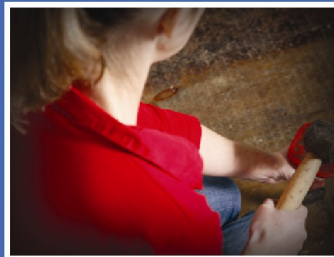


ACTIVITY REPORT 2012

EWTCI

Education and Workforce
Training Coordinating Council
for Correctional Institutions



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 25, 2012

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 2012 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).

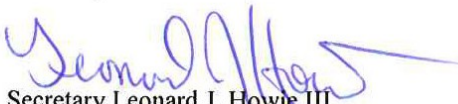
Pursuant to § 11-902, the EWTCCCI shall develop and recommend an educational and workforce training program for each correctional institution in the Division of Corrections; Adopt regulations for all correctional institutions in the Division of Correction for the implementation of a mandatory education 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 2012, the Correctional Education Program awarded 648 students a Maryland State High School Diploma. In addition, 786 students received occupational certificates preparing them for productive employment upon their release. In the academic program 2,467 received certificates, documenting increased literacy skills. Students in transitional classes earned 3,506 certificates for completing courses such as the Employment Readiness Workshop and Introduction to Computers.

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

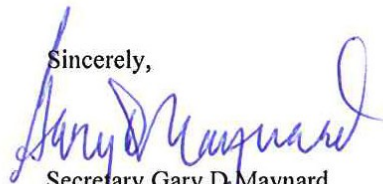
Thank you for your consideration.

Sincerely,


Secretary Leonard J. Howie III
Department of Labor, Licensing and Regulation
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Attachment

Sincerely,


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

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY2012

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 for offenders, and 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. During FY 2012, meetings of the Council took place on September 11, 2011, December 16, 2011, April 20, 2012, and June 20, 2012.

At each Council meeting DLLR's Correctional Education Program, in conjunction with the Department of Public Safety and Correctional Services (DPSCS), 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 resources, and transition services.

Additionally, in 2011 the DWDAL Correctional Education Program developed and published a program guidebook. The guidebook outlines 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. **An updated 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.

Member Name	Professional Affiliation	Type of Member
Gary Maynard	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Scott Jensen	Interim Secretary, Department of Labor, Licensing and Regulation, Co-Chair	Ex Officio
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
Martha Smith	President, Anne Arundel Community College	Ex Officio
William Robertson	Chair, Governor's Workforce Investment Board	Ex Officio
Jack Kavanagh	Superintendent of Howard County Detention Center	Ex Officio
Danette Howard	Secretary of Higher Education	Ex Officio
Alice Wirth	Director of Correctional Education	Ex Officio
Vacant	Local Representative, County Superintendent of School	Ex Officio

Several new appointments to the Council will be recommended for FY 2013.

1.2 EWTCCCI Responsibilities

The Council is charged with the following responsibilities:

- 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

1.3 EWTCCCI Council and Committees

The Council has recommended several actions to strengthen and improve both program delivery and inmate employment opportunities upon release. The Council identified the following actions for FY 2012:

- Develop and adopt a Council and Committee Meeting Conduct Policy

A draft of the new EWTCCCI Meeting rules was presented to the Council on December 16, 2011. At the April 20, 2012 meeting, the EWTCCCI reviewed the draft and the Council voted to adopt the meeting rules as written.

- Investigate the development of a mentoring/volunteer network to assist ex-offenders as they transition back to the community

Council Member Jack Weber has agreed to investigate the status of current mentoring programs in Maryland and is currently working with several specific mentoring initiatives including Philemon Ministry whose 3-pronged approach includes pre-entry, re-entry and post-entry support services. Based on this research, recommendations will be offered to the Council.

- Evaluate the need to educate private sector employers in hiring ex-offenders

During FY 2012, the Employer Engagement Committee began to recruit private sector employers to serve on Employer Advisory Committees for each occupational training program operated by Correctional Education. The Employers are charged to review each training program for the level of employability of student graduates upon program completion. A long-term goal will be to educate employer networks on hiring skilled employees upon their return to the community.

- Request to Community College Presidents to support Correctional Education programs

Secretary Maynard and Secretary Sanchez met with the Maryland Council of Community College Presidents (MCCCCP) during FY2012 to discuss support for and improvement of adult education in corrections. In addition, due to a loss in federal funding, Correctional Education will lose a great portion of its post secondary college classes behind the fence. In July 2012, Interim Secretary Jensen sent a letter on behalf of Correctional Education to MCCCCP to outline this specific reduction in funding and to request funds to support post secondary programming for inmates. MCCCCP has indicated a willingness to assist Correctional Education but will not be able to meet this funding request.

- Review COMAR to identify any necessary revisions and updates

During 2012, current COMAR regulations were updated and revised. EWTCCCI reviewed the changes in December 2011, the April 20, 2012 meeting, the Council voted to adopt the regulations as drafted.

- Develop a proposal to initiate a pilot grant program (five counties) expanding reentry coordination

DLLR drafted a proposal that was sent to DPSCS for review. Final approval for this proposal is pending.

During FY 2012, the Council determined the need for subcommittees to assist the work of the Council. The subcommittees' authority is limited to the concurrence of the full Council. The committees formed include the following:

- Occupational/Apprenticeships/Academics
- Employer Engagement
- Workforce Transition/Community Integration
- Funding

1.3 EWTCCCI Council and Committees

During FY 2012, the committees began meeting and remain active. Determined by a simple majority of those members appointed to the subcommittee, each committee appointed a chair who will serve for two years. All EWTCCCI members or their designee will serve on a committee. Non-council members may serve on committees to allow for a greater range of expertise and staff to assist with the endeavors of each group. Participants on the committees include:

Occupational/Apprenticeship/Academics

Alice Wirth
 Bonita Meyer (Chair)
 Dr. Faith Harland-White
 Paula Matthews

Employer Engagement

Thomas Lane
 Rick Silber
 Jack Weber (Chair)
 Yariela Kerr-Donovan
 Kenneth Weeden

Funding

M Willis Gunther
 Frances Tracey-Mumford
 Jack Weber (Chair)
 Joann Nathans
 Kathleen White

Workforce Transition/Community Integration

Bonita Cosgrove
 Yariela Kerr-Donovan
 Andree Duval (Co-Chair)
 Constance Parker (Co-Chair)
 Ronald "RJ" Flowers

1.3 EWTCCCI Council and Committees

During FY2013, the Employer Engagement and the Occupation/Apprenticeship/Academic Committees joined forces into one combined committee in support of their collective mission. Each committee has worked to establish priorities and actions to support the mission and mandates of the Council and Correctional Education. A brief summary of each committee's priorities is listed below.

Funding Committee

- Increase Special Education funding through MSDE
- Secure funding for GED 2014 computerized testing
- Secure funding for professional development funding for instructional staff
- Secure funding for Post Secondary program

Potential funding sources will be researched and presented to the Council for consideration.

Workforce Transition/Community Integration Committee

- Define the role of DPSCS, CE, OWD and One Stop Career Centers in the reentry process
- Develop a clear referral process from prison to One Stop Career Centers for Correctional Education students as defined through MOUs
- Develop a system to measure Correctional Education workforce development outcomes

Employer Engagement and Occupational/Apprenticeship/Academic Committee

- Evaluation of Correctional Education curriculum
- Evaluation of current occupational programs
- Evaluation of teacher's score card
- Review of occupational programs by employers
- Expand employer advisory committees as required with federal funding
- Develop an occupational skills assessment for students before entering occupational training programs

The Employer Engagement and Occupational/Apprenticeship/Academic Committee has worked with the Printing Employer Advisory Committee to complete a review of the Printing Program at the Occupational Skills Training Center (OSTC). This Advisory Committee will submit a final report to EWTCCCI that includes a list of program and equipment recommendations based on their review. This program evaluation will assist the staff in improving the occupational training program for Printing Program participants and will serve as a model for the completion of additional occupational program evaluations.

1.3 EWTCCCI Council and Committees

Occupational Program Trainees (pictured below): In a FY 2012 innovative collaboration between the DPSCS Public Safety Works, the Department of Natural Resources and DLLR's Correctional Education, inmate trainees and instructors from the Occupational Skills Training Center worked on a project to restore pavilion roofs at a local state park. This program was featured in a recent article in *Corrections Today Magazine* called *Making Reentry Work in Maryland* by Mark Vernarelli and Erin Julius.



2 Department of Public Safety and Correctional Services (DPSCS)

2.1 DPSCS Reorganization

The Department of Public Safety and Correctional Services (DPSCS) is in the final stages of going through a major reorganization, obliterating decades of old operational silos that had traditionally separated the corrections and community supervision disciplines.

As an alternative, the Department is integrating those efforts to operate as one entity on a regional basis throughout Maryland. These new regions are the North, Central and South. All are focused on one thing – the offender, and improving their transition through the system from detention, to corrections, into community supervision and most importantly, back in Maryland’s workforce.

DPSCS’s new structure is designed to take full advantage of DLLR’s oversight of Correctional Education and job training programs within the state prison system. It will also maximize relationships with Maryland’s local detention centers.

Offender reentry begins upon intake. Backed by a five-year \$15 million investment to build a state of the art Offender Case Management System (OCMS), offender case plans are now digital and portable. This digital roadmap keeps all DPSCS agencies on the same page, accessing the same information about an offender’s journey through the Department. Along the way, DPSCS can easily match services to the offender’s needs, maximizing the limited programming resources available, including DLLR’s educational and job skills training programs

A reorganized and regionalized DPSCS will also improve communications between local and state systems. It will help reduce barriers to services, increase the continuum of care of those services for former inmates into the community, and better leverage aftercare resources available at the local level. This better serves the offenders, gets them into the community sooner, and better equips them with the skills they need to be successful, including the job skills needed to enter the workforce.

3 Correctional Education Overview

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

3.1 Correctional Education Mission Statement

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

3.2 FY2012 Programs Overview

CE 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. CE prepared incarcerated students to become responsible members of their communities.



3.3 Program at a Glance

Studies have shown that academic instruction for offenders is one of the most effective tools in reducing recidivism rates. The Institute for Public Policy at the University of Missouri notes that data show that inmates who earn their GED are more likely to find a job and less likely to return to prison once released. Correctional Education has 225 positions dedicated to offender instruction or educational support and offer more than fifty academic, occupational, 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 correctional system. 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 CE employees	156.3
Number of part-time contractual employees	78
Number of schools	18

3.4 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 were reviewed and approved by the EWTCCCI Council on April 20, 2012.



4 FY2012 Program Outcomes

In September 2012, the Council reviewed the program outcomes for all sectors of Correctional Education for FY2012. As a result of these evaluations and the ongoing work of the Council the following goals were established for FY2013:

- The Council Chairs will work 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 regarding 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

During FY 2012, the Council worked on several initiatives to strengthen and improve the mission and efforts of the Correctional Education Program. Those initiatives included the establishment of four working committees whose scope of work was outlined in Section 1.3 of this report.

The Council drafted and approved new COMAR regulations for publication, pending submission to the Maryland Register. The Council also crafted a Council and Committee Meeting Conduct Policy to advise the operations of the board and the committees formed. In addition, a proposal was developed to support the expansion of reentry coordination in key counties of the state. This proposal will be reviewed at the Fall 2012 meeting. Finally, EWTCCCI initiated the development of a partnership with the Community College Presidents to strengthen and expand the capability of the academic, post secondary, occupational and transitional service programs. All these efforts of the Council worked in concert to support the mission of CE. These efforts were realized in the program accomplishments described in this section of the report.

4.1 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 level

0.0 - 3.9	738	Completions
4.0 - 5.9	1,012	Completions
6.0 - 8.9	717	Completions
9.0 - 12.9	648	GED Completions

- ESOL (English for Speakers of Other Languages) - approximately 120 students served in three institutions

Leadership and Accountability Highlights

The following EWTCCCI legislative mandates are evidenced by FY2012 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.

4.2 Postsecondary Education Programs

- Postsecondary classes were delivered at five institutions using federal funding
- In FY2012, there were 209 inmates who participated in a postsecondary education program at one of the five institutions offering a college program. This program had the following outcomes:

Associates Degree	5
Certificate	22
Letters of Endorsement/Recognition	66

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
Arts and Science	MCI—J	Bachelor’s Degree, Goucher College

Second Chance Career Technology Grant (2011)

CE received a Second Chance Career Technology demonstration grant for \$645,552 from the U.S. Department of Justice, Office of Justice. This grant enables CE to present a post secondary educational program to 50 men at the Maryland Correctional Training Center in Hagerstown. At the end of the educational program, participants receive a Letter of Recognition in Customer Service and/or a Certificate as a Desktop User Specialist from Hagerstown Community College.

Participants who will be released during the grant period will be offered a paid Internship in a career technology field. Following the Internship, assistance will be given to the men to find full-time employment. Our Daily Bread Employment Center of Catholic Charities is partnering with DLLR to provide program participants with mentoring, internship placements, and assistance to find employment.

4.3 Occupational Programs

In order to provide quality education and workforce skills training to inmates in FY2012, CE offered 17 occupational programs taught by 34 instructors in nine institutions. Total student enrollment for FY 2012 was 1,713. Students earned 786 state certificates in the following fields:

- Automotive Maintenance and Inspection
- AutoCAD Drafting
- Commercial Roofing
- Desktop Publishing
- Furniture Upholstery
- Fabric Cleaning
- Heating, Ventilation and Air Conditioning
- Masonry
- Office Practices and Management
- Office Technology
- Plumbing
- Printing & Graphics
- Residential Carpentry
- Residential Electrical Wiring
- Sheet Metal Fabrication
- Vocational Trades Internship
- Warehouse Distribution

In addition, 368 students met the national standards in their field and were awarded 696 national certifications in the following programs:

Correctional Education Occupational Program	National Certificate	Number Awarded
Automotive Mechanics	Automotive Services Excellence (ASE)*	10
Construction Programs: Residential Carpentry, Electrical Wiring, HVAC/R, Masonry, Plumbing, Sheet Metal	National Center for Construction Education and Research (NCCER)	550
HVAC/Refrigeration	EPA Universal Examination	65
Office Technology	Microsoft Office Specialist	63
Printing & Graphics	Printing Industry Association (PrintEd)	8
Total		696

On October 2011, the final paper and pencil ASE test was given. The examination must now be taken through the internet and in an official testing center. In the future, ASE is planning to resume testing in the correctional setting.

4.3 Occupational Programs

During FY2012, Occupational Program priorities included preparation for a new occupational school at Western Correctional Institution, On The-Job Training, and standardized curriculum.

1. New Occupational Training School at Western Correctional Institution

- A. CE hired four instructors to occupational skills training in Facilities Maintenance, Printing and Graphics, Welding, and Woodworking
- B. New instructional staff were certified as NCCER instructors
- C. Courses of Study were approved
- D. Classrooms and labs were set up, tools inventoried and secured to meet DPSCS requirements

2. On-the-Job-Training (OJT) Program

Correctional Education has established an On-the-Job Training program for inmates who are within 18 months of release and have limited education and training background. The program documents the work skills they acquire while participating in institutional jobs, such as food service and maintenance. There are no classes, textbooks, or homework. Work supervisors document the competencies inmates learn working for them. Thousands of inmates work in these jobs every year and develop very marketable skills including employability skills which can provide them with a let up as they search for employment upon release. Each trainee receives a certificate and signed competency sheets which documents how many hours of work experience that each inmate worker completes.

During FY 2012, five OJT programs were developed in five facilities with over 35 inmates participating in this innovative program. Additionally, six programs are in the development stage for FY 2013.

3. Standardized Course of Study and Alignment with Private Sector

With the leadership and support of the Council, Correctional Education is undertaking an effort to standardize the occupational curricula throughout the system. Each occupational program is reviewed by teams of private sector and community college experts to ensure that courses are properly focusing on the competencies that graduates will need to secure employment upon release.

A. A team of private sector printing and graphic employers have examined the printing program at OSTC in detail concentrating on both the course of study and equipment used in that program. This review has become the model for all other occupational training program evaluations.

B. Automotive Technology instructors examined their program to determine what job skills were most needed for entry level employment. As a result, the course has been changed to "Automotive Inspection and Maintenance." Initial employer assessment has been positive and a team of experts will examine the program in greater detail.

C. Plans have been developed to reach employers through the chambers of commerce regarding all of the occupational training programs. The community college partners that work with Correctional Education will be asked to participate as well.



4.4 Transition Services

The Council's newly formed Workforce Transition and Community Engagement sub-committee is continuing its efforts to evaluate and make recommendations regarding the curriculum and instruction provided to inmates in preparation for employment and re-entry into the community. Transition Program curriculum is offered at 18 facilities by 22 instructors with 3,506 participants successfully completing courses during FY 2012.

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 reentry efforts:

- Career Expo at OSTC
- Reentry Resource Fairs at MCTC and RCI
- Guest speakers from DLLR's workforce development division and apprenticeship Program visited prisons throughout the state and participated on DPSCS and CE resource fairs and events throughout the year

Transition Program initiatives:

- Limited Internet Lab for Job Search continued operation at Maryland Correctional Institution for Women and opened at Baltimore Pre-Release Unit
- Career Assessment Pilot Program continued operation at Maryland Correctional Institution for Women and Maryland Correctional Institution Jessup
- Maryland National Institute of Corrections/Offender Workforce Development Specialist Partnership (NIC/OWDS) delivered three Offender Employment Specialist (OES) trainings for staff of Correctional Education, DPSCS, One Stop Career Centers, and community-based organizations
- CE/ Reentry Center Partnership
 - ◆ Correctional Education reentry clients received services through this partnership
 - ◆ Assessment services, barrier removal services, job readiness services, and employment/job placement services were provided
 - ◆ Reentry Center staff completed regular visits to CE Employment Readiness programs throughout the state to begin the referral process for One Stop Career Center services

4.5 Special Education

Collaboratively, the Council has worked to ensure the active support of the interests of all populations incarcerated and serve the needs of all inmates populations. During FY2012, 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 and operates within the legal mandates of IDEA 2004, COMAR 13A.05.01 and NCLB 2001.

Outcomes of the special education programs included:

- Service delivery to incarcerated through the age of 21
- Services offered at 11 institutions and the Baltimore City Detention Center
- Approximately 100 students were enrolled
- Over 550 IPE meetings were held
- Over 900 screening intakes administered
- Appropriate Fiscal Monitoring and the Location Application of Federal Funds
- 100% program compliance was awarded at North Branch Correctional Institution and Western Correctional Institution

Professional Development opportunities initiated:

- Special Education Performance Development Training
- Transition Training and Development
- Curriculum modification training for Workforce Development Skills

4.6 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 Services Outcomes for FY2012

Patron visits:	178,225
Book circulation:	229,572
General reference questions answered:	42,297
Legal reference questions answered:	59,676
Intra library loans:	1,014
Magazine circulation:	62,402
Media circulation:	4,931
Educational Programs:	170



5 Success Stories

Dannell G. entered the Maryland Correctional Institution for Women (MCIW) in 1996. This December, sixteen (16) years later, she will leave the institution and return home to Baltimore; but Dannell returns home a very different woman. She will begin a new career—with a college degree—as a house manager for a recovery house for women.

Dannell goes home from MCIW with an Associate of Arts Degree earned while incarcerated. Not only did she make the commitment to college, she stayed on an academic path that was laden with setbacks before she reached her final destination.

When Dannell arrived in prison she got to work right away and was hired in the Cut Shop where they cut fabric for uniforms, flags and more. She did not allow herself to slide into a “prison culture.”

She says that her first job in prison put her on the path to an Associates Degree. She also worked in education as a teacher’s clerk and tutor. There, she helped many women as they prepared for a high school diploma. Dannell became a role model for other women. In addition to being a tutor and clerk, she conducted a Narcotics Anonymous (NA) group every Sunday.

Very shortly, Dannell will have the Associates in Arts degree bestowed on her from Anne Arundel Community College in a formal ceremony that combines all the college work she completed while incarcerated.

This story is a wonderful illustration of a woman, while in an unpleasant situation of a prison, who had a productive life-changing experience. Congratulations, Dannell!

This past March, **Brian N.**, walked into his home after 14 years of incarceration. Today, he works as an upholsterer in Baltimore and has a loving family that believes in him. Better yet, he believes in himself. “Never again will I let anger, revenge, and ‘street codes’ cause me any trouble. When I was a child, I did childish things, now I am an adult; I have put away those things that led me on a path to MCI-J.” Brian’s pain of separation from his family and the loss of freedom made it clear to him that he would never go back.

At MCI-J, Brian became a role model for others. He says he “took every self-help program” he could and learned new skills. In addition, he became a certified tutor in the Literacy Lab, participated in a Reading Unites Families (RUF) program, took the Employment Readiness Workshop (ERW), and ultimately worked at Maryland Correctional Enterprises (MCE) to begin his transition back to the community. He explained, “God started directing my life. RUF connected me to my family. ERW and MCE prepared me for a job.” Brian had goals and a plan. While working for MCE, he sent money home to be able to purchase a car when he was released.

Brian reflected about his participation in ERW. When he was offered the opportunity to participate in the ERW class, “I thought I didn’t really need this class since I had jobs before I was incarcerated and knew how to get a job.”

Soon he realized that there many things to be learned to help him. He said, “I updated my resume and had mock interviews with real human resource specialists from the community. This helped me interview for the job I got. We saw videos and talked about the problems we would face in the community. They helped us to overcome obstacles. I knew then that I was equipped to go home”

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

“While I was in pre-release, I networked to create a support system.” Today, Brian gives back to the community by helping youth at his church learn to stay away from the “street codes,” set goals, and achieve richness in life rather than head down the path that will lead to separation, pain, and loss of freedom.

(Brian’s story was shared at the national conference for State Coordinators of ESEA, Title I, Part D in July 2012.)

Overcoming barriers has made Denise F. who she is today - by her own assessment. She is someone to be taken seriously. The mother of twins at 15 and possessing no marketable job skills, Denise found herself on the wrong side of the law. At 22, she committed a serious crime and was incarcerated for 4 years.

“I decided to take advantage of the time and get as much out of it as I could,” she said recently sitting in the sun outside the lube shop that she now manages. “I knew I had to do something to change my life.”

And she did. She quickly obtained her GED while in prison and looked for other opportunities. Some college classes were offered – so she took them. After graduating from the program “Stop the Violence,” she became a mediator.

Then she decided to enroll in a class at the Department of Labor, Licensing and Regulation’s Occupational Skills Training Center (OSTC) at the Metropolitan Transition Center in Baltimore. She had already taken some computer classes, and wanted to expand her knowledge into a new area, so she enrolled in the Automotive Technology class, where she found she really loved working on cars.

“Before OSTC, all I knew about cars was how to pump gas, turn on the heat, and turn on the radio,” she explained with smile – a smile that lights the face of a woman who knows she has succeeded against all odds. “But I decided that if others can learn how to do this, so can I!”

Denise was true to her word. She not only learned what was required from the books and the hands-on automotive technology training, she graduated at the top of her class and was awarded a set of tools for her accomplishments at the graduation ceremony. She continues to carry the confidence and self-respect she took with her that day.

“What I know today, I learned in that program.”

After returning to her home in Baltimore, Denise continued her training to find a job. First, working in a foreign car repair shop, she expanded her knowledge of cars. That job ended when the shop closed, but she didn’t get discouraged. She hit the pavement and began seeking another job in the automotive industry. Landing a job with a local lube shop, she started at minimum wage, but was promoted within three months. Her skills and work ethics, along with her pleasant, but focused personality, won the recognition of her employers and she was called in to a special meeting in which they told her she would be promoted to assistant manager.

Denise isn’t stopping there. She continues to grow and learn, completing company training courses on-line and enrolling in Phoenix University’s Business Management program. “Nobody owes me anything,” she states proudly. “Anybody can make mistakes. It’s up to you to make it better.”

Denise is now a hard-working mother of three, engaged to be married, and the assistant manager at her shop. She credits her experience and training at Occupational Skills Training Center for helping her become the person she is today.



6 Aligning Correctional Education and One Stop Career Centers

Historically, CE has worked with local One Stop Career Centers to share employment information regarding how incarcerated individuals can access employment services. EWTCCCI supports the continuation and expansion of this partnership to aid in the successful reentry 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 Career Center system. 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 One Stop Career Center has formulated a unique partnership with CE that began while CE was located at MSDE and continues now at DLLR.

Since 2006, two Career Development Facilitators (CDF) provide prison outreach in our correctional education programs located in our state prisons. They also facilitate individual case management for ex-offenders at the Reentry 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 Reentry 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.

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.

Consistent with ETWCCCI's goals, CE staff has engaged in other activities to strengthen correctional education programs aligned with the workforce development system. These activities include CE efforts to:

- 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 for inmates released from prison
- Operate computer labs with job search capabilities and limited Internet access for inmates who are identified as soon-to-be-released. In partnership with DPSCS, Community Supervision, and DLLR, CE launched a new lab at the Baltimore Pre-Release Unit 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 up to date resume writing and online application techniques
- 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, DPSCS Staff, and One Stop Career Center staff as well as any local partners working with the Career Centers. Regional training in OES was provided at the Salisbury Public Library in November 2011, the Columbia Workforce Center in January 2012, and at the Washington County One Stop Center in June 2012.

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. A recent National Institute of Correction study (March 2006) notes that an unemployed offender is three times more likely to return to prison than an offender who has a job. 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, EWTCCCI subcommittees will guide much of the work to improve these outcomes.

DLLR's 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. Examples of services to ex-offenders in One Stop Career Centers include core services such as Orientation, Assessment, Job Development, Job Search, Job Referral, and Job Placement.

Intensive services are available at the One Stop Career Centers and those services available to former offenders include:

- Educational Programs
- Workforce Training
- Case Management and referral to Support Services
- Follow up Services

The Department of Labor, Licensing and Regulation also supports the delivery of services that are of particular relevance to the offender population enter the workforce. These services include:

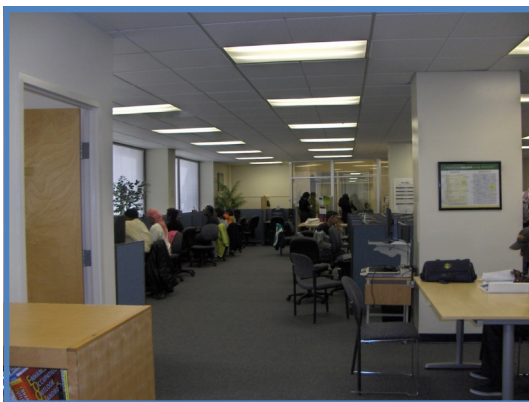
- Federal Bonding
- Work Opportunity Tax Credits
- Documents for Employment
- Staff Training
- Outreach to Prisons
- Outreach to Local Detention Centers
- Mobile Career Centers Site Visits

New Initiative—Correctional Education to One Stop Career Centers

The partnership between DPSCS, Correctional Education and Workforce Development must continue to be strengthened. The handoff connecting each inmate to the Office of Workforce Development (OWD)/One Stop Career Centers and employment resources in the community in advance of his or her release date is a critical step to facilitating a successful return to the community. New Regional Reentry Coordinators will be established and will be the recipient of the “hand off” from behind the fence and will be responsible for the facilitation of the returning citizen’s connection to the One Stop Career Centers. A Regional Reentry Orientation by OWD staff will be implemented behind the fence and will begin the process of assisting inmates with employment plans post release. Follow up with clients will require a team effort including OWDS staff and Community Supervision staff. A data system to track these returning citizens’ needs, services and employment outcomes will be developed and refined in the Maryland Workforce Exchange Virtual One Stop.

Other components of this initiative will include:

- Sponsorship of quarterly regional events such as *Road to Work Resource Fairs*
- Establishment of a Reentry Task Force in the LWIAs
- Exploration of alternative work experiences for returning citizens in the community
- Identification of grant funding to support inmates in finding and retaining appropriate employment



7 Summary

EWTCCCI 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 Correctional Education Guidebook which identifies the entire array of correctional education programs by program type, program location, program schedule, and program staff. The Council has recommended several actions to strengthen and improve both program service delivery and inmate employment opportunities upon release.

Three subcommittees have established priorities and action steps during FY2012 to support the mission and mandates of EWTCCCI and that of Correctional Education. Action items developed for continued work in FY 2013 include: EWTCCCI 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; and EWTCCCI 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.

EWTCCCI is committed to the mission and programs of Correctional Education and is uniquely positioned to promote correctional education and employment opportunities for this population. EWTCCCI will support the efforts of the Governor 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.

