



# EWTCCCI

EDUCATION AND WORKFORCE  
TRAINING COORDINATING COUNCIL  
FOR CORRECTIONAL INSTITUTIONS

## 2011 Activity Report



MARYLAND  
DEPARTMENT OF PUBLIC SAFETY AND  
CORRECTIONAL SERVICES



IN  
PARTNERSHIP  
WITH



MARYLAND  
DEPARTMENT OF PUBLIC SAFETY AND  
CORRECTIONAL SERVICES

EDUCATION AND WORKFORCE TRAINING COORDINATING  
COUNCIL FOR CORRECTIONAL INSTITUTIONS  
1100 N. Eutaw Street, Room 121  
Baltimore, MD 21201

October 30, 2011

The Honorable Martin O'Malley  
Governor  
State House  
100 State Circle  
Annapolis, Maryland 21401-1925

Dear Governor O'Malley:

Attached please find the Fiscal Year 2011 Report of Activities of the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI), as required by MD Code, Labor and Employment, §11-902 (d).

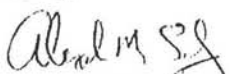
Pursuant to § 11-902, the EWTCCCI shall develop and recommend an educational and workforce training program for each correctional institution in the Division of Corrections; Adopt regulations for all correctional institutions in the Division of Correction for the implementation of a mandatory education program for qualifying inmates, requiring the standard of attainment of a GED or verified high school diploma; and Adopt regulations for all correctional institutions in the Division of Correction for the implementation of a mandatory workforce skills training program for any inmate who has 18 months or more remaining to be served and is not exempted due to a medical, developmental or learning disability.

In FY 2011, the Correctional Education Program awarded 702 students a Maryland State High School Diploma. In addition, 850 students received occupational certificates preparing them for productive employment upon their release, and 2,597 students received certificates noting increased literacy skills. Students in transitional classes earned 3,451 certificates.

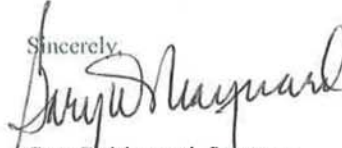
The Council thanks you for your ongoing support as we work to prepare our students for successful release and employment in the community.

Thank you for your consideration.

Sincerely,

  
Alexander M. Sanchez, Secretary  
Department of Labor, Licensing and Regulation  
500 North Calvert St., 4<sup>th</sup> Floor  
Baltimore, MD 21202

Attachment

Sincerely,  
  
Gary D. Maynard, Secretary  
Department of Public Safety  
and Correctional Services  
300 East Joppa Road, Suite 1000  
Towson, MD 21286

# ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY2011

## EDUCATION AND WORKFORCE TRAINING COORDINATING COUNCIL FOR CORRECTIONAL INSTITUTIONS (EWTCCCI)

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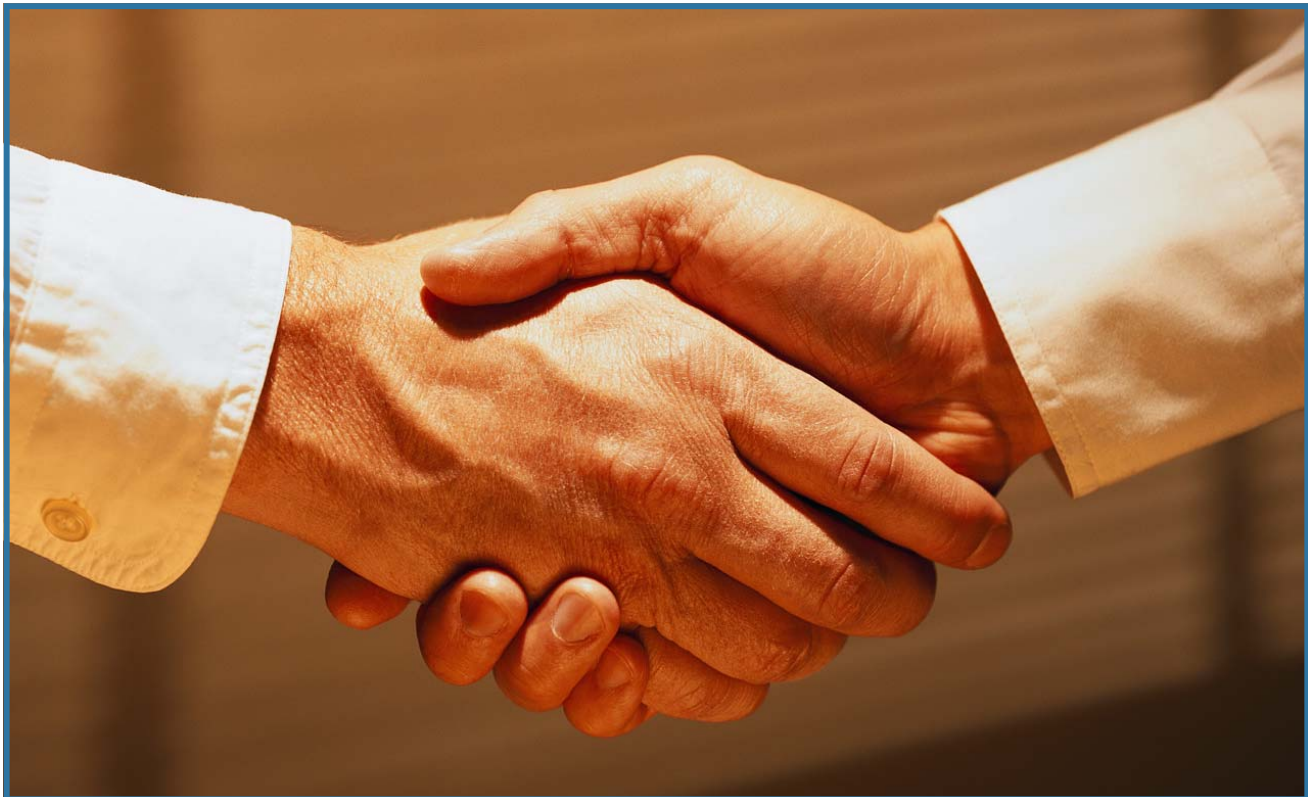
## 1 About the EWTCCCI

Recognizing the importance of adult and correctional education's role in furthering employment opportunities, the Maryland General Assembly passed HB203 in 2008, bringing Adult and Correctional Education under the umbrella of the Department of Labor, Licensing and Regulation's (DLLR) Division of Workforce Development and Adult Learning (DWDAL). After a year of transition, the move was complete on July 1, 2009.

Pursuant to Labor and Employment §11-901-902, MD Code Ann., the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI) was created to oversee the implementation of DLLR's Correctional Education Program. The inaugural meeting of this Council took place on October 27, 2010. The Council met again on April 27, 2011 and September 7, 2011.

At each meeting of the Council, the DLLR Correctional Education Program in conjunction with the Department of Public Safety and Correctional Services (DPSCS), the Correctional Education staff presents an overview of the curriculum, resources, and services available to inmates at the various locations. Topics of discussion included classroom instruction, occupational programs, special education, GED preparation, library and transition services. In April 2011, Council members toured the Maryland Correctional Training Center (MCTC) in Hagerstown. The tour provided a first-hand observation of the varied and successful occupational programs being offered there.

Additionally, the DWDAL Correctional Education Program developed and published a program guidebook. The purpose of this guidebook is to outline the correctional education programs and services, offered within each institution. This guidebook assists the efforts of The Council in supporting the comprehensive mission of correctional education and is arranged according to program location and type, class schedules and instructor name, and includes an overview of FY 2011 program outcomes. A copy of the guidebook is attached to this report.



## 1.1 EWTCCCI Members

The Council consists of fourteen members: four members appointed by the Governor and ten Ex-Officio members

**Secretary Alexander M. Sanchez (DLLR) – Co-Chair (Ex Officio)**

**Secretary Gary D. Maynard (DPSCS) – Co-Chair (Ex Officio)**

Member Name	Professional Affiliation	Type of Member
Jack Weber	Uptown Printing	Business Community
Pamela Paulk	Johns Hopkins Hospital	Business Community
Rick Silber	City Group, Inc.	General Public
Thomas Lane	Maryland Correctional Enterprises	Former Offender
Bernard Sadusky	Interim State Superintendent of Schools	Ex Officio
Christian Johansson	Secretary of the Department of Business and Economic Development	Ex Officio
Dr. Martha Smith	President, Anne Arundel Community College	Ex Officio
William Robertson	Chair, Governor’s Workforce Investment Board	Ex Officio
Jack Kavanugh	Superintendent of Howard County Detention Center	Ex Officio
Danette Howard	Secretary of Higher Education	Ex Officio
Alice Wirth	Director of Correctional Education	Ex Officio

## 1.2 EWTCCCI Responsibilities

***The Council is charged with the responsibility to:***

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs.
- Actively advocate and promote interests of education and workforce skills training opportunities in correctional institutions
- Ensure quality education and workforce skills training are available to inmates
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction
- Recommend and advocate improvements to the educational and workforce skills training programs
- Meet quarterly.
- Submit an annual activities report to the Governor on or before October 30.



## 2 Correctional Education Overview

The Council works collaboratively with the Correctional Education program at DLLR to advocate for and promote education and workforce skills training opportunities in correctional institutions.

### 2.1 High Quality Education Services

The Correctional Education (CE) Program seeks to provide incarcerated individuals with high quality services that facilitate successful transition into Maryland's workforce and communities.

### 2.2 FY2011 Programs Overview

Correctional Education provides academic, library, occupational, and transitional services to incarcerated students in state correctional institutions. The academic program includes Adult Basic Education, GED Preparation, Special Education, English for Speakers of Other Languages, and the Postsecondary Education Program. The Library Program provides recreational, informational, and research services. The Occupational Program offers eighteen vocational programs with twelve nationally-recognized certifications. Transitional classes include life skills, financial literacy, introduction to computers, employment readiness and workforce development, and career exploration. Correctional Education prepared incarcerated students to become responsible members of their communities.



### 2.3 Program at a Glance

Studies have shown that academic instruction for offenders is one of the most effective tools in reducing recidivism rates. Correctional Education has 225 positions dedicated to offender instruction or educational support and offer more than 50 education or workforce skills classes.

The need for correctional education in Maryland is well documented. For example, of the 23,000 inmates currently in the Maryland prison system, the average reading level is between 6th and 8th grade. In addition, less than half of these inmates have a high school diploma when they enter the Division of Correction (DOC). As such, Correctional Education provides a comprehensive education program designed to meet the needs of students at all academic levels.

Average numbers of students served per day	3,000
Approximate number of students served per year	14,000
Number of full-time state employees	150.5
Number of part-time contractual employees	80
Number of schools	18

### 2.4 Mandatory Education

Pursuant to MD Code Ann. Labor and Employment §11-902, education for inmates is required. The law mandates that inmates must enroll in education or workforce skills classes if the individual does not have a high school diploma or GED, has at least 18 months remaining on their sentence, and is not exempt due to medical, developmental, or learning disabilities.

Regulations for the implementation of the mandatory education and workforce skills training program have been drafted and reviewed and will be voted upon by Council in the coming year.



### 3 FY2011 Program Outcomes

In September 2011, The Council reviewed the program outcomes for all sectors of Correctional Education for FY2011. As a result of these evaluations and the ongoing work of the Council the following goals were established for FY2012:

- The Council Chairs will meet with Community College Presidents to identify ways to expand current partnerships and strengthen correctional education programs within the prison system
- The Council will investigate potential funding sources to assist in carrying out the mission of correctional education with a special focus on the under 21 population
- The Council will explore the need to educate the private sector on hiring ex-offenders
- The Council will encourage and support the development of a mentoring/volunteer network to assist ex-offenders as they transition back into the community.

#### 3.1 Academic Programs

Comprehensive Academic Programs were delivered at 18 institutions through the dedicated work of 80 Position Identification Numbers (PIN) and 31 contractual instructors.

- Grade levels
 

0.0 - 3.9	722 completions
4.0 - 5.9	1,139 completions
6.0 - 8.9	736 completions
9.0 - 12.9	702 GED completions
  
- ESOL (English for Speakers of Other Languages)
  - Approximately 120 students are served annually in three institutions

#### Leadership and Accountability Highlights

The following EWTCCCI legislative mandates are evidenced by FY2011 outcomes:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population.
- Ensure quality education and workforce skills training are available to inmates.
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction.
- Recommend and advocate improvements to the education and workforce training programs.



### 3.2 Postsecondary Education Programs

- Postsecondary classes were delivered at four institutions using federal funding.
- In FY2011, there were 269 inmates who participated in a postsecondary education program at one of the four institutions offering a college program. This program had the following outcomes:

Associates Degree	1
Certificate	33
Letters of Endorsement/Recognition	104

**Courses in postsecondary education included:**

Desktop User Specialist	MCTC	Certificate Program from Hagerstown Community College; Letter of Endorsement in Customer Service
Web Designer	ECI-W	Letter of Recognition from WorWic Community College
Arts and Science	MCI-W Patuxent	Certificates and Associates in Arts Degree from Anne Arundel Community College; Letter of Recognition in Sociology

### 3.3 Occupational Programs

In order to provide quality education and workforce skills training to inmates in FY2011, Correctional Education offered 18 occupational programs taught by 33 instructors in nine institutions. Total student enrollment for FY 2011 was 1,706. Students earned 850 state certificates in the following fields:

- Automotive Collision Repair
- Automotive Technology
- Building Maintenance
- Commercial Roofing
- Desktop Publishing
- Drafting/CADD
- Furniture Upholstery
- Heating, Ventilation and Air Conditioning/Refrigeration
- Masonry
- Office Practices and Management
- Office Technology
- Plumbing
- Printing & Graphics
- Residential Carpentry
- Residential Electrical Wiring
- Sheet Metal
- Vocational Training Institute
- Warehouse/ Distribution

652 national certifications in the following programs:

Correctional Education Occupational Program	National Certificate	Number Awarded
Automotive Mechanics and Automotive Body Repair	Automotive Services Excellence (ASE)	23
Construction: CORE, Residential Carpentry, Electrical HVAC/R, Masonry, Plumbing	National Center for Construction Education and Research (NCCER)	555
HVAC/Refrigeration	EPA CFC Examination	56
Office Technology	Microsoft Office Specialist	4
Printing & Graphics	Print Ed	14
<b>Total</b>		<b>652</b>

During FY2011 Occupational Program priorities included certification, On The-Job Training, and a standardized curriculum.

**Certification:**

Ensuring that all occupational programs are nationally certified is a major goal. To this end, 12 of the 18 programs are now certified. The others are under review with additional certifications being added in the next fiscal year.

**On -the- Job Training (OJT):**

Correctional Education has added a series of OJT programs for inmates in pre-release centers for inmates who have no previous training. This past year, emphasis was placed upon Food Service with national Serv/Safe certification.

**Standardized Curriculum:**

Correctional Education is completing the process of ensuring that all multi-site courses have the same core course of study with optional topics added based upon equipment and program needs.

### 3.4 Transition Services

The Council's newly formed Workforce Transition and Community Engagement sub-committee will work to evaluate and make recommendations regarding the curriculum and instruction provided to inmates in preparation for re-entry into the community. Transition Program curriculum is offered at 16 facilities by 22 instructors with 3,451 participants successfully completing courses.

Courses of instruction in the Transition Program:

- Personal Assessment and Career Exploration
- Employment Readiness Workshop
- Financial Literacy
- Health and Nutrition
- Parenting
- Introduction to Computers
- Basic Keyboarding

Institution-level employment and re-entry events:

- Industry Awareness Day at OSTC
- Reentry Resource Fair at Maryland Correctional Institution for Women
- Guest speakers from DLLR's workforce development division and apprenticeship Program visited prisons throughout the state

Transition Program initiatives:

- Correctional Education presentations to One Stop Center Staff to strengthen alignment
- Limited Internet Lab for Job Search opened at Maryland Correctional Institution for Women
- Career Assessment Pilot Program launched at Maryland Correctional Institution for Women and Maryland Correctional Institution Jessup
- Maryland National Institute of Corrections/Offender Workforce Development Specialist Partnership (NIC/OWDS) delivered Offender Employment Specialist (OES) training for staff of Correctional Education, DOC, Department of Parole and Probation (DPP), One Stop, and community-based organizations
- CE/ Reentry Center Partnership
  - 4,375 clients received services through this partnership
  - Assessment services, barrier removal services, job readiness services and employment/job placement services were provided
  - Regular visits to prison Employment Readiness program completed throughout the state

### 3.5 Special Education

Collaboratively, the Council has worked to ensure the actively support of the interests of all populations in incarceration and serve the needs of all inmates populations. During FY2011, the Special Education Coordinator and Staff worked to ensure that the program:

- Operates within the parameters of security and public safety ensuring the delivery of special education services
- Operates within the legal mandates of IDEA 2004, COMAR 13A.05.01 and NCLB 2001

Outcomes of the special education programs included:

- All students with disabilities through age 21 were served; and
- Services offered at 11 institutions and the Baltimore City Detention Center
- Both Special Education and related services were provided
- Over 535 IEP meetings were held
- Approximately 100 students were enrolled

Professional Development opportunities initiated:

- Correctional Officers' Training: Baltimore City Detention Center (BCDC)- Child Find Process
- Special Education Performance Development Training
- Offender Employment Specialist Training (OES) offered by the Maryland NIC/OWDS Partnership- Special Education Coordinator and Special Education teachers received certificates of completion

### 3.6 Library Services

Libraries continued to serve as information centers for the entire incarcerated community living in maintaining institutions. Library patrons had the opportunity to:

- Access resources that meet their information needs
- Seek, locate, and retrieve library resources in different formats that are appropriate to meet the broad range of literacy needs
- Receive instruction regarding the use of technology and other resources to find general as well as specific information to fulfill their self-education, personal development, and reentry aims and objectives
- Provide access to career and transitional area with up-to-date materials
- Participate in monthly book discussion groups and view educational videos
- Choose from a collection of materials that meet recreational reading needs, lifelong learning, and transitional aspirations



**Library Outcomes FY2011**

Patron visits:	170,994
Book circulation:	179,231
General reference questions answered:	62,214
Legal reference questions answered:	61,487
Legal citations processed: Library Assistance to State Institutions (LASI):	33,269
Inter/Intra library loans:	1,663
Magazine circulation:	69,181
Media circulation:	9,516
Educational Programs:	161



## 4 Success Stories

Carol D. had numerous obstacles in life that created many challenges for her. In describing her life, she says that the road she traveled had not been paved with gold and that she made a series of poor choices and bad decisions. As a drug user, her social lifestyle interfered with her education, so she dropped out of school at the age of 15. She never completed her high school education until she entered the Maryland Correctional Institution for Women (MCIW).

When Carol first entered MCIW, she didn't want to participate in any of the programs offered to her. It didn't take long for her to change her mind. Enrolling in the academic program, she prepared for her GED Exam. The day she received her GED Exam results, she was amazed to learn that each score was exceptional. She received a total score that placed her in the top 10% nationally. Carol's teacher called her "academically gifted." Now Carol is unstoppable. She has taken the College ACCUPLACER test and scored at the college level in all subject areas. Carol also participated in the Employment Readiness Workshop, Life Skills program, and Parenting classes. She says she is now armed with the tools for success and that her current focus is on her future. She would like to continue her education and work in the Human Services field and become a positive role model for her children.

James W. participated in the Correctional Education academic program and achieved his high school diploma while incarcerated. From there, James graduated from the Heating, Ventilation and Air Conditioning, (HVAC) training program with an "Excellent" recommendation rating at the Occupational Skills Training Center (OSTC) in Baltimore. During this 600 hour course of instruction, James learned job safety and studied both theory and practical knowledge of basic heating and air conditioning systems. James achieved a DLLR state certification as well as three national certifications including the National Center for Construction Education (NCCER) Core Curriculum, NCCER HVAC Level 1, and Environmental Protection Agency Universal Certification. Upon graduation, the Transition Instructor at OSTC helped James find a job at a sheet metal shop. James is still employed there and is currently enrolled in an HVAC apprenticeship program. He continues to stay in communication with the OSTC staff and former offenders. He speaks regularly at OSTC graduation ceremonies and the OSTC Annual Industry Awareness Day to provide encouragement and hope to the students who will be transitioning to the workforce and community.

Joann A. completed a 600 hour occupational training course in Office Technology at the Occupational Skills Training Center. During this training program Joann completed classroom instruction and hands-on training in Microsoft Office 2007 Work, Excel, Access, and PowerPoint as well as other office practices. Upon her release, and with the assistance of the Transition Instructor, Joann was hired by a local warehouse company to input data into computers. Joann is still employed at this company and has been promoted several times where she currently serves as the operations manager. Joann is also very active in helping former offenders find work upon release and has hired several ex-offenders from the Office Technology and Warehouse/Distribution training programs to work at the warehouse company that employs her. She has spoken at several correctional education graduation ceremonies and has addressed the importance of correctional education before Congress.

### Leadership and Accountability Highlights

Execution of the following EWTCCCI legislative mandates assisted in the success stories discussed in this section:

- Ensure quality education and workforce skills training are available to inmates.
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction.
- Recommend and advocate improvements to the educational and workforce skills training programs.

## 5 Aligning Correctional Education and One-Stop Career Centers

Historically, Correctional Education (CE) has worked with local One-Stops to share employment information and how incarcerated individuals can access employment services. The Council supports the continuation and expansion of this partnership to aid the successful re-entry of inmates following release. While the transition starts behind the gate, the true indicator of the success of our Transition program occurs once we have successfully connected individuals to employment opportunities in their communities. This practice is an effort to encourage individuals to make use of the myriad number of services provided through our Maryland One-Stop Centers systems. Efforts such as annual resource fairs and Employment Readiness Workshop (ERW) class presentations inside the prisons by One-Stop Career Center staff have been important activities to support the linkages to the workforce development system. In addition, The Baltimore City Reentry Center located at the Northwest Career Center has formulated a unique partnership with Correctional Education that began while Correctional Education was located at MSDE and continues now at DLLR.

Since 2006, two Career Development Facilitators (CDF) work to complete prison outreach in our correctional education programs located in our state prisons. They also facilitate individual case management for ex-offenders at the Re-entry Center. The two CDFs visit the Employment Readiness classes in Correctional Education to discuss, in person, the services provided by the Re-entry Center and by One Stop Career Centers. They hand out business cards and encourage inmates to visit the Re-entry Center once released. They provide case examples of former offenders who have successfully used the One Stop Centers to illustrate the benefits.

In July 2009, the transfer of Adult and Correctional Education to DLLR provided opportunity for building stronger and more consistent collaboration between Correctional Education and DLLR's Workforce Development System.

- DLLR's Maryland Re-entry Initiative (MRI) coordinated and scheduled meetings with WIA/One-Stop staff and Correctional Education throughout the state. The goal of these meetings is to better align correctional education curricula with the needs of the workforce. Discussions centered around
  - Correctional Education's programs and services
  - How Correctional Education might better prepare individuals returning from the state correctional system to meet the challenges, needs and expectations for today's workforce

### Leadership and Accountability Highlights

In executing the alignment activities in this section, the following EWTCCCI legislative mandates were met:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population.
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs.
- Actively advocate and promote interests of education and workforce skills training opportunities in correctional institutions.
- Ensure quality education and workforce skills training are available to inmates.
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction.
- Recommend and advocate improvements to the educational and workforce skills training programs.
- Meet quarterly.

- CE/MRI met with the following jurisdictions
  - Baltimore County
  - Prince George’s County
  - Upper Shore
  - Lower Shore
  - Western Maryland (inclusive of Hagerstown, Oakland, Cumberland)

Consistent with the Council’s goals, Correctional Education staff have engaged in other activities to strengthen correctional education programs aligned with the workforce development system. These activities include Correctional Education efforts to:

- Present an Overview of Correctional Education (CE) Programs & Services at statewide LEA meeting
- Host a Correctional Education Principals’ Meeting at the Baltimore City Re-entry Center
- Arrange for Correctional Education instructional and leadership staff from two correctional facilities to visit local One-Stop Centers
- Expand, under the direction of Correctional Education’s Occupational Coordinator, occupational programs with employer recognized certifications that align with the labor market data and help make the transition to One-Stop Center services smoother
- Operate computer lab with job search capabilities and limited Internet access for inmates who are identified as soon to be released. In partnership with DPSCS, DOC, DPP, and DLLR, Correctional Education launched the first lab at MCI W to train inmates how to complete a web-based job search and to learn about web-based resources that assist in transition and employment planning
- Provide DLLR workforce development training for Correctional Education Employment Readiness Instructors including workshops on Labor Market Information, The Maryland Workforce Exchange, and employment services for offenders including interviewing techniques for those with criminal backgrounds

Through the Maryland National Institute of Corrections/Offender Workforce Development Specialist Partnership (NIC/OWDS), Correctional Education and MRI have worked collaboratively to provide Offender Employment Specialist (OES) training regionally to Correctional Educators, DOC staff, DPP staff, and One-Stop Centers as well as any local partners working with the One-Stops. Examples include:

- Regional training was provided at the Glen Burnie One-Stop for all of the above parties in December 2010
- National training was provided to correctional educators from across the country at the Correctional Education Association (CEA) Leadership Forum in Annapolis, Maryland in March 2011



## 6 Re-entry Programs and Services in the Workforce Development System

Studies have shown that employment upon release significantly reduces the likelihood that the formerly incarcerated will re-offend. Connections to the workforce development system and employment services are a critical component of release planning, and strengthening these important partnerships is an ongoing effort. In the coming year, the Council's newly-formed subcommittees will guide much of the work to improve these outcomes.

The DLLR Division of Workforce Development and Adult Learning and the Maryland Re-entry Initiative of the Office of Workforce Development have had a long and successful history of designing and implementing workforce development programs to serve individuals with criminal histories. The Maryland One-Stop Career Centers throughout the state serve incarcerated and/or previously incarcerated individuals in varying capacities.

### Current Re-entry Program Operations in the One Stop Career Centers

#### ***Anne Arundel County***

- Designated staff, including a nationally-certified Offender Workforce Development Specialist (OWDS) located at the Glen Burnie Office, provide services for previously incarcerated job seekers
- Staff visit the state prisons and short term facilities to provide information
- Staff designated as Local Bonding Coordinators as part of the Federal Bonding Program assist inmates with a criminal background

#### ***Baltimore City***

- Northwest One-Stop/Re-entry Center provides a wide-range of services and has city and state staff devoted to serving incarcerated and previously incarcerated people
- Several certified Offender Workforce Development Specialists (state/city staff) serve inmates
- Two Career Development Facilitators provide regular outreach to prison correctional education program participants with over 4,300 incarcerated clients served in FY2011
- Community partners provide services on-site i.e. Housing, Child Support, Education, and Parole/Probation

#### ***Baltimore County***

- Currently one staffer (state funded) provides services through the Re-entry Program
  - Hunt Valley
  - Eastpoint
  - Liberty Road
  - Re-entry Information Sessions (orientation) are held twice a month alternating between Liberty Road and Eastpoint locations
- Baltimore County Mobile Career Center visits various locations such as the Baltimore County Detention Center, Baltimore County Parole/Probation office and other locations to provide One-Stop services
- DVOP staff provides services to incarcerated veterans at the detention center

**Carroll County**

- Staff works with those with criminal backgrounds, including an OWDS who provides specialized services to individuals identifying themselves as 'ex-offenders'

**Frederick County**

- Staff provides services to those who identify themselves as 'ex-offenders'

**Lower Shore**

- Staff provides services to those identified as having a criminal background
- Staff has worked with the state prison at ECI and has taken its Mobile One-Stop unit to the prison

**Montgomery County**

- Staff operates a Re-entry Program at the Wheaton Office
- The One Stop Career Center runs a One-Stop located within the local Detention Center

**Prince George's County**

- Staff operates a Re-entry Program and the coordinator provides on-site workshops
- Staff works the Division of Parole/Probation to provide workforce services to pre-release inmates in the county
- Staff coordinates with the U.S. Office of Probation and Pre-trial to provide services to their probationers living in Prince George's County

**Southern Maryland**

- Staff provides services to those identified as having criminal backgrounds, without designated staff or program

**Susquehanna Region**

- Staff provides services to this population:
  - Aberdeen
  - Elkton
  - Bel Air

**Upper Shore**

- Staff developed a re-entry program that began operating in 2010
- The Queen Anne's County office provides services to the Pre-Release Unit at the local detention center through an MOU. Pre-release inmates visit the One-Stop to work on job search activities

**Western Maryland**

- Staff from Hagerstown and Cumberland work with individuals with criminal backgrounds

## 7 Summary

The Council has met regularly with the staff of Correctional Education to ensure that quality education and workforce skills training is available to all inmates in the prison system. A complete listing of current Correctional Education Programs may be found in the newly published Correctional Education Guidebook which identifies the entire array of correctional education programs by program type, program location, program schedule, program staff and a brief summary of FY2011 program outcomes. The Council has recommended several action steps to strengthen and improve both program service delivery and inmate employment opportunities upon release. The Council determined the need for subcommittees including:

- Occupational/Apprenticeship/Academics;
- Employer Engagement;
- Workforce Transition/Community Integration, and
- Funding

Each committee will establish goals and action steps during FY2012 to support the mission and mandates of the Council and that of Correctional Education. Action items developed in FY2011 for the following year include: the Council Chairs will plan to meet with the Community College Presidents to identify ways to strengthen current partnerships and correctional education programs within the prison system; The Council will investigate potential funding sources to assist in carrying out the mission of correctional education with a special focus on the under 21 population; The Council will explore the need to educate the private sector on hiring ex-offenders and to investigate the development of a mentoring/volunteer network to assist ex-offenders as they transition back to the community.

The Council is committed to the mission and programs of Correctional Education. The Council is uniquely positioned to promote correctional education and employment opportunities for this population. The Council will support the efforts to ensure that quality education and training programs are available to all inmates and will work to strengthen partnerships both in the prison system and throughout the state to enhance the employment opportunities for the students served.

