepare for their learner's permit. Additionally, youth earned certifications in Red Cross First Aid and CPR, ServSafe Food Safety, OSHA Youth Occupational Safety and Health Administration, International Sports Sciences Association (ISSA) Bodybuilding Specialist Certificate, CTECH, Copper Wiring, silk screening, culinary arts, and organic horticulture. These experiences allowed students to explore potential career pathways, develop workplace skills, earn skills-based certificates, and prepare for entry-level employment.

Technology in the Classroom

DYS has been unwavering in pursuing teachers' and youth integration of technology in the classroom. To accomplish this goal, DYS employed several strategies. First, all statewide and regional professional development included modeling of the authentic use of technology to meet the learning objectives. Second, webinars were 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 provided small group and one to one experiential learning and instructional modeling to teachers throughout the year on the range of technology tools available for use to increase student success. These Instructional Technology Coaches were largely responsible for teacher proficiency in deploying the wide range of blended learning technologies and resources required to meet the diverse learning needs of the DYS youth.

Through a partnership with the Center for Educational Excellence in Alternative Settings (CEEAS), a national organization dedicated to improving youth outcomes for youth placed in juvenile justice settings, DYS expanded the number of programs and teachers using Chromebooks and Google Apps for Education. Students are now engaged in coding, building robots, designing and printing 3D products, creating poems and digital stories through a restorative justice lens, and writing book reviews for authentic audiences. This year, several teachers received training in how to apply Design Thinking to Makerspace projects. Using the Design Thinking core principles: empathize, define, ideate, prototype, and test, teachers learned how to infuse their instruction with inquiry-based projects designed to engage learners and promote reflection and problem solving throughout the learning process. All participating

programs have seen an increase in student engagement as the teachers and youth explore a variety of technology tools that support blended learning.

Largely through the perspectives of students and teachers, a five-year evaluation of the impact of technology in the classroom illuminates the progress these efforts have achieved in terms of implementation and impact. Below are selected highlights from that evaluation:

- Teachers have seen a significantly greater reliability in student and teacher technology equipment, including internet access and speed.
- Nearly all (94%) General Educators perceived that access to technology resources had improved their ability to personalize instruction for students.
- A major support that teachers in technology integration have has been each other: Learning Team and Education Team discussions and exemplars encouraged mutual problem-solving and were intrinsically motivating.
- The Google Suite of Applications (G-Suite) was the teachers' top choice for technology resource that had significantly and positively impacted their practice.
- Students valued 1:1 Chromebooks for making their learning more efficient, focused, and at their own pace.
- Teachers and students generally believed DYS classrooms have shifted more toward student-driven learning

SHIFTS TO STUDENT-DRIVEN LEARNING: PERSPECTIVES OF GENERAL EDUCATORS AND STUDENTS

Technology has led to self-directed student learning "Somewhat" or "Very much"

General Educators, 91%

Agree/strongly agree that they have a say in what and how they learn in their technology-integrated DYS classrooms

Students, 80%

Health and Wellness

Our Health and Wellness curriculum was expanded as well. This past year, DYS partnered with the Boston Public Health Commission to implement the research-based "The Halls" curriculum in Health and Wellness classes. As noted in the Boston Public Health Commission website, "The Halls is a two-season web series which explores messaging around unhealthy masculinity, consent, homophobia, young fatherhood, unhealthy versus healthy relationships, trauma, and LGBTQ+ topics.

- Season 1 tells the stories of three young men in Boston and their struggles sifting through relationships, trauma, masculinity, and their own identities. There are 8 episodes, each about 10 minutes long.
- Season 2 tells the stories of two couples and a survivor of sexual violence as they navigate trauma, identity, boundaries, consent, and healthy relationships. There are 7 episodes, each about 10 minutes long.

Each episode is paired with a discussion guide, so any provider can lead conversations discussing the themes present within the film.”

Based on the youth feedback and other data collected during this pilot, DYS plans to expand implementation of this curriculum in 2019-20. The Boston Public Health Commission will be training the Health and Wellness teachers on the Sexually Explicit Media Literacy curriculum that focuses on (un)/healthy dating and attitudes, consent, risk factors for sexual exploitation, and unacceptability of violence in relationships.

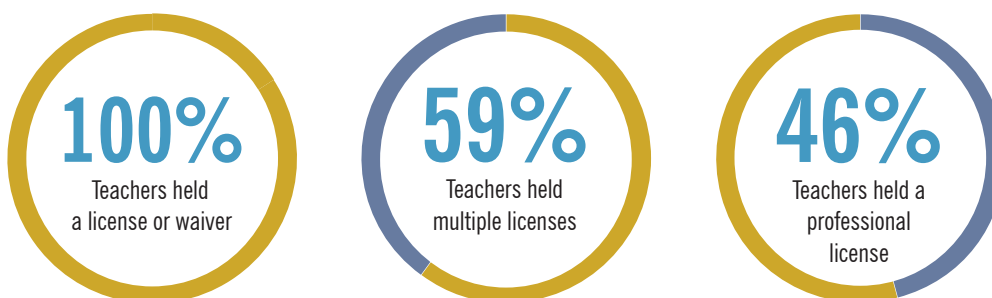
The comprehensive and ever-evolving approach that DYS is taking to support effective and engaging teaching and learning across our programs is all part of the Department’s positive youth development framework, inclusive of identity development and personal agency. Youth express this growth in a myriad of ways, some more traditional, such as academic attainment and the earning of vocational certifications, and some less so, such as the creative arts. One of the many highlights this year that showcased youth voice was the Woke: Black History Youth contest. Held during Black History month, youth were asked to respond to the following prompt: How does Black History impact me, my community, and/or the world around me? Youth used words, artwork, rap, poems, posters, presentations, book marks, literary magazines, bumper stickers, 3-D printed items, SCRATCH coded stories, letters to congress representatives, short skits, or whatever media they chose to tell us why. Themes they drew from included: Social Justice and Equity, Academics/STEAM, Creativity, Protest Movements, Innovations, and Celebrating Black History. This initiative was highly successful and youth entries were authentic and thoughtful. Based on the success of this effort, DYS plans to launch a similar contest titled, Civics in Action, for SY 2019-2020 to tie to that school year’s focus on civic engagement. Youth will be asked to consider what community means to them, identify a need in their community, give their ideas for solving the problem or need, decide on one action step they could take to solve the problem, and how their community would be different if it worked.

B. OVERVIEW OF THE SY 2018-2019 DYS PROFESSIONAL DEVELOPMENT SYSTEM

Highly Qualified Faculty

DYS supports the ongoing professionalization of 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 highly qualified teachers who share a commitment to work with DYS youth. 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 FY19, 100% of the CES instructional staff met this goal. Moreover, 59% of teachers held more than one non-administration license and almost half (46%) held a professional license, the highest level attainable in Massachusetts.

DYS TEACHER LICENSES IN FY19



Additionally, as our English Learner (EL) population has continued to grow this year to 14%, four percentage points higher than the state's public school population, many of our dedicated teachers and educational administrators have taken classes to earn their Sheltered English Immersion (SEI) endorsement. In FY19, 81 of the 104 (78%) education staff held this endorsement.

Professional Development Goals

Educators in DYS programs participated in high-quality professional development (PD) provided and coordinated by CES. During SY 2018-2019, educators participated in a set of systematic, purposeful, and coherent learning experiences over the course of the year with the goal of improving teacher practice that will lead to improved student outcomes. The PD has made available, both in structure and content, high yield research-based instructional practices on assignments and professional responsibilities. This has enabled the teachers to plan and implement consistently high-quality instruction while providing opportunities for teachers to share and learn from one another on how to meet the diverse needs of the DYS population.

The overarching professional development goals for SY 2018-2019 included the following:

Educators:

- Understand how to embed Future Ready skill development into curriculum planning, instruction, and assessment across all content areas and throughout the continuum of care
- Collaborate, implement, and reflect on the use of effective collaborative planning practices that support youth transition efforts throughout the continuum of services
- Use technology-based tools and resources to create access for all and blended learning opportunities in the classroom and beyond

These professional development goals were designed to increase the likelihood that our educators will be successful in fulfilling the expectations outlined in the CES Teacher Evaluation System performance rubrics which mirror the Massachusetts Model for Effective Teaching, and referred to as the DYS Standards and Indicators of Effective Teaching:

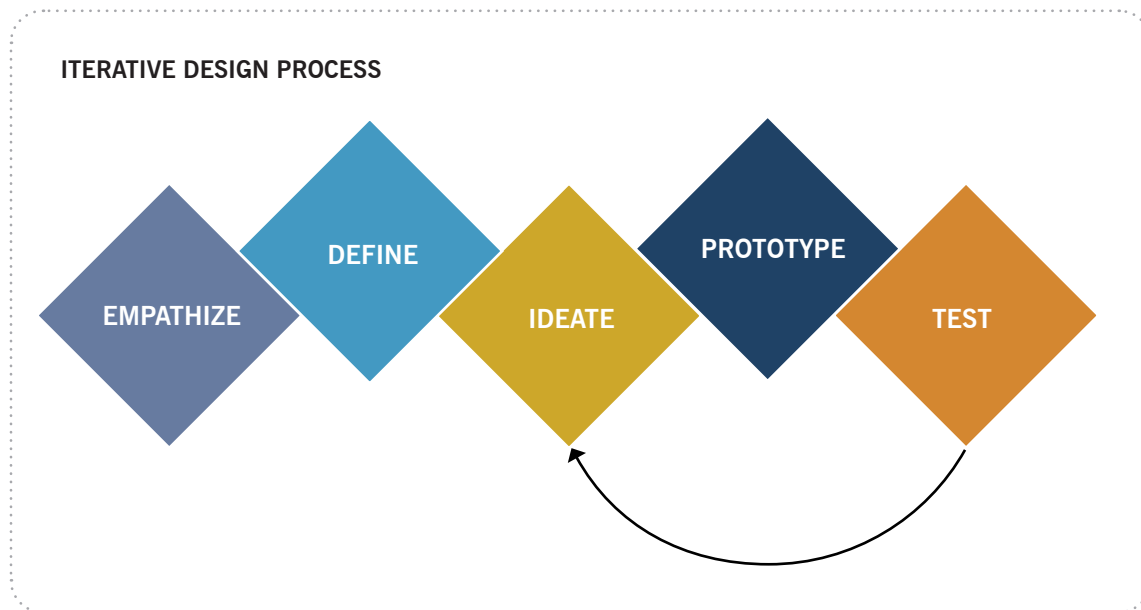
1. Curriculum, Planning, and Assessment
2. Teaching All Students
3. Family and Community
4. Professional Culture

The professional development theme from prior years, *"Future Ready: Personalizing Teaching, Learning, and Transition Planning,"* was maintained in order to provide new and returning educators the opportunity to dive deeper into the theme and build connections across the DYS continuum of services throughout all four integrated PD components: Launch Day, Content PD Series, Specialized PD Series, and the New Teacher Induction Program. The professional development series increased teachers' subject matter and professional knowledge and skills about statewide and regional initiatives underway in DYS while continuing to focus 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 PD series incorporated teacher voice and was responsive to ongoing evaluation data, the strengths and needs of our youth population, the DYS Strategic Plan, and effective and innovative research-based practices. Both sources have informed the PD design and implementation efforts in personalizing the professional learning experiences for our education workforce.

The professional development series was launched regionally with a focus on applying maker pedagogy and design thinking in the classroom by both training in and modeling the phases of the Iterative Design Process (below).



This process, widely used in education and business to solve complex problems and innovate, was introduced to help teachers better engage and plan for learning experiences that benefit the growth of all youth and to support teacher adoption of new technology and maker tools while also promoting inquiry, exploration and critical thinking.

Additionally, in order to fulfill DESE's new teacher induction licensure requirements, increase retention, and support new teachers in their transition to teaching in DYS programs, new teachers participated in a comprehensive five-day New Teacher Induction Program (NTIP). Below is the outline of topics/content covered during the 5-Day NTIP cohort module:

Day 1: Welcome and System Overview; Orientation; Instructional Coaching; Accessing and using Technology

Day 2: Classroom Culture and Management; PYD and Student-Teacher Relationships; Establishing Routines; Knowing your Students (IEP's); Future Readiness; the Assessment Cycle

Day 3: Classroom Culture (pt.2); Trauma-Sensitive Classroom; Co-Planning

Day 4: Classroom Culture (pt.3); Growth Mindset, Implicit Bias in Education; Analyzing and Using Student Data; Student conferencing; Reflection on Practice and the Role of Supervisors and Coaches in Supporting Growth in Educator Practice

Day 5: Culminating product; Setting professional goals; Reflection

Professional Development Implementation

The SY 2018-2019 general and special educator professional development series heightened educators' awareness of the importance of embedding design thinking/maker pedagogy into the collaborative planning process for content instruction, postsecondary education, and career-ready experiences and opportunities for DYS youth. A PD Workshop Model resembling classroom instruction in DYS settings was attended by youth who demonstrated a range of needs and concentration interests. The stages of the PD workshop model are listed below:

- 1. Direct-Instruction**
(whole group) - introduction of new learning/skills (teaching cross-cutting skills & routines)
- 2. Learning Stations**
(hands-on, interactive, and experiential) - practical demonstrations of learning (applied PD)
- 3. Guided Practice and Support**
Assessment of Learning PD Product (Facilitator & peer collaboration/feedback)
- 4. Action Planning**
commit to SMART action steps regarding implementation in the classroom

The SY 2018-2019 PD Series incorporated the following design elements for all PD workshops:

- 1. Social Justice & Culturally Responsive Teaching Framework**
 - Use the *Social Justice Standards from Teaching Tolerance* to plan PD that raises consciousness and promotes social/civic responsibility in the classroom.
 - Use a framework for culturally responsive teaching that supports students' information processing, readiness for rigor, and independent learning.
- 2. Special Education Strategies and Skills**
 - Provide individualized and differentiated professional development that facilitates strategies for how teachers support special education youth in accessing the general education curriculum.
 - Model effective co-teaching strategies and roles of the general education teacher (DYS) and of the special education teacher (SEIS) through skillful PD facilitation.
 - Use the UDL guidelines for ensuring this PD provides multiple means of engagement, representation, and action and expression to support teachers in creating access to the content for all students.

DYS also hosted region-wide Content-Based Learning Team (CBLT) meetings four times during the school year. These structured-inquiry processes involved learning experiences from content-alike teachers. Because each of our programs are composed of 2 to 3 educators, DYS established CBLTs across all programs so that teachers can share practices, analyze student data, discuss feedback on mini-units and lesson activities to enhance classroom teaching and learning within their respective content areas. Special Education in Institutional Settings teachers and Title I funded 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 collaboration around instructional planning, curriculum and technology resources, and modeling new instructional strategies for content. Several teachers assumed leadership in the design and implementation of CBLTs and facilitated additional learning connections amongst their colleagues. CBLTs also strengthened teacher agency and self-direction, attributes that are associated with effective teachers. This year, many teachers became more invested in their own professional development experiences as adult learners and took advantage of opportunities to self-direct in the planning, implementation, and facilitation of quarterly CBLTs. CBLTs in all regions utilized the iterative design process to develop collaboratively planned mini-units. Below are the outcomes achieved for each CBLT region.

Central Region: Central Region focused on iterative design and engineering design while using Google Classroom to reinforce the Google Suites Initiative. Regional teachers presented Design Thinking and Maker space and made content connections. During the last two sessions, teachers demonstrated successful strategies including: 3D Science and Science maker space, Math Discourses, WWI maker space, Digital Breakout Out, and C3WP.

Western Region: Western region focused on growing teacher leaders in a setting where teachers guided the content. Teachers focused on several topics including: the Iterative Design Process, interpreting literature with students, sharing resources, and incorporating art and movement into lessons.

Metro Region: Metro teachers participated in a school-year long series of CBLT meetings and technology trainings where they collaboratively developed, implemented, and reflected on a classroom strategy utilizing design thinking and culminating in a presentation at the end of the year where they were eligible to earn professional development points (PDP).

Northeast Region: The Northeast Region CBLT focused on the Iterative Design Process as well as fostering community engagement by establishing a partnership with Pathways for Children for the “Sending Some Love Project” supported by the Center for Educational Excellence in Alternative Settings (CEEAS).

Southeast Region: The Southeast Region focused on planning, implementing and reflecting on lessons that integrated iterative design with the four core content areas: ELA, History, Math, and Science.

DYS also implemented the CES Job-Embedded Instructional Coaching Framework for DYS Settings. This framework recognizes the distinct challenges associated with working with youth with such varied instructional needs as well as the critical importance of teacher acquisition of structured mentoring hours to maintain or advance their licensure. The framework is grounded in research on schools as “professional communities of practice,” in which PD 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. The innovative instructional coaching framework is based on the three research-based coaching modalities described below.

1. Residency Coaching

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

2. Rotation Coaching

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

The job-embedded coaching model supported the overall PD objectives and enabled instructional coaches to provide ongoing and personalized teacher development and modeling for teachers in their programs and classrooms without judgment. Coaches found teachers to be more relaxed, vulnerable, and able to ask for instructional support and feedback during job-embedded, site-based coaching. This year coaches have taken teachers, new and experienced, on classroom tours to observe key components of effective teaching among their colleagues, and followed by debrief and reflection sessions where they discussed the implications and benefits in their practice. Teachers reported to coaches that the opportunity to observe other teachers in various settings has transformed

their approach to teaching in DYS, particularly with regard to classroom and behavioral management, using tech tools and hands-on learning, and overall engagement strategies.

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

TRAINING OPPORTUNITIES TO SUPPORT TEACHER GROWTH AND STUDENT ENGAGEMENT IN LEARNING

PD Event Title	Description/Target Audience	Number of days/hours
New Teacher Induction Program	Teachers new to DYS	27.5 hours
Launch Day-Design Thinking/Maker Pedagogy	Professional development for all DYS General Education staff-PD was conducted regionally on the same day	5.5 hours
Content PD Series	Professional development provided for each content area: ELA, History, Math, Science, Art, Health/Wellness-All DYS General Education staff	11 hours
Specialized PD Series	Professional Development provided on a variety of specialized topics relevant to teaching and learning in DYS settings	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	20 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 4 times per region in each content area: <ul style="list-style-type: none"> • ELA (4 days) • History (4 days) • Math (4 days) • Science (4 days) 	4 days
History Text Book Training	DYS history content teachers-training focused on text and online resources-trained by program type	5.5 hours
Teaching Coordinator Meetings	TC meetings provided by program type 3 times during the year and within the region one time	20 hours
Empower Your Future	Training for teachers new to EYF	5.5 hours
LightSail	PD provided for reading teachers via webinar	3 hours
Unjammed Fellows	PD designed to pilot and refine the iterative design process in DYS blended learning classrooms	22 hours
Reality Works Virtual Welding	Welding career exploration webinar for select treatment programs	2 hours
Reality Works Electrical Vocational Kit	Electrical career exploration webinar for select treatment programs	2 hours
Computer Based MCAS Training	Training for all DYS teachers-1 training per region (5 regions)	2.75 hours
ALEKS Math	Training for math treatment teachers	3 hours

TRAINING OPPORTUNITIES TO SUPPORT TEACHER GROWTH AND STUDENT ENGAGEMENT IN LEARNING

PD Event Title	Description/Target Audience	Number of days/hours
Career Exploration	Green Technology Communication Pathway series training for detention programs	2 hours
Vocational Training	Small Engine-targeted programs	5.5 hours
New Teaching Coordinator (TC) Training	New TCs in DYS	9 hours
Coordinator Training	Training for DYS REC/ARECs: Evidence Based Observation	4 days
CES Orientation	All DYS General Education staff-via webinar	1 hour
College Program Launch	DYS regional leadership, CES leadership, education coordinators, Education and Career Counselors, Teaching Coordinators	6 sessions
Job-Embedded Instructional Coaching	All teachers	ongoing

II. STUDENT PERFORMANCE DATA

DYS is dedicated to facilitating the academic and 21st-century skill development of all our youth. DYS recognizes that each youth in our care and custody is in a different place along their college and career readiness pathway. The DYS educational model provides youth with multiple pathways to academic and vocational growth, including opportunities to pursue and obtain a high school equivalency diploma (the GED® or HiSET®), earn credits toward a high school diploma, earn college credits, 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 the DYS population influenced in part by “Raise the Age” legislation enacted in 2013. First, the student population is highly transient and relatedly, has significant gaps in formal schooling. Most of the youth who participate in MCAS testing while in a DYS residential program are enrolled in a DYS education program for less than a full school year and in many cases, less than 90 days. As a consequence, DYS has limited time, sometimes as little as one week, to close significant gaps in their prior academic knowledge. What’s more, the average age of the newly committed population is now hovering at 17.4. This older group of newly committed youth presents unique challenges to the Department insofar as they are far more likely to be behind in school (44% are 2+ years behind) than their peers who were committed at age 16 or younger (6% are 2+ years behind). This combination of being older and further behind has a profound impact on the intrinsic motivation of youth, both in terms of returning to high school as well as the type of educational and vocational programming they seek to engage. Secondly, the composition of youth placed in any given classroom has notably changed since the passing of the 2013 “Raise the Age” legislation. Whereas prior to this legislation there were only a handful of youth with a diploma or its equivalent placed in classes across the state, this no longer holds true. As a consequence, teachers must both prepare to deliver rigorous and engaging instruction to youth readying to earn their diploma or its equivalent across multiple grade spans, while also planning for and supporting youth success in college and vocational programming. 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®/GED®, and the number of youth taking and completing postsecondary courses and/or earning industry recognized certificates reflected in this section. Youth proficiency in Math has historically been low and with the introduction of MCAS 2.0, this trend appears to continue. We are planning to expand the use of online math tools such as ALEKS Math and will further introduce applied learning opportunities that call upon mathematical skills and reasoning such that learning math has a real-world element to it. We recognize we have a unique opportunity to facilitate youth growth and development across academic, social, and vocational domains and continue to push forward with innovations that serve to maximize this opportunity. Innovations, described throughout this report, seek to demonstrate the wide range of strategies DYS has leveraged to realize our mission.

MCAS Performance Outcomes (SY 2018-2019)

In spring 2019, students participated in the first 10th grade, computer-based administrations of the Next-Generation ELA and Math MCAS tests which are based on the Massachusetts 2017 revised curriculum frameworks. These tests have different scoring scales and achievement levels than the 'Legacy' MCAS. DESE has recommended not comparing the results of the Next-Generation tests to those of the Legacy tests, so for ELA and Math, we present 2019 results only. Legacy high school Science courses are presented with data from four previous years.

GENERAL AND SPECIAL EDUCATION

Student Academic Performance 2019 Results

10th Grade English Language Arts	In the spring of 2019, 36 students completed the first ever administration of the 10th grade Next Generation MCAS ELA competency exam while in the care and custody of DYS. 33 of these students (91.7%) passed.
10th Grade Mathematics	In the spring of 2019, 39 students completed the first ever administration of the 10th grade Next Generation MCAS Mathematics competency exam while in the care and custody of DYS. 18 of these students (46.2%) passed.
High School Science	In the spring of 2019, 105 students completed a high school 'Legacy' MCAS science competency exam (Biology, Physics, or Technology/Engineering), while in the care and custody of DYS. 48 of these students (45.7%) passed, a 5.1 percentage point decrease from the 2018 results for 122 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/partially tested other') that was an accountable partial test.

ENGLISH LANGUAGE ARTS

2019 Student Academic Performance Overview

Results: General Education	14 general education students took the 10th grade MCAS in English Language Arts in the spring of 2019. 100% of these youth passed with scores 455 and above.
Results: Students with Disabilities	22 students with disabilities took the 10th grade MCAS in English Language Arts in the spring of 2019. 86.4% of these youth passed with scores 455 and above.

	General Education Students		Students with Disabilities	
	N = 14		N = 22	
	#	%	#	%
Did not pass	0		3	13.6
Passed with EPP	1	7.1	10	45.5
Passed with Competency Determination	13	92.9	9	40.9

* Includes students with scores 469 and above.

Scores 469-471 = Not Met, scores 472-499 = Partially Met; scores 469-485 require an Educational Proficiency Plan.

MATHEMATICS**2019 Student Academic Performance Overview**

Results: General Education	15 general education students took the 10th grade MCAS in Mathematics in the spring of 2019. 46.7% of these youth passed with scores 469 and above.
Results: Students with Disabilities	24 students with disabilities took the 10th grade MCAS in Mathematics in the spring of 2019. 45.8% of these youth passed with scores 469 and above.

	General Education Students		Students with Disabilities	
	N = 15		N = 24	
	#	%	#	%
Did not pass	8	53.3	13	54.2
Passed with EPP	6	40.0	7	29.2
Passed with Competency Determination	1	6.7	4	16.7

* Includes students with scores 469 and above.

Scores 469-471 = Not Met, scores 472-499 = Partially Met; scores 469-485 require an Educational Proficiency Plan.

SCIENCE/TECHNOLOGY/ENGINEERING**2019 Student Academic Performance Overview**

Results: General Education	41 general education students took a High School End of Course MCAS exam in Science (Biology, Physics, or Technology/Engineering) in the spring of 2019. 53.7% of these youth passed, including those who scored in the Needs Improvement, Proficient, and Advanced categories.
Results: Students with Disabilities	64 students with disabilities a High School End of Course MCAS exam in Science (Biology, Physics, or Technology/Engineering) in the spring of 2019. 40.6% 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

	2015 (N=34)		2016 (N=25)		2017 (N=53)		2018 (N=39)		2019 (N=41)	
	#	%	#	%	#	%	#	%	#	%
Failing	9	45.0	10	30.3	26	49.1	15	38.5	19	46.3
Needs Improvement	9	45.0	19	57.6	22	41.5	23	59.0	19	46.3
Proficient	2	10.0	4	12.1	3	5.7	1	2.6	3	7.3
Advanced	0		0		2	3.8	0		0	

High School Science MCAS Results: DYS Students with Disabilities										
	2015 (N=70)		2016 (N=69)		2017 (N=94)		2018 (N=83)		2019 (N=64)	
	#	%	#	%	#	%	#	%	#	%
Failing	25	41.7	28	43.1	55	58.5	45	54.2	38	59.4
Needs Improvement	31	51.7	34	52.3	36	38.3	31	37.3	21	32.8
Proficient	4	6.7	3	4.6	3	3.2	7	8.4	5	7.8
Advanced	0		0		0		0		0	

Number & Percent of Students Passing* High School Science MCAS										
	2015		2016		2017		2018		2019	
	#	%	#	%	#	%	#	%	#	%
General Education	21	61.8	14	56.0	27	50.9	24	61.5	22	53.7
Students with Disabilities	23	32.9	20	29.0	39	41.5	38	45.8	26	40.6

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

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

MCAS Improvements While In Residence (2011-2019)

DYS's Youth Outcomes Project (YOP) is a longitudinal study of the characteristics and experiences of youth before, during, and after commitment to DYS settings. It tracks eight groups of youth, defined by being committed for the first time in each of the fiscal years (July 1 to June 30, 2012, through 2019). One of the YOP's primary objectives is to understand the paths youth take to secondary and postsecondary attainments and employment, recognizing the considerable academic hurdles they tend to face when they arrive in DYS programs. One way to mark DYS's contribution to supporting students on a secondary attainment path is to track how many youth pass the 10th grade MCAS or improve their 10th grade MCAS score while with DYS, relative to their MCAS performance prior to commitment.

NOTE: The tables below reflect only on Youth Outcomes Project youth—those who had been committed for the first time at some point between July 1, 2011, and June 30, 2019 and for whom DYS had pre-commitment MCAS scores (for any grade level) AND who took the 10th grade MCAS while in residence under DYS care.

Performance Overview	
ELA	<p>Between November 2011 and June 2019, of 157 students who had failed the English MCAS prior to commitment, 137 (87.3%) passed while in residence.</p> <p>Of 369 students who had previously scored Fail, Needs Improvement, or Proficient, 234 (63.4%) improved their performance level to a higher achievement category (Needs Improvement/Partially Met Expectations, Proficient/Met Expectations, or Advanced/Exceeded Expectations).</p>
Math	<p>Between November 2011 and June 2019, of 330 students who had failed the Math MCAS prior to commitment, 184 (55.8%) passed while in residence.</p> <p>Of 423 students who had previously scored Fail, Needs Improvement, or Proficient, 215 (50.8%) improved their performance level to a higher achievement category (Needs Improvement/Partially Met Expectations, Proficient/Met Expectations, or Advanced/Exceeded Expectations).</p>

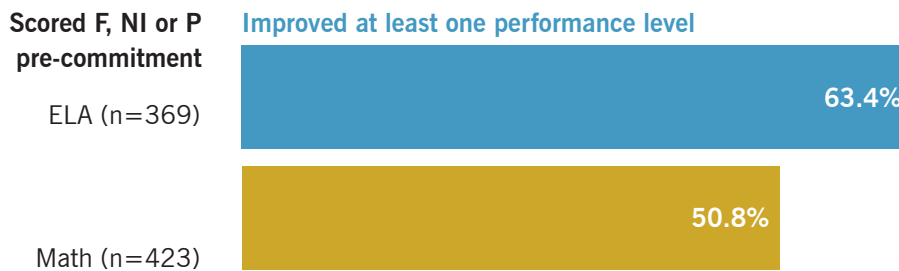
**MANY YOUTH WHO HAD FAILED THEIR MOST RECENT MCAS TEST PRIOR TO COMMITMENT
PASSED THE 10TH GRADE MCAS WHILE COMMITTED**

Fall 2011 to Spring 2019



**MORE THAN HALF OF YOUTH IMPROVED THEIR PERFORMANCE LEVEL ON THE 10TH GRADE MCAS
WHILE COMMITTED OVER PRE-COMMITMENT LEVELS**

Fall 2011 to Spring 2019



GAIN Performance Outcomes (SY 2018-2019)

DYS adopted the General Assessment of Instructional Need (GAIN) in place of the Test of Adult Basic Education (TABE) in February 2018 to allow for quicker diagnosis of gaps in language and math skills and tailoring of instructions accordingly. Below are pre/post data for youth who were administered the post-test during SY 2018-19. DYS is aware that the timing of the post-test may be mitigating the intrinsic motivation youth hold to do their best on this test and we are therefore considering implementing the GAIN quarterly for all youth who have been in treatment for 60 days or more since their last administration. The results would be incorporated into the quarterly Academic Growth Reporting periods.

Performance Outcomes

ELA	Between September 2018 and June 2019, 118 students took the General Assessment of Instructional Need post-test, having taken a pre-test at least 60 days earlier. 59 of these students (50%) increased their grade level equivalent (GLE) score from pre-test to post-test. Among those whose GLE scores increased, the average time between pre- and post-tests was 185 days (a little over 6 months) and the average GLE score increase was 1.6, equivalent to improving skills by a little over one and a half years.
Math	Between September 2018 and June 2019, 102 students took the General Assessment of Instructional Need post-test, having taken a pre-test at least 60 days earlier. 52 of these students (51%) increased their GLE score from pre-test to post-test. Among those whose GLE scores increased, the average time between pre- and post-tests was 172 days (nearly 6 months) and the average GLE score increase was 1.6, equivalent to improving skills by a little over one and a half years.

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

The 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 DESE, DYS has set up five HiSET® testing sites for youth in secure residential treatment programs who are unable to test at a community-based HiSET® testing site. It is noteworthy that while the overall number of DYS youth has declined over the past several years, DYS youth 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

School Year	High School Diploma	HiSET®/GED®
2018-2019	55 3 Certificates of Completion	50
2017-2018	86 5 Certificates of Completion	68
2016-2017	88 4 Certificates of Attainment	93
2015-2016	62 3 Certificates of Attainment	63
2014-2015	73	72

In SY 2018–2019, Education and Career Counselors registered 71 committed youth for 298 individual subject matter tests. 53* took the complete battery of tests, of which 39* passed and earned a HiSET® Diploma.

HiSET® PASS RATE SY 2018-2019

	Total Batteries Completed	Pass	Pass Rate
DYS	53*	39*	78%
Massachusetts	3,275	2,472	76%
All HiSET® States	53,255	40,821	77%

*includes only students for whom we have scores

HiSET® AVERAGE SCORES BY SUBJECT 2018*

	Math	Social Studies	Science	ELA Reading	ELA Writing
DYS	11.5	12.0	12.0	10.7	10.1
Massachusetts	9.9	11.6	12.1	9.8	10.5
All HiSET® States	10.0	11.6	12.1	10.0	10.7

* Hiset 2018 data includes tests taken from January – December 2018

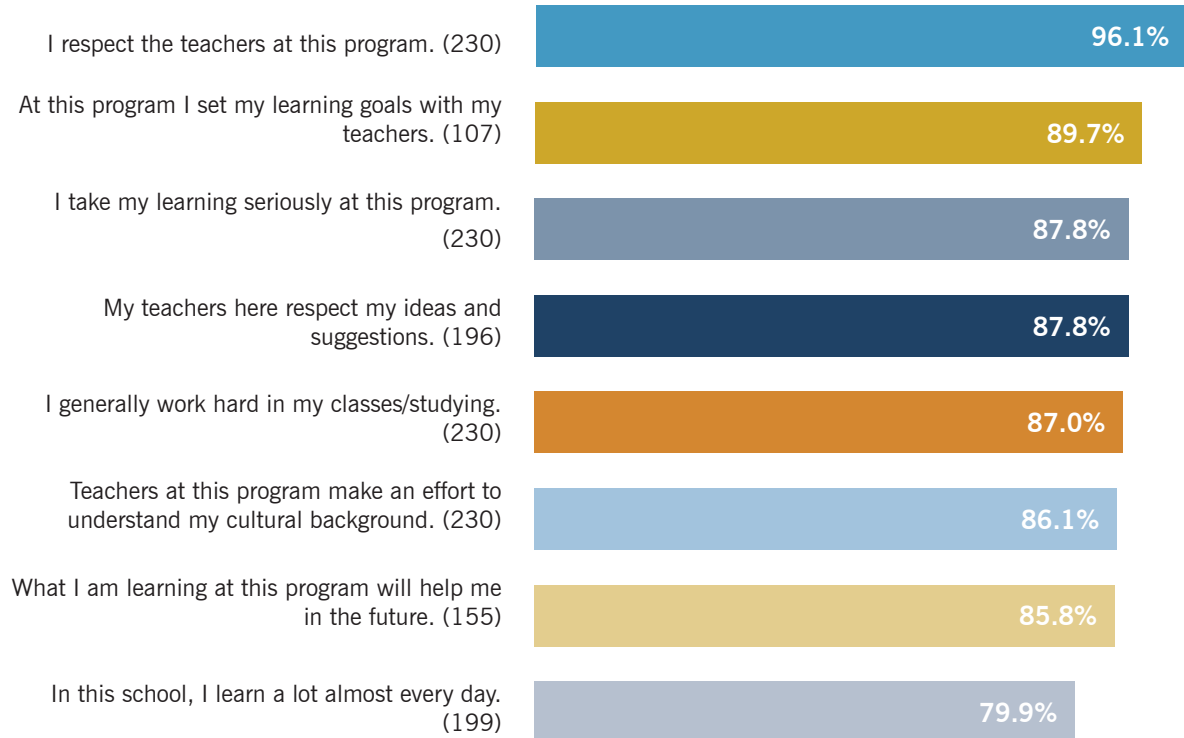
HiSET® is accepted as a High School Equivalency in California, Colorado, Hawaii, Illinois, Iowa, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas, and Wyoming.

Student Engagement

Since the spring of 2012, DYS has conducted an annual statewide Student Engagement Survey that gave students throughout the service continuum the opportunities to reflect on their school experience in DYS. As evidenced by the chart below, the results of the spring of 2019 Student Engagement Survey completed by 290 students showed a relatively stable and positive indication of students' overall receptivity to and engagement in DYS education programming. (NOTE: Specific questions asked were tied to a student's program type and concentration, so not all students answered all questions.) A large majority of students saw value and benefit in DYS classroom and mutual respect in teacher-student relationships.

STATE HIGHLIGHTS FROM SPRING 2019 STUDENT ENGAGEMENT SURVEY

Item (# respondents)



III. POSTSECONDARY PROGRAMMING

DYS is invested in guiding youth to see themselves as college-going students by providing access to college opportunities, preparing them to be college and career ready, and offering a menu of postsecondary and career exploration opportunities. In SY 2018-2019, DYS in partnership with institutions of higher education through the Commonwealth's Early College Initiative, launched the Department of Youth Services (DYS) College Program. The high-quality DYS College Program has received recognition and support from the Commonwealth's Executive Office of Education, Department of Elementary and Secondary Education and Department of Higher Education.

DYS College Program

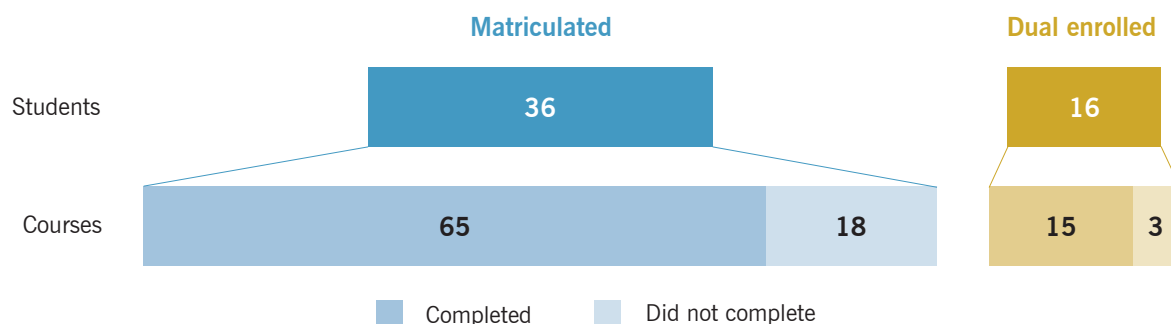
Through the DYS College Program, youth in our residential programs are given early and authentic college experiences. They have the opportunity to participate in virtual and in-person sessions with college advisors and to matriculate toward an Associate's degree, Bachelor's degree, or to dual enroll. They earned college credits through online college courses and by taking college classes taught in our residential programs by college adjunct faculty. Youth enrolled in high school or preparing for a high school equivalency credential may dual enroll and earn both high school credits and college credits for completed college courses. Under the guidance of Education and Career Counselors, these youth received transition planning and wrap-around services that supported their efforts to earn a college degree when they return to the community.

SY 2018-2019 DYS College Program Highlights

In DYS residential programs:

- Sixteen (16) youth enrolled in high school or preparing for the high school equivalency exam were dual-enrolled in college courses.
- Twenty-three (23) youth took college courses taught by college adjunct faculty at three DYS residential facilities statewide. There were 3 to 6 students in each class who were dual enrolled or matriculated (with a high school credential) students. Engagement in these courses was high and the enthusiasm for enrollment spread among the students. At the end of the Spring semester, students advocated for a summer course and recruited peers to enroll.
- Forty-nine (49) dual enrolled and matriculated students took 101 college courses, either on-line or in classes taught by adjunct college faculty in DYS facilities. Seventy-one percent (71%) of the students completed their courses with each earning three (3) college credits per course successfully completed.

SY 2018-2019 RESIDENTIAL POSTSECONDARY STUDENTS, COURSE ENROLLMENTS, AND COURSE COMPLETIONS BY MATRICULATED AND DUAL-ENROLLED STATUS



NOTE: 3 of the 16 youth who began their postsecondary work as dual-enrolled later matriculated after attaining a high school credential.

College Now

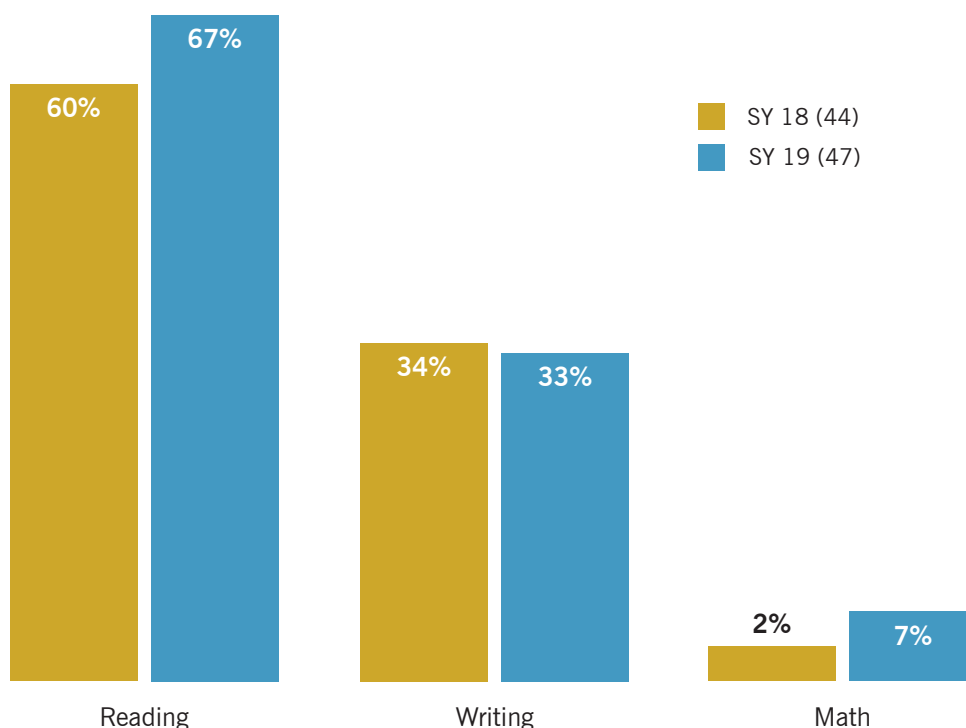
In the fall of 2018, DYS, in partnership with the Center for Educational Excellence in Alternative Setting (CEEAS), continued the College Now program for youth in residential programs who can learn college level content classes and take College Level Exam Program (CLEP) test at the end of the class to earn transferable college credits. Through this partnership, 4 DYS residential sites are approved CLEP test centers. During the fall of 2018, 14 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. The grant funding for College Now ended December 2018.

ACCUPLACER

The ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics for placement into college courses. ACCUPLACER must be taken by students before they can enroll in on-line college courses. In SY 2018-2019, 47 youth in residential programs throughout the Commonwealth took the ACCUPLACER test, an increase of 3 youth from the 44 youth who took the test in SY 2017-2018.

The chart below shows consistency in ACCUPLACER scores year after year. About 2/3 of students successfully placed out of developmental reading courses. Developmental courses are designed for youth whose scores on the ACCUPLACER indicate that remedial academic support is needed to facilitate youth in their transition from high school to college level coursework. One third (1/3) of students went directly into credit-bearing writing courses, and about 1 in 10 students went directly into credit-bearing math courses, suggesting that writing and math are areas where our students need more ongoing support.

ACCUPLACER: % OF STUDENTS WHO TESTED INTO CREDIT-BEARING COLLEGE COURSES



William J. Wolfe Scholarship

The William J. Wolfe (WJW) Scholarship Fund was established to honor Mr. Wolfe's commitment to social, educational, health, and human services and his founding of Key in the early 1970s. This scholarship fund, which is managed by the Key Program, Inc., has awarded \$5,000 annually to DYS students who will be enrolling in postsecondary education for the first time.

The application process requires youth to submit an application including an essay. Awards are made following a blind review of the applications and essays by a panel with representatives from CommCorp, CES, and DYS.

Youth who have received funding from CEP and demonstrated successful completion are eligible to apply for additional funding directly from the Key Program, Inc. for upcoming school years. Youth are required to submit a required application, essay, and provide enrollment paperwork directly to the Key Program for consideration.

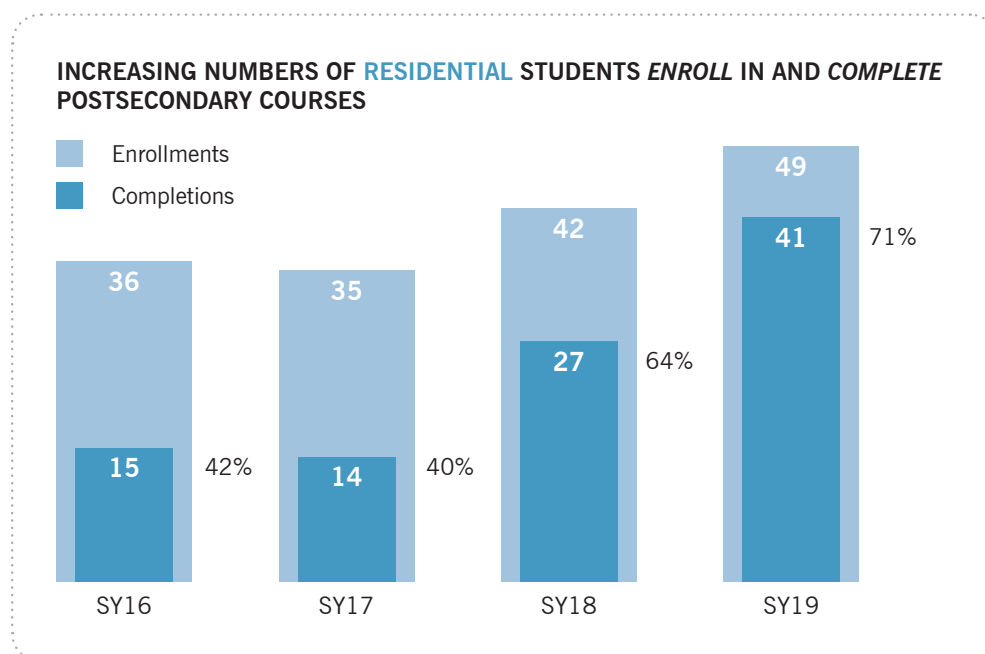
In SY 2018-2019, seven (7) students received funding internally from CEP totaling \$5,000.00 and eight (8) students received funding directly from the Key Program totaling \$44,700.00.

Brandeis Program

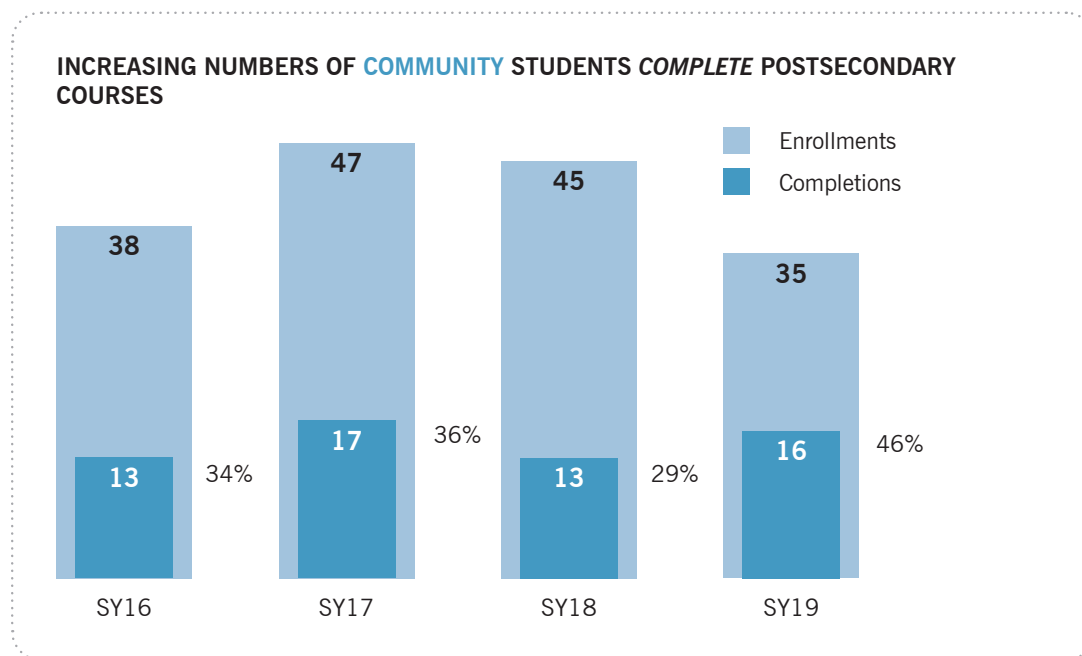
Two (2) DYS youth were invited by the instructor of an Investigating Justice journalism undergraduate course to attend several sessions on the campus of Brandeis University. This experience gave the DYS youth a voice and an opportunity to demonstrate leadership skills and to see themselves as college going students. The youth reported that they noticed that they looked like the college students and had a lot more in common than they may have thought prior to participating in the class. The Brandeis students, on the other hand, realized that they could communicate and work effectively with a population with whom they may have never interacted with before. During the four weeks of instruction, the DYS youth learned that writing is basic to journalism and accessible to all of them. The program culminated in a celebration of presentations of the news articles written by each group.

Total Postsecondary Enrollments and Completions

The chart below reflects growth of both *interest* and *success* in postsecondary education for DYS youth in residence. Since SY 2016-2017, DYS has seen a 40% increase in enrollments and a 31% increase in the successful completion of at least one course.



For DYS youth in the community, DYS did not see the same trend in post-secondary enrollments and completions, although we did have the highest proportion of successful completions in SY 2018-2019. We also had one youth earn a Bachelor's degree and another earned an Associate's degree.



Career Readiness

The table below describes the number of attainments earned during SY19.

Industry Recognized Career Readiness Attainments Earned in Residence	SY19
American Screen Printers Association Certificate Screen Printer	6
CPR Infant, CPR Child, CPR Adult, First Aid	79
OSHA 10: General Industry, Construction, Agriculture and Healthcare	63
Career Specific Safety Compliance Training Online	35
C-TECH Copper Wiring	17
ServSafe	33
ISSA-Body Building	2
Certified Nursing Assistant	1
Grand Total	236

Technology Infrastructure

To create access to postsecondary and credentialing opportunities, as well as the vast learning needs and testing requirements (e.g. online MCAS testing) of our high school aged-youth, DYS has strategically invested in technology and the technology infrastructure in all of our residential programs.

Layered Approach to Digital Learning: DYS recognizes that purposeful access to technology is central to youth engagement, college and career readiness. DYS has developed a layered approach to technology access and

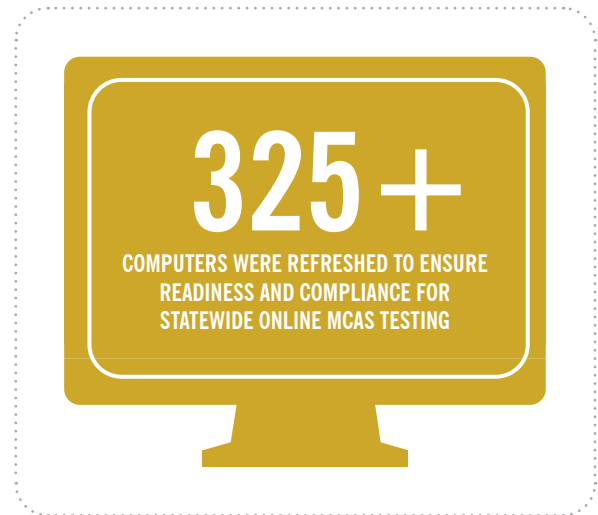
learning tools that is tailored to the individual needs of youth and addresses the safety and security considerations that our agency must manage. As part of this approach, we accomplished the following:

Google Apps for Education

- Google Apps for Education (GAFE), Google Classroom were expanded to all short term and long term treatment programs (20).
- Google SITES was harnessed to support youth in developing an ePortfolio.
- A process was developed to utilize two-factor authentication and security keys to prevent unauthorized student Google account logins.

Infrastructure Improvements

- Specialized Laptops (Endless OS) were deployed in secure residential programs in SY 2018-2019 to expand access to learning with technology for use during residential non-classroom hours. Youth can access online content, such as Khan Academy, Wikipedia, free, open-source college sites (Saylor Academy), and career and literacy software, without actually going on the internet. As part of the deployment, a Limitless Learning Support Specialist was hired for project planning, management, deployment, and support of devices, and Spanish-language devices were added to all programs receiving laptops.
- Almost 250 desktops and over 75 laptops equipped with the most current operating system and software were refreshed to ensure readiness and compliance for statewide online MCAS testing across all program sites, HiSet administration, and ACCESS testing for eligible youth.
- E-Rate site additions and upgrades made in SY 2018-2019 included
 - New sites: Pivot (Amesbury), RISE (Springfield)
 - New classrooms at Gandara (Chicopee)
 - Bandwidth upgrades to 50Mbps at CATP (Springfield), Leahy (Worcester), and Bright Futures (Methuen)
 - Worked with EHS IT at Westborough campus to move the E-Rate network from microwave link that was being decommissioned to a new fiber connection
 - Successfully recovered from extensive flood damage at the E-Rate head end (Dorchester) in May
- Other new technology
 - Virtual Welding Kits deployed to all regions
 - Point-of-Sale system deployed to Zara Cisco in Westborough



College Program

- Four regions were outfitted with technologies to allow youth to take classes with a virtual professor to prepare for College Board's College Level Exam Program (CLEP®) test and earn transferable college credits.
- DYS worked closely with Bunker Hill Community College to establish technical protocols that enabled students in DYS programs to bypass the webcam requirements when taking exams while still using the necessary high-security browser.
- A system for screening digital materials required for dual enrollment and postsecondary student classes was developed to mitigate challenges to student success in these classes.

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 DYS youth in residence.

Safety and Security

- Classroom monitoring software was installed at all DYS programs and all installations were to the latest available version offering additional functionality in web blocking and stability.
- Promoting responsible digital citizenship as part of the deployment of new mobile technologies, all youth using the technology are required to sign a Responsible Use Policy.

Aspen Student Information System

- The Aspen Student Information System is the education management system that CES uses under its contract with DYS. The system serves as a digital education record for high school students that follows the student from program-to-program and ensures that teachers working with the youth have access to information relevant to their educational needs and interests. The youth's educational progress and achievements are tracked and a transcript report is created to get credit for their academic work from their home district, or to track their post-secondary or vocational progress. The system also gives decision-makers immediate access to aggregated data about students on a regional and statewide basis.

IV. SPECIAL EDUCATION

The DYS Educational Initiative and the Department of Elementary and Secondary Education's (DESE) Special Education in Institutional Settings (SEIS) division continued their joint efforts to provide collaborative approaches 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.

- Joint professional development for SEIS and DYS educators focused on the year's theme of Future Ready: Personalizing Teaching, Learning, and Transition Planning, with an emphasis on application of Future Ready Skills. Presentations demonstrated the integration of these skills into content curriculum and instruction, and familiarized teachers with a variety of related supplemental resources. Embedded throughout were models of co-planning, co-teaching, station learning, whole group, and independent learning. 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 programs. These teams worked to develop shared knowledge and understanding of individual student needs to promote a more inclusive and personalized educational program for DYS youth. This was especially helpful for students eligible for special education.
- Full implementation of co-planning by special and general educators using designated tools and processes occurred across all assessment and short and long-term treatment education programs during the school year. Continued evaluation of co-planning implementation indicated consistent use by DYS and SEIS educators and an improved instructional planning process.
- A Detention Co-planning process was piloted in a few programs and tools and processes adjusted, based on feedback from the pilot process. Plans were established for implementation in all Detention Programs during the next school year. Evaluation of co-planning tools and processes in some Detention Programs resulted in planning for further implementation during the next school year.
- Annual review and update of the Agency Coordination Process for special education eligible students detained or committed to DYS reflected any programmatic or regulatory changes in DYS educational program practice. These joint agency guidelines reflected 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.
- Continued refinement of student data sharing procedures between DYS and SEIS facilitated the optimal use of a shared software system for managing student data. This student information management system enables the identification of students eligible for special education at the earliest stages of detention, and for all educators to know about the needs of students. This allows for effective and efficient special education service provision for students while in detention and later in treatment programs.
- DYS general education teachers and SEIS teachers used a shared student management software system that provided access to and analysis of student data. This system supports all educators in enhancing individualized planning for youth in the general education setting and in future transitions.
- A standardized screening process for students not identified previously for special education services, but whose learning profiles may indicate a need for evaluation for special education eligibility continued.

- Regional Educational Transition Teams, that include DYS and SEIS staff, met monthly in all regions to provide a consistent method of ensuring alignment of educational services and transition planning processes for youth throughout the DYS continuum of care.

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

- Both agencies continued working in partnership with DESE'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 were ongoing activities for both agencies, to ensure appropriate administrative procedures and special education service delivery. SEIS and DYS continued to work with school districts to enhance ways for effectively addressing administrative procedures, as well as promoting smooth transitions.

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

V. TRANSITION SYSTEM

In DYS, our transition system exemplifies “think exit upon entry” and provides a personalized course of study for each youth to help ensure a smooth transition as the young person moves through our continuum of care and to successful re-entry back into the community.

When youth are committed to DYS, they are immediately assigned to one of twelve Education and Career Counselors (ECC) on the basis of their home school district. This allows ECCs to foster strong collaborative relationships with caring adults in students’ home schools, which increases the odds of a successful re-entry. ECCs have an average caseload of 50 youth, including an average of 14 Youth Engaged in Services (YES) youth per ECC.

The ECC reviews all of a newly committed youth’s student records as soon as they are committed, using them to do a credit audit and prepare a Graduation Grid, which goes into the ASPEN Student Management System and allows Teaching Coordinators to know what courses students need in order to graduate or attain a credential.

The ECC schedules an “ECC Intro Meeting” for the third week after a youth’s commitment. The ECCs introduce themselves, listen to youth and their interests and concerns, and discuss a preliminary academic plan for the youth to follow during Treatment and after their return to the community. Last year, ECCs recorded 110 introductory meeting notes in ASPEN.

In the Initial Staffing, the ECC collaborates with the youth, parents/guardians, the caseworker, clinician, and other caring adults in the creation of a treatment plan.

Each month, ECCs are expected to visit every program in their region, meeting with youth and TCs to discuss academic progress, address concerns, praise growth, and plan action steps for each youth in preparation for re-entry. In the coming years, when the Empower Your Future (EYF) curriculum is refreshed, there will be work to increase collaboration with teachers responsible for teaching this curriculum to leverage the ECCs’ insight and knowledge in personalizing the EYF experience for each young person.

To further support a seamless transition, each region regularly convenes a Regional Education Transition Team Meeting (RETT), led by the Assistant Regional Coordinator, to discuss plans for each youth transitioning from one program to another and those re-entering the community within 90 days. The SEIS School District Liaison (SDL) is also invited to attend, as well as other caring adults on an as needed basis. This collaborative planning process is structured to maximize the potential of easing the transition process for youth.

College and Career Readiness

An important part of an Education and Career Counselor’s work is to increase College and Career readiness in their students. Shortly after a youth arrives in Treatment, the ECC schedules a meeting in order to administer the College and Career Readiness Motivational Interview (CCRMI), an assessment designed by Dr. Rich Lapan at the University of Massachusetts, to determine a youth’s strengths in 10 areas that are correlated with college and career readiness and correspond with learning areas supported by curriculum, such as Empower Your Future: Agency; Creating Effective Goals; Positive Beliefs; Workforce Readiness Behaviors; Becoming a Successful Student; Knowing Yourself; Follow Your Interests; Support Networks; Stages of Change; and Strategic Self-Presentation.

The research-based CCRMI helps the ECC personalize their counseling based on the individualized needs of each youth. Last year, 183 students had CCRMI recorded in ASPEN. ECCs use a CCRMI web application that helps them choose specific interventions and student actions based on an individual student’s strengths and needs. This tool allows for youth to document their own progress and chart their own actions in growing and becoming more College

and Career ready, which in turn increases their sense of self-efficacy and personal agency.

A recent evaluation of the CCRMI instrument undertaken by Dr. Lapan found that “as young people progress from entering treatment towards release, all of their CCRMI Scale scores evidence statistically significant increases”.¹ Furthermore, and notably, the evaluation found that:

“No demographic differences were found in the scoring completed by the Education and Career Counselors. Specifically, no racial differences were found. ECCs rated the level of development, at both Pretest and Posttest, on the CCRMI scales for African American, Hispanic American and Latino, and Caucasian Americans to be the same. No biases in scoring across racial and ethnic groups were evident. Also, no differences in scoring were found for English Language Learners.”¹

For the past three years, ECC Professional Development has provided training on culturally responsive practice, implicit bias, and the racial and ethnic disparities found in school discipline, so the finding that there was no evidence of bias in the scoring of the CCRMI by ECCs is a strong indicator of the success of these trainings.

ECCs assist EYF teachers with the development of youths’ online and individually curated e-Portfolio, which every committed student develops in treatment programs. Containing the College and Career Plan, as well as charting goals and displaying student work and art, the e-Portfolio allows for each individual student’s voice to guide their educational experience in DYS and can serve as a valuable tool to show potential employers or post-secondary educators. Additionally, the e-Portfolio fulfills a goal of the MA Department of Education for all youth to develop a college and career plan, referred to as their MYCAP (My Career and Academic Plan).

The ECCs also present lessons in treatment programs in all five regions about issues such as labor market information specific to the area, the college application process, and the Early College program.

Preparation for Graduation and Beyond

The ECCs plan and operationalize career exploration presentations and/or College and Career Fairs in all five regions, and find fairs in the community and work with caseworkers and DYS Youth Service Coordinators to ensure community youth have access.

Each spring, in every region, the ECCs play an important role in planning and implementing graduation ceremonies. Statewide, they coordinate with schools to ensure that each student graduating has either an official diploma from their home school district or an official HiSet diploma to be handed on the stage. They make sure students have a cap and gown so that the graduation experience is truly authentic. In some regions, they prepare student speakers for their roles, helping them craft moving and personal celebratory speeches. And often, the ECCs serve as emcees for the ceremony, readers of student names, and audience greeters.

Planning for Successful Re-entry

ECCs are instrumental in helping plan a youth’s successful re-entry into the community. Working closely with the case management team to prepare for the youths’ 90, 60, and 30-day community re-entry meetings, ECCs plan and attend school re-entry meetings for their youth engaged in an education program. They work to find allies and other caring adults in those schools and the action steps that will be taken to support youth to be successful in their home school.

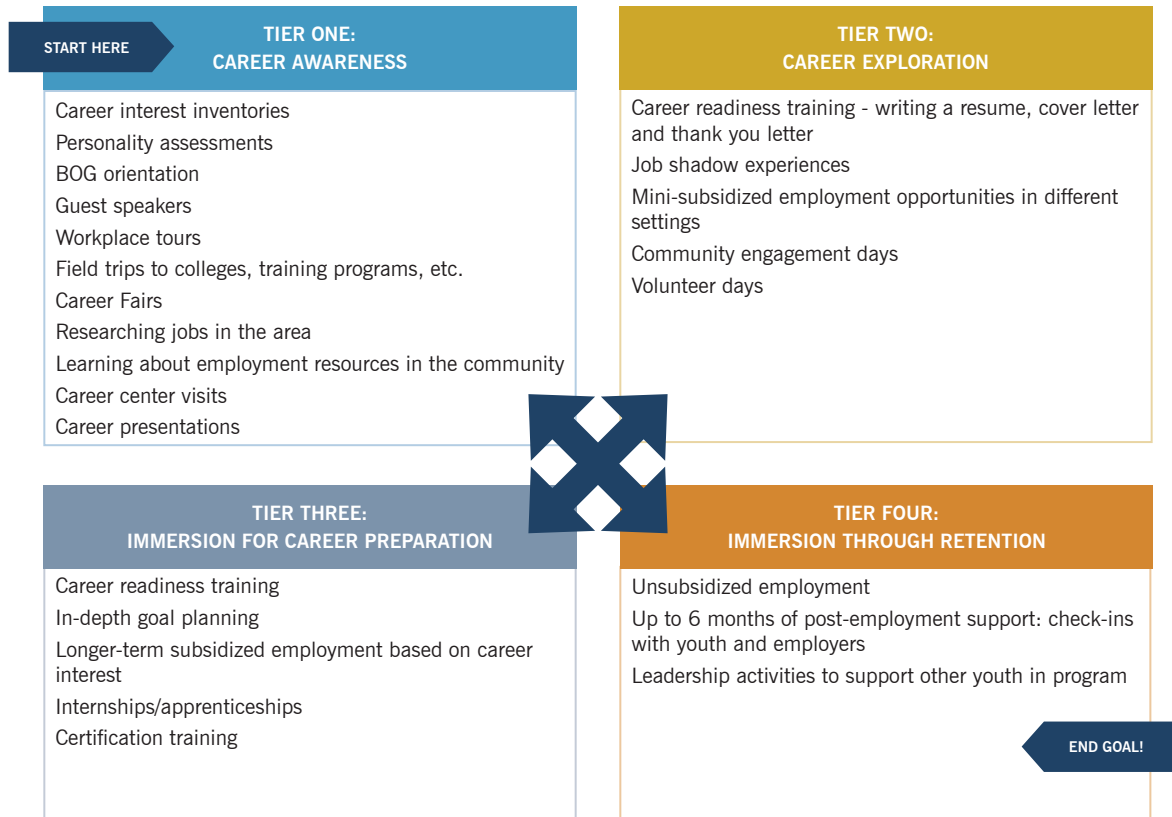
¹ Lapan, Richard, “Evaluation of the College and Career Readiness Motivational Interview”, August, 2019.

In the community, ECCs attend students' school meetings, including all special education meetings and discipline hearings. Trained in both special education law and Massachusetts school discipline law, ECCs are strong advocates for students. Because of their presence in these meetings and their close connection to youth in the community, they are able to quickly alert caseworkers at DYS and CES when students need more support, be it legal, emotional, or academic. As a result, more DYS youth in the community are staying in their schools and receiving their high school credentials.

VI. THE BRIDGING THE OPPORTUNITY GAP INITIATIVE

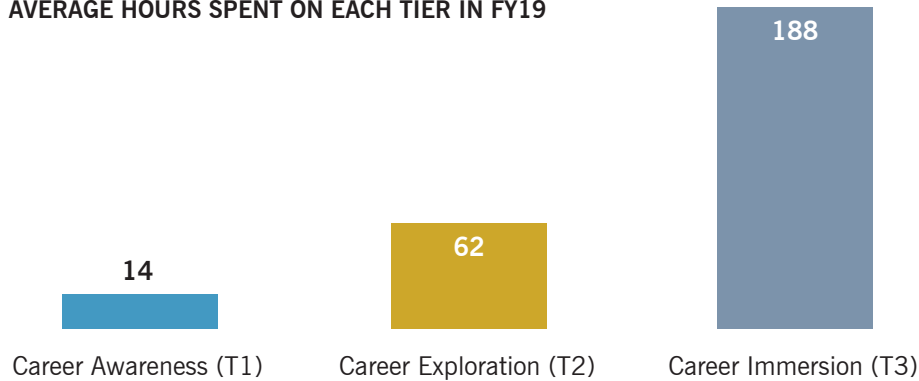
The Bridging the Opportunity Gap (BOG) initiative provides funding for workforce development programming that supports youth committed to the Department of Youth Services (DYS). The BOG initiative has provided funding to grantees selected from an annual competitive process.

BRIDGING THE OPPORTUNITY GAP TIERED APPROACH



The BOG initiative is based on a positive youth development model that is asset-based, culturally responsive, and delivered by personnel with experience in operating youth programs. Programming is interactive, engaging to youth, and delivered in a way that addresses a variety of learning styles. The BOG initiative is based on 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. Within each tier, youth experience a combination of career development activities (including classroom trainings) and a range of field experiences where they gain exposure and test out new skills. When youth demonstrate readiness, they move up to the next tier. The highest level, Tier Four, represents market employment where youth continue to receive post-employment supports from BOG staff. BOG grantees work with Commonwealth Corporation to build and expand services and resources that result in access to a variety of employment pathways for youth involved with DHS.

AVERAGE HOURS SPENT ON EACH TIER IN FY19



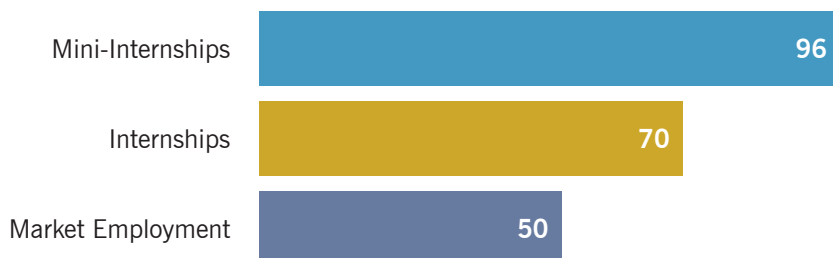
YOUTH ENGAGEMENT BY TIER IN FY19



Youth Participation

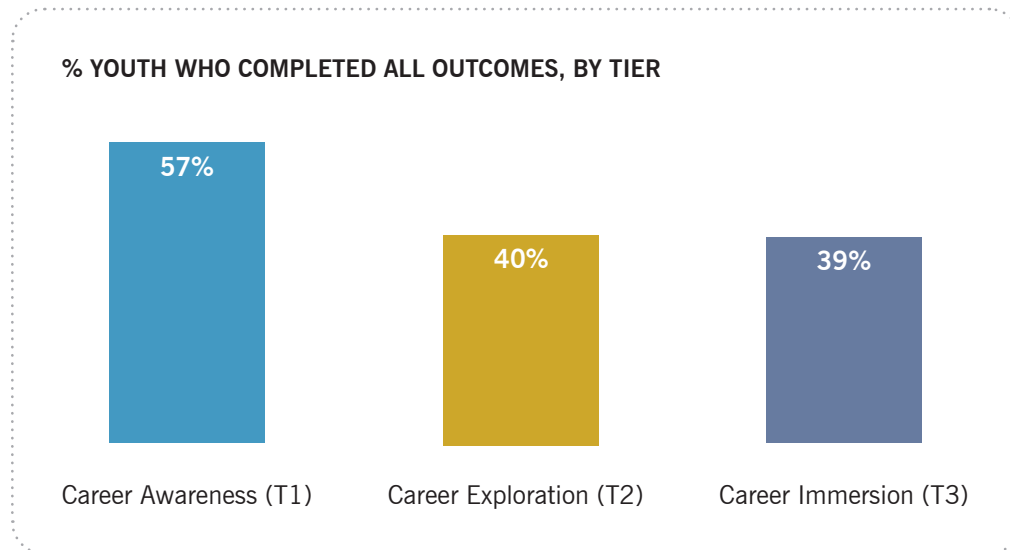
During fiscal year 2019, a total of 227 youth participated in BOG programming. Out of the 227 youth, 126 carried over from FY18 and 101 new youth enrolled during FY19. Youth participated in a wide variety of career readiness training and field experiences as they worked through the tiers. Youth had the opportunity to explore multiple work experiences with a total of 166 internship placements for 122 unique youth. Youth are gaining more exploration opportunities as a result of the tiered approach. In FY19, 50 youth (22%) participated in Tier 4, market employment, which is up 10% from FY18.

NUMBER OF YOUTH WITH EMPLOYMENT EXPERIENCES IN FY19 (N=227)



Youth Outcomes

While youth are working through the tiers, they are working towards specific outcomes. Out of the 185 youth in career awareness, 57% completed all outcomes, of the 151 youth in career exploration, 40% completed all outcomes, and out of the 87 in career immersion, 39% completed all outcomes. BOG has an open entry/open exit policy and youth enter programming at any given point. We have included a breakdown of the individual outcomes that youth have completed during FY19.



Career Awareness

185 youth participated in Career Awareness (Tier 1) for an average of 14 hours. Youth were exposed to schools and employers to gain awareness on the career they were interested in pursuing. For example, 57 youth conducted informational interviews, 59 went on employer tours, and 12 youth toured colleges. Youth participated in activities to achieve the outcomes listed below:

CAREER AWARENESS (T1) OUTCOMES

Outcome	# Youth Who Complete	% of Youth Who Complete (n=185)
Can identify a career field of interest	131	71%
Can define and provide a workplace example of each workplace skill	117	63%
Can articulate the type of post-secondary education, training, and/or certifications needed for their field of interest	116	63%
Can give one or more examples of accepted workplace norms	117	63%

Career Exploration

151 youth participated in Career Exploration (Tier 2) for an average of 62 hours. Youth spent time developing their career portfolio and exploring a variety of field experiences. For example, 64 youth participated in job shadows and 42 youth conducted mock interviews. In addition, 96 youth participated in mini-internship work experiences for an average of 47 hours. A breakdown of the outcomes reached during fiscal year 2019 is listed below:

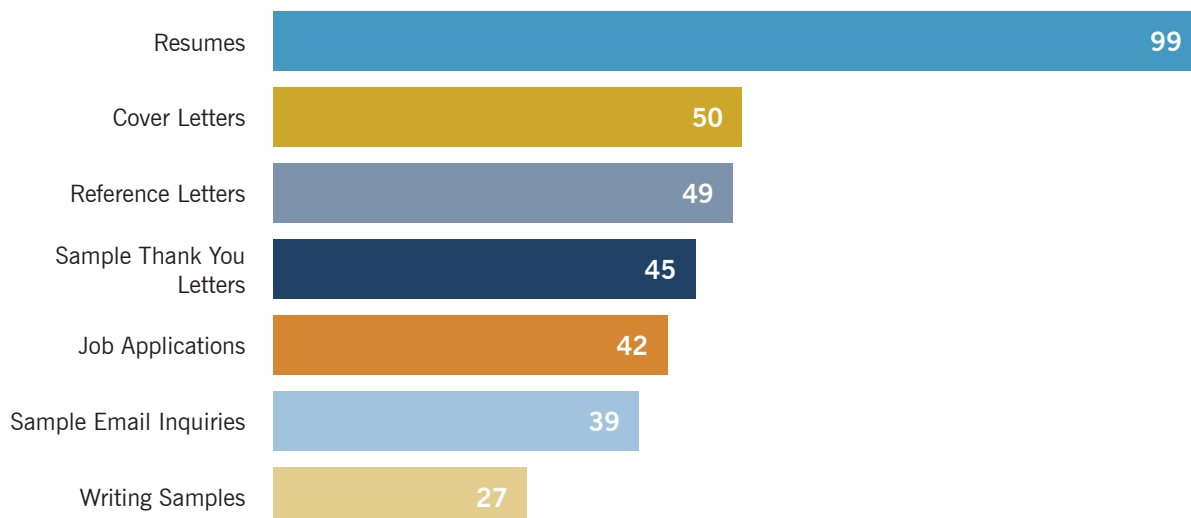
CAREER EXPLORATION (T2) OUTCOMES

Outcome	# Youth Who Complete	% of Youth Who Complete (n=185)
Can identify a career to pursue through field experience	83	55%
Can give examples that they have demonstrated the workplace skills	77	51%
Understands the importance and use of career portfolios	79	52%
Can give two or more examples of how their skills and interests relate to the field and/or occupations explored	75	50%
Can give two or more examples of how they demonstrated acceptable workplace norms	72	48%

Career Portfolio

While in Career Exploration (Tier 2), youth are working on their career portfolio. There are, however, youth who already have some portfolio documents that they can upload and update when first enrolled in Tier 1. There are other youth who will continue to work on and update their documents during Career Immersion (Tier 3). The below chart demonstrates how many youths completed documents during FY19 and does not include documents that have been uploaded in FY18.

NUMBER OF CAREER PORTFOLIO ITEMS UPLOADED IN FY19



Career Immersion for Preparation

Eighty-seven (87) youth participated in Career Immersion for Preparation (Tier 3) for an average of 188 hours. Youth continued with career readiness training and were exposed to a longer-term internship experience. 70 youth received an internship work experience for an average of 157 hours. A breakdown of the outcomes reached during fiscal year 2019 is listed below:

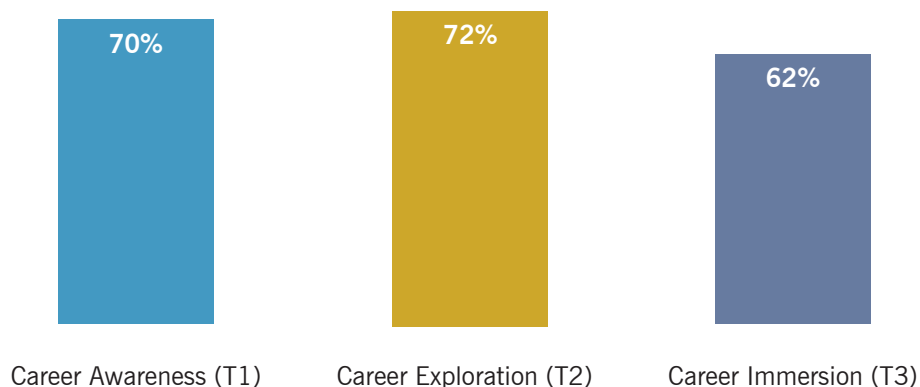
CAREER IMMERSION FOR PREPARATION (T3) OUTCOMES

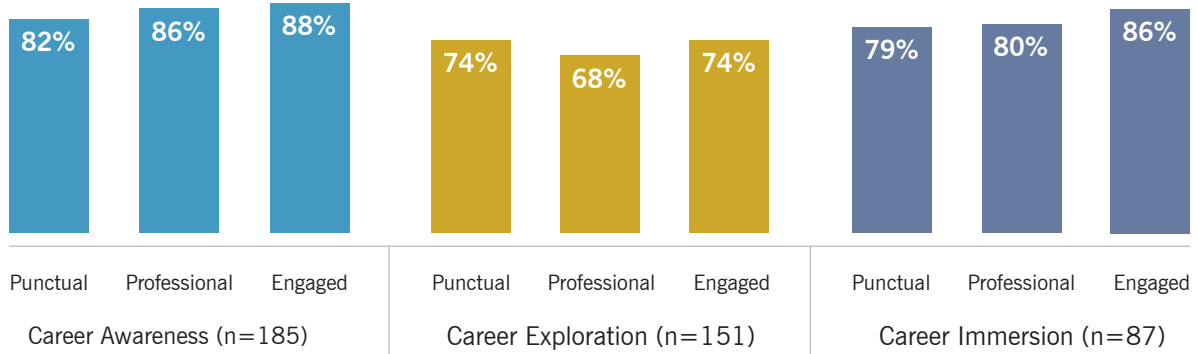
Outcome	# Youth Who Complete	% of Youth Who Complete (n=87)
Can identify future educational and career development opportunities to support their career pathway	43	49%
Can demonstrate and give examples of workplace skills they used	4	5%
Can actively apply for job openings in his/her area to secure market employment	43	49%

Dependability Benchmarks

In addition to the outcomes, youth are also expected to increase their skills in attendance, punctuality, engagement, and professionalism as they work through the tiers. In Career Awareness, the goal is for youth to reach an average of 75%, 85% in Career Exploration, and 90 % in Career Immersion. In Career Awareness, 70% of youth met the goal for attendance, 82% of youth met the goal for Punctuality, 86% for Professionalism and 88% for Engagement. In Career Exploration where the goal was 10% higher, 72% of youth met the goal for attendance, 74% of youth met the goal for Punctuality, 68% for Engagement, and 74% for Professionalism. Finally, in Career Immersion where the goal was 90%, 62% of youth met the goal for attendance, 79% of youth met the goal for Punctuality, 80% met the goal for Professionalism, and 86% met the goal for Engagement. BOG grantees use the benchmarks to determine youth's readiness to move throughout tiers coupled with the outcomes. However, it is possible that youth could reach outcomes in a tier but may still be struggling with attendance, punctuality, professionalism, and engagement. For those youth, they may have to stay longer to develop those skills before moving into an immersion experience. The graph below illustrates how many youths achieved these dependability goals in each tier.

% YOUTH THAT REACHED TIER-SPECIFIC ATTENDANCE GOALS IN FY19



% OF YOUTH THAT REACHED THE TIER-SPECIFIC DEPENDABILITY GOALS IN FY19**Youth Non-Cognitive Skill Gain – BOG Assessment****NINE CORE NON-COGNITIVE SKILLS FOR WORK READINESS**

- Perseverance
- Optimism
- Self Control
- Communication
- Confidence
- Discipline
- Collaboration
- Critical Thinking
- Tolerance

The BOG Work Readiness Assessment Form assesses attitudes and behaviors demonstrated by youth during BOG programming. It is 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 nine 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 one if they did not exhibit the skill during the week and a five if they always exhibited the skill.

Our grantees used the assessment to review and define these skills with youth and the importance of the skills in the workplace. Throughout programming, the youth are asked to give examples of the skills and move towards giving examples of how they have demonstrated these skills over time.

VII. COLLEGE AND CAREER READINESS: EMPOWER YOUR FUTURE AND FUTURE READY INITIATIVE

Empower Your Future

The Empower Your Future (EYF) initiative is supported by a series of curricula designed to help youth take more control of their future by strengthening their voice, and developing their academic, technical, workplace readiness and social competencies as outlined in the Massachusetts Career Development Benchmarks.

During FY19, the following actions were applied to build upon the existing curriculum and to move towards holistic revisions of the curricular materials, 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 EYF Professional Development Training
 - Ongoing Technical Support from the EYF Program Manager
 - Collaboration between the EYF Program Manager and CES Instructional Coaches
 - Expansion of the EYF Google Site (accessible by all CES staff) that provides access to updated electronic resources, training materials, teacher-created materials, and additional information to support EYF across the DYS continuum of care
 - Maintenance of an EYF Teacher Forum which serves as a communication platform for sharing resources and information
- The first drafts of the new EYF curriculum units are close to completion and the projected soft launch is still on track for January 2021.
- Continued collaboration with DYS Educational and Clinical Services staff to finalize new EYF curriculum units list and to identify opportunities to align with clinical services, residential programming, and community services through real-world applications.

Future Ready

Building on the implementation of the EYF Initiative, in FY19, DYS continued to expand efforts to increase college and career readiness for youth with continued alignment to the Massachusetts Department of Elementary and Secondary Education's Future Ready initiative that focuses on students acquiring the knowledge, skills, and experiences required to enroll in an institution of postsecondary education or training, and being prepared to navigate the workplace and function as contributing citizens.

Being Future Ready in DYS means striving for youth to have the knowledge, skills, and attitudes to complete the education and training they need to achieve their goals in school, work and life. 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.

School Year 2018-2019 Implementation and Development:

Employer Outreach Services (Metro Region Only)

During FY19 the DYS Team at Commonwealth Corporation reinforced Future Ready connections in community re-entry through collaborative work with the DYS Community Operations and Education Services teams. Using federal funds from the Office of Juvenile Justice and Delinquency Prevention Programs, this collaboration continued piloting the following:

- Hiring a full-time Employer Outreach Specialist who is tasked with developing employer partners to connect youth with a variety of field experiences including job shadows, informational interviews, career presentations, internships, market employment opportunities, and advisory support to help with program and initiative development. The Employer Outreach Specialist also supported and trained community staff in securing career pathways for youth.
- Expanded the Employer Advisory Committee in the Metro Region by adding 3 more employer-advisors (Building Pathways, Home Depot, and Partners Healthcare) which brought the total to 5 employer partners including 2 pre-apprenticeship programs.
- Expansion of the employability resource training series developed for community staff by partnering with the DYS Training Academy to offer the training series as an e-learning – accessible to all DYS state employees across the state. The training series includes modules on Labor Market Information, the use of the Massachusetts Career Information System (MassHIRE CIS) to support youth employment and reviews all the future ready work including Empower Your Future that youth have access to while in the custody of DYS.

Culinary Program:

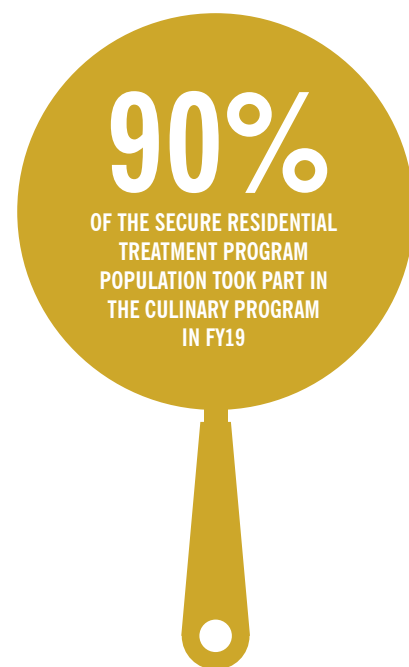
Since 2016, Commonwealth Corporation has administered a job training program for youth in the culinary arts at a secure residential treatment facility in Springfield. This program, called Sandobo's Kitchen, has provided youth with instruction to earn their ServSafe Food Manager certification, on small group work to receive hands-on training, and official jobs as part of a team in the commercial kitchen which has allowed them to gain workplace skills, build self-confidence, and set goals for success.

In the fall of 2018, a full-time Culinary Program Coordinator was hired by Commonwealth Corporation to help further formalize this programming, as well as develop employer relationships in the community to connect to our broader employer training network.

Culinary training is valuable not only because of the significant job opportunities available in the industry but also because of the wide amount of skills gained. Youth gained greater comfort with basic tasks they could draw on to feed themselves and their families and learned the importance of being organized, problem solving, multitasking, receiving and incorporating feedback, creativity, and cleanliness.

Due to the level of skill development needed, no more than six youth can participate in the program at a time. Under the direction of the new Culinary Program Coordinator, the youth, over the course of 11 weeks, received approximately 80 hours of instruction, which included time working on catered functions. Nine (9) youth earned their ServSafe Manager certification.

Technical skills obtained included basic knife skills, heat control, and tasting skills. Youth had the ability to try a variety of new flavors and learn from their mistakes through experimentation and trial and error.



Monthly catered events required youth to stay organized and make decisions quickly and efficiently. In this fast-paced environment, youth learned to be able to handle the pressure that comes with this type of work. Events included brunch with made-to-order eggs and omelet stations, large-scale events requiring the use of professional-grade equipment, and a culminating event where youth wear white chef coats and show off their skills. It is easy to see achievement and pride while the youth cook for family, staff, or their peers. The culinary program catered and hosted 12 events in FY19. Youth receive formalized feedback, including ratings on a 5-point scale, about their technical and DYS Future Ready skill gain during monthly evaluations. The most significant skill gains were in attention to detail, productivity, safety and cleanliness, and collaboration.

In addition to class instruction and catered events, youth had the opportunity to work alongside program kitchen staff in more formalized, “real-world” jobs. Youth are eligible to interview for these positions after completing class instruction and earning their ServSafe Manager certification. All six ServSafe Manager certified youth worked in campus jobs after completing culinary instruction. A new Prefect position was also added, that provided youth with the opportunity to work as a peer manager and an aide to the instructor with future cohorts of participants.

Sandobo’s Kitchen has a dedicated page on Commonwealth Corporation’s website, which allows youth to add this training and employment experience to their resume without relating it to their commitment to DYS.

***“Youth J.R. applied to the culinary program and was very reserved during his interview. He came to class every day but did not say much. As time went on, he participated in class frequently and answered technical questions. He did great work, worked well with others, and decided he liked cooking. During one catering function, the instructor brought in a whole salmon, including head, tail, and eyes. She showed him how to cut it and he tried it without hesitation. The group made soups, sauces, vegetables, potatoes, and rice. He fried, braised, grilled, and sautéed. He liked making food and liked eating what he made. He discovered he could do it. By the end of class, J.R. wanted to become Prefect. He interviewed and was awarded the position. When he was pass eligible, J.R. and a small group of others went to an open house at the Holyoke Community College MGM Culinary Facility. The instructor worked closely with his caseworker during his transition to the community. Ultimately the youth decided to attend automotive school.*”**

While making handmade sauce in class, youth J.S. exclaimed, “This is better than Kraft macaroni and cheese!”

Employer Engagement

Employer partners are invited to visit as class speakers and to do demonstrations in addition to interviewing youth when they return to the community. Two of our most engaged employer partners were MGM, the largest employer in this industry in the region, and Red Rose, a very well-known pizzeria in downtown Springfield.

MGM Chef Chris and his Sous Chef visited five youth in class to speak about the hospitality industry and MGM. The youth were very impressed by the Sous Chef, who shared his personal story of immigrating to the USA and working to a management position. Chef Chris made sure to take the time to speak to each student and followed up later with information about open positions.

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 with 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 custom orders, allowing them to gain workplace skills, build self-confidence, and set goals for success before transitioning into mainstream employment. Exclusive Tees has two shop locations, both within secure residential facilities, in Springfield and Taunton.

Exclusive Tees is guided by customer orders, so that real-world scenarios guide learning experiences. The success of this business ensures that the shops have a high volume of work for youth to experience the demands of the workplace. Sales at Exclusive Tees increased by 5% in FY19, to over \$58,000.

Exclusive Tees continues to receive an abundance of orders from DYS partners, as well as non-profits, local businesses, and individuals – most of whom have either placed multiple or sizeable orders. The largest order in FY19 was for over 1,000 tees for the Girl Scouts of Central and Western Massachusetts.

Using an online sales platform, Exclusive Tees continues to partner with Massachusetts businesses and non-profits to host online storefronts. These storefronts feature branded garments and bags that the businesses’ customers can view and purchase online. This endeavor yielded an extra \$2,500 in sales in FY19 - 150% more than FY18 - and helped to ensure that the Exclusive Tees shops have consistent orders that other businesses market on their behalf.

The Exclusive Tees shops have been a place where youth can come, put aside differences, and work together toward the goal of completing an order. Work is hands-on and fast-paced. Youth can see a finished product in a short amount of time which allows them to recognize the value of their efforts and be proud of them.

Facility staff have seen increased maturity, as well as inter- and intra-personal growth with youth on a regular basis during and after their participation in the silk screen program.

Shop instructors give youth formalized feedback about their technical and soft skill development on a regular basis. Program staff have seen an increased mastery in each of the DYS Future Ready skills (initiative, dependability, communication, and collaboration).

Tell us about a milestone you feel you’ve reached in the silk screen program:

“Proper work environment communication.” - Youth Participant

“Remaining patient in aggravating situations.” - Youth Participant



IX. THE DYS ARTS INITIATIVE

DYS has continued to make arts programming for DYS youth a priority. DYS has endeavored to refine and implement system-wide structures for all arts programming that have drawn connections between youth success in the arts and youth success in workforce development/career readiness, and prioritized opportunities for youth to showcase their voices through the arts. In SY 2018-2019 the Arts Initiative consisted of:

Visual Art Education

CES employed five (5) art teachers for the DYS residential programs – one full-time art teacher for each region of the state.

These teachers helped youth and their content area teachers use visual arts to improve teaching and learning, to recognize, validate, and help unlock the creative attributes all youth hold, and to develop workplace readiness skills, such as creative problem solving, perseverance in reaching a desired result, and combining mediums to communicate their identities and ideas. These teachers reached well beyond the confines of a traditional arts syllabus to help youth realize not only their artistic abilities, but also the value of lifting their voices through personal expression and skill-building. For example, last year, art teachers received training in visual arts and technology integration specifically on the SAMR Model. “The SAMR Model is a framework created by Dr. Ruben Puentedura that employed four different strategies of classroom technology integration: substitution, augmentation, modification, or redesign applied to a visual arts project.” (Schoology) Teachers learned how to incorporate resources like Google Draw and Brain Pop to present arts concepts and encourage students, especially those who may not self-identify as “artistic,” and to explore means of self-expression through these technology tools. Also, art teachers received training on the Iterative Design Process which enabled them to use it in the context of art class to combat “perfectionism” and encourage students to persevere in their art projects until they reach a personally satisfying result.

Teachers received a digital arts “playlist” of resources for youth to explore connections between art and Future Ready skills development, Iterative Design Thinking, Digital Art as a medium, and the creation of a digital presence using the e-Portfolio. Teachers also explored potential career options for students including digital marketing, graphic and web design, and video game design.

Artist Residencies

Twenty-nine (29) full artist residencies were conducted, engaging 18 teaching artists and taking place in 22 different programs across the state. Professional teaching artists and/or arts organizations were placed in residential programs across the state with residencies lasting between 6–12 weeks in duration. Youth engaged in focused and often self-reflective projects that crossed many media including improvisation, drumming, poetry, drawing and painting, music production and lyric writing, and theater.

In addition to the 29 full residencies, 2 artists underwent the new vetting process to be added to the Arts Initiative roster. Vetting residencies are shorter residencies that ensure appropriateness of the artists for working in DYS settings before they are fully engaged in the Initiative.



Clockwise from top left: 1738 by Elvin, Go Sox by Casey, Making Change for Juveniles by Daeshaun, Space Man by Daeshaun, Abstract Face by Franklin, Transcending by Kieran, Perception vs. Reality by Kemetree

Arts Internships

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

Internships this year included:

- Music Production and Recording with Craig Lawrence (Northeast Region)
- Shakespeare/Performance with Actors' Shakespeare Project (Metro Region)
- Theater Performance with Performance Project (Western Region)
- Hip Hop and Future-Ready skill-building with Harrison Grigsby (Metro/Northeast Regions)
- Drumming with Jeremy Cohen of This World Music (Central Region)
- Poetry with Elevated Thought (Central Region)
- Visual Arts with Cotuit Center for the Arts (Southeast Region)

Arts were featured at FY19 events including the Commissioner Awards and the Juvenile Detention Alternatives Initiative (JDAI) statewide conference.

7th Annual Statewide Youth Showcase: "Share Your Art–Share Your Voice"

Guests gathered at WGBH Studios in Boston to celebrate youth voice through the arts including a gallery of youth visual artwork, youth performances and participation from LEAD and community 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. Highlights from the 7th Annual Statewide DYS Showcase include:

- 100 youth visual artists submitted pieces of art and 14 youth performed
- Over 260 pieces of youth visual art on display including: 2D paintings and 3D sculpture, drawings, and prints; most pieces were available for sale with proceeds going back to the artists
- Mural projects from the West, Central, Northeast, and Southeast regions were on display throughout the gallery and atrium spaces of WGBH
- The 'Visual Arts Leaders' program entered its second year with 5 Visual Arts Leaders highlighted.
- Eight programs from across the state created special projects for this year's Showcase:
 - Youth-grown plants and decorative hangings curated by youth participating in the Central and Western Region horticulture programs were sold
 - Woodworking projects crafted by Northeast Region youth were raffled with proceeds being donated to Cradles to Crayons
 - Woodworking projects created by young men at Nauset Academy were on sale
 - Youth from the two Exclusive Tees silk screen shops printed all Showcase T-shirts
 - Metal work created by youth through the LEAD program at New England Farm Workers Council in partnership with Diesel Works were sold
 - Unique mandala t-shirts created by youth in the Southeast were given away
- Over 40 youth attendees from residential programs and the community including:

- 9 residential programs in attendance with youth
- 10 District Offices in attendance with youth
- Roughly 425 statewide attendees, including case workers, teachers, legislators, clinicians, program directors, provider partners, community organizations, families, and direct care staff attendees from the DYS.

Other Arts Highlights:

The arts are always active, beyond traditional residencies, community engagement, and the Arts Showcase. Below are highlights of other art projects this year:

- West Bank Mural Project: DYS youth created a mural for juvenile justice system-involved youth in Palestine. With the instructional expertise and guidance of Art teacher Yasmin Shanshiry and History teacher Adam Joffre, youth at Northeast Detention, Northeast Revocation and Kennedy School learned about the history of the West Bank and then created a 6' by 4' mural depicting Palestinian youth and the theme of freedom. The mural was highlighted at the DYS Share Your Art/Share Your Voice Showcase in May 2019 and will be installed in the Middleton building in the Northeast until it can be gifted to Palestinian youth.



- Everett Company Stage and School: Teaching artists from long-time arts partner Everett Company Stage and School piloted a residency that bridged both the education day and the clinical setting. Using the Internal Family Systems model of psychotherapy and infusing the traditional therapy model with theater activities, Everett artists worked with young men at Metro Treatment Unit exploring such topics as identity, community, grief and the healthy self.

X. FAMILY AND/OR COMMUNITY 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 the support of the Center for Juvenile Justice Reform at Georgetown University, opportunities for families and caregivers to be involved will continue to increase. Among the successes this past year include:

The 2019 Youth Showcase

Held at WGBH in Boston, the showcase 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, inclusive of youth, 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.

Graduation Ceremonies

All five (5) regions host 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 and 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, ECC's work closely with school districts to ensure recognition of this milestone occurs in the program and with family and caregivers alike.



Jaclyn, Performance Based Systems (PBS) Youth Coordinator, DYS Youth Consultant, Annie E. Casey Youth Advisory Member and formerly DYS involved, addresses the 2019 high school graduates.

Future Ready Academic Growth Report

Name: _____ Date: _____
 Concentration: High School Quarter: ☐1 ☐2 ☐3 ☐4
 Quarter Start Date: _____
 Quarter End Date: _____
 Date Student Entered Program: _____

Progress reports provide you with your teachers' assessment of your learning and development in school over time. We believe that regular communication about student learning progress is essential so that students know how they are doing and can take charge of their education. The information in this report is provided so that you and your teacher(s) can have an informed conversation about setting or revising your learning goals.

Subject Area:	Content-Based Learning	Evidence of Growth*	Effective Communication	Initiative and Self-Direction	Productivity and Accountability	Evidence of Student Growth*	Participation	Student comments about new, revised or continuing learning goals:
	ACADEMIC							
ELA		<input type="checkbox"/>				<input type="checkbox"/>		
HISTORY		<input type="checkbox"/>				<input type="checkbox"/>		
MATH		<input type="checkbox"/>				<input type="checkbox"/>		
SCIENCE		<input type="checkbox"/>				<input type="checkbox"/>		
EYF		<input type="checkbox"/>				<input type="checkbox"/>		
HEALTH/PE		<input type="checkbox"/>				<input type="checkbox"/>		
ART		<input type="checkbox"/>				<input type="checkbox"/>		
READING		<input type="checkbox"/>				<input type="checkbox"/>		
		<input type="checkbox"/>				<input type="checkbox"/>		

*Check the box to indicate that evidence is included in the student folder.

KEY: A+ (97-100)
 A (93-96)
 Academic Skills and (90-92)
 B+ (87-89)
 Content-Based Learning (83-86)
 B- (80-82)
 (Letter Grades)
 C+ (77-79)
 C (73-76)
 C- (70-72)
 D+ (67-69)
 D (63-66)
 Less than 60 requires consultation
 D- (60-62)*

KEY: 4 Advanced
 Future Ready 3 Proficient
 Learning 2 Progressing
 Participation 1 Beginning



FUTURE READY

Being Future Ready
 means having the knowledge, skills and attitudes to complete whatever education and training you need to achieve your goals in school, work and life.

Academic Growth Reports

The Future Ready Academic Growth Report is operational across all regions with data reported on a quarterly basis and is tailored to provide personalized feedback on youth progress across the multiple concentrations of study (High School Diploma or equivalent, College, and Career). This growth report, shared at treatment meetings, showcases youth academic progress and development of future ready skills deemed essential to success in work, school and in life. Meeting attendees include caseworkers, clinicians, program staff, family members, and other caring adults.

College and Career Fairs

Each region held a college and career fair where youth in residence and in the community could connect with employers in their region. This year, the Education and Career Counselors visited programs prior to these events and delivered a lesson on how to prepare for success when attending such an event.

One hundred and five (105) youth (75 from residential programs and 30 from the community) attended college and career fairs

across the state. Of the sixty-nine (69) youth who responded to surveys about their fair experiences, a majority reported that the experiences were very positive:

YOUTH RESPONSE TO CAREER FAIRS

Fair helped me think about college & postsecondary **education** options

84%

Fair helped me think about **career** options

83%

I talked with **multiple vendors** I want to know more about

75%

I **enjoyed** the fair

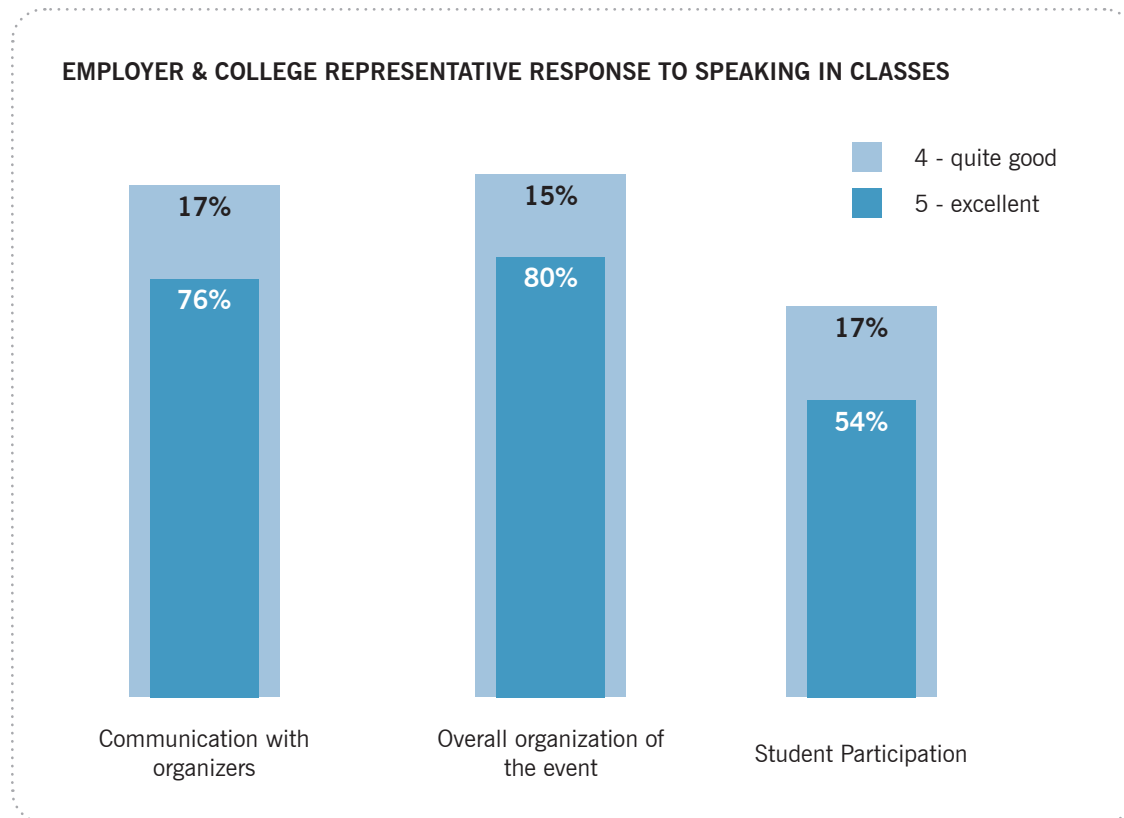
81%

I would **recommend** the fair to other youth

84%

Youth also shared their interest in having speakers from employers or colleges come and speak at their classes, an approach that a couple of regions have tried with success.

In SY 2018-2019, there were 46 representatives from 33 vendors and 11 from institutions of higher education who shared their experiences and reported that they had an overall high-quality experience in speaking to the youth in the classrooms.





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

Renée Heywood
DYS Director of Educational Services
617.960.3324
renee.g.heywood@state.ma.us

Massachusetts Department of Youth Services
600 Washington Street, 4th Floor
Boston, MA 02111

Commonwealth Corporation
www.commcorp.org

Collaborative for Educational Services
collaborative.org