



CEC Correctional Education Council

ACTIVITY REPORT 18



MARYLAND DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES



DLLR

CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121

October 2018

The Honorable Larry Hogan
Governor
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Boyd K. Rutherford
Lt. Governor
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller, Jr.
President
Maryland Senate
State House, H-107
Annapolis, Maryland 21401

The Honorable Michael E. Busch
Speaker
Maryland House of Delegates
State House, H-101
Annapolis, Maryland 21401

Re: 2018 Annual Report Correctional Education Council Activity Report (MSAR #11520)

Dear Governor Hogan, Lt. Governor Rutherford, President Miller, and Speaker Busch:

The Council is pleased to send a copy of the Fiscal Year 2018 Report of Activities of the Correctional Education Council (CEC) as required by MD Code, Labor and Employment, §11-902 (d).

Correctional Education continues to make a difference in the lives of those inmates who participate in the academic, occupational, and transitional programs at Maryland's correctional institutions. With every high school diploma awarded and with every occupational certificate received, inmates are being placed on a path toward a brighter future. In greater collaboration with Maryland's businesses, the Correctional Education Council continues to work to provide avenues for returning citizens to use the skills they obtained while incarcerated.

In FY 2018, the Correctional Education Program awarded 437 students a Maryland State High School Diploma. In addition, 790 students received occupational certificates preparing them for productive employment upon their release. In the academic program, 1,634 received certificates, documenting increased literacy skills. Students in transitional classes earned 2,989 certificates for completing courses such as the Employment Readiness Workshop and Introduction to Computers – a 19 percent increase from the prior year (2,511 certificates earned in FY 2017).

Over the past year, Correctional Education has experienced some truly historic milestones that the Council would like to share:

- The Tablet Program

In July 2017, the Department of Public Safety and Correctional Services partnered with DLLR to launch a pilot tablet program. Twelve tablets were placed in educational classrooms to be used to deliver individualized GED® programming, target subject area support, and promote literacy. Because of its success, it was announced in July 2018 that the tablet program would be expanded with funding support from the Governor's Office of Crime Control and Prevention (GOCCP) and the Maryland Department of Labor, Licensing and Regulation (DLLR).

- Development of a New Barbering Stylist Program Behind the Fence
This year, DLLRs' Correctional Education Program kicked off a new Barbering Training Program for male inmates at the Roxbury Correctional Institution (RCI) and for female inmates at The Maryland Correctional Institution for Women (MCIW). Through the completion of this program, inmates will have the opportunity to earn the new State of Maryland Barbering Stylist License.
- ServSafe Pilot Program
Beginning in July 2018, DLLR and DPSCS partnered to pilot ServSafe training and testing for inmates at four institutions: Maryland Correctional Institution Hagerstown (MCI-H) (inclusive of Central Kitchen), Jessup Correctional Institution (JCI)/Brockbridge Pre-Release Unit, Patuxent Correctional Institution and Maryland Correctional Institution for Women (MCI-W). Participants receive ServSafe training, are assessed to qualify for licensure testing, and receive support with searching for employment post-release.

These achievements are a reflection of the Council's dedication and the continued interests on expanding educational skills and credentials preparing returning citizens to become an integral contributor to Maryland's communities and workforce.

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 Kelly M. Schulz
Department of Labor, Licensing and Regulation
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Sincerely,



Secretary Stephen T. Moyer
Department of Public Safety and
Correctional Services
300 East Joppa Road, Suite 1000
Towson, MD 21286

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY18 CORRECTIONAL EDUCATION COUNCIL (CEC)

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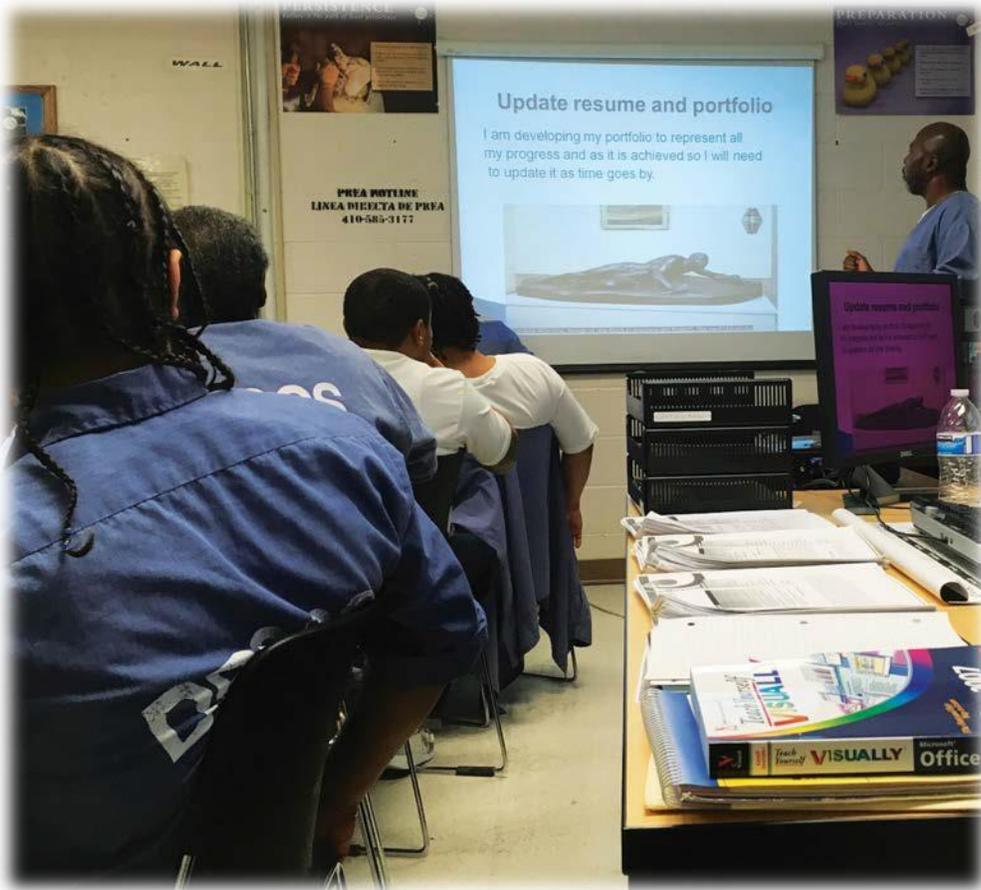
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1 ABOUT THE CEC

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 Correctional Education Council (CEC) was established by Chapter 134 of 2008 to oversee the implementation of Department of Labor, Licensing and Regulation's (DLLR) Correctional Education Program (CE). Meetings of the Council were held in September and December of 2017 and March and June of 2018.

At each Council meeting, DLLR's CE, in conjunction with the Department of Public Safety and Correctional Services (DPSCS), presented an overview of revisions to the curriculum, resources, and services available to inmates at the various locations. Topics of discussion included classroom instruction, tablet implementation, occupational program expansion, special education initiatives, implementation of the more rigorous 2014 GED® test, expanded library resources, increased transition services, and continued postsecondary education.

Additionally, the CEC worked with DLLR's CE Program in 2018 in taking to improve employer engagement within our DLLR's CE Programs. The Professional Advisory Committee (PAC) was created to continue bridging the gap between incarceration and employment of returning citizens upon reentry. Correctional Education endeavors to assure students are provided educational opportunities enabling them to become independent and productive workers, citizens, and parents.



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1.1 Correctional Education Council Members

The Council consists of fourteen members. Four members are appointed by the Governor, and ten Ex-Officio members are identified in COMAR.

Member Name	Professional Affiliation	Type of Member
Stephen Moyer	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Kelly M. Schulz	Secretary, Department of Labor, Licensing and Regulation, Co-Chair	Ex Officio
Jack Weber	Uptown Printing	Business Community
Yariela Kerr-Donovan	Johns Hopkins Hospital	Business Community
Jennifer Gauthier	Lead 4 Life	General Public
Antoine Payne	Philemon Ministry	Former Offender
Karen B. Salmon	State Superintendent of Schools	Ex Officio
R. Michael Gill	Secretary of the Department of Business and Economic Development	Ex Officio
Dawn Lindsay / Faith Harland-White, designee	President, Anne Arundel Community College	Ex Officio
Louis M. Dubin/ Michael DiGiacomo, designee	Chair, Governor's Workforce Development Board	Ex Officio
James Fielder	Secretary of the Maryland Higher Education Commission	Ex Officio
Alice Wirth	Director of Correctional Education	Ex Officio
Jack Kavanaugh	Director of Howard County Detention Center	Ex Officio
VACANT	Local Representative, County Superintendent of School	Ex Officio

1.2 Correctional Education Council 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 work- force skills training programs.
- Actively advocate and promote interest in education and workforce skills training opportunities within 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.

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- Meet quarterly.
- Submit an annual activities report to the Governor on or before October 30.

1.3 Correctional Education Council and the Agencies

The Council met four times during the year. The major focus of the meetings was the many changes occurring within DPSCS and Correctional Education.

CHANGES IN REVIEW

WIOA – Maryland’s State Workforce Plan

The United States Department of Labor and the United States Department of Education approved Maryland’s modification to the Program Year (PY) 2016 Workforce Innovation and Opportunity Act (WIOA) Combined Maryland State Workforce Plan (State Plan) submitted on March 30, 2018. The State Plan modification covers PYs 2018 and 2019 and took effect July 1, 2018.

An Inclusive System – New Partnerships: Stronger Successes

During its first two years of implementation, Maryland successfully launched an integrated workforce network that ensures citizens have access to quality occupational training and employment opportunities. Under Governor Hogan’s leadership, Maryland has established a strong foundation of meaningful partnerships that have thrived and continue to grow. Moving forward, the State is expanding its WIOA system to include new partners and resources to further its inherent strategy to “place people before performance,” thus supporting the State’s jobseekers and business community.

In addition to the partners included in Maryland’s existing WIOA Combined State Workforce Plan, Maryland has added: (1) the Department of Housing and Community Development’s (DHCD) Community Services Block Grant program, (2) unemployment insurance, administered by the Department’s Division of Unemployment Insurance, and (3) the Senior Community Service Employment Program (SCSEP). By establishing a more inclusive system, the State’s workforce system will further diversify services and invest in new, integrated practices that enhance the quality and scope of services and the workforce system’s capacity.

Returning Citizens: Re-Entry Navigators

As Maryland seeks to strengthen and enhance its practices through the implementation of the revised State Plan, success will require a firm commitment to innovation and collaboration. Since the creation of the State Plan, the Department has opted to use the Governor’s set-aside funding to hire five re-entry navigators, who will strengthen the investment in and support for returning citizens. Services in targeted areas with the most need will be enhanced. Funding will also provide stronger connections between American Job Centers and DLLR’s Office of Correctional Education. Ultimately, with enhanced services for the reentry population, the State expects reduced recidivism and an increase in a trained workforce ready to meet hiring demands of our target industries. Statewide, re-entry navigators began serving Maryland’s returning citizens in July 2018.

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Benchmarks of Success for Maryland's Workforce System

Throughout this process, the Governor's Workforce Development Board, WIOA Alignment Group, along with other various network contributors, developed a foundational leadership tool and initiative, known as the Benchmarks of Success for Maryland's Workforce System. This plan was designed to assist the State and WIOA partners align resources and strategies with the vision, mission, and goals set forth in the Plan.

The Benchmarks of Success are built around a shared vision of increasing the earning capacity of Maryland's workforce by focusing on five (5) major strategic goals:

1. Increase the earning capacity of Maryland's workforce system customers by maximizing access to employment;
2. Increase the earning capacity of Maryland's workforce system customers by maximizing access to and use of skills and credentialing;
3. Increase earning capacity of Maryland's workforce system customers by maximizing access to and use of life management skills;
4. Increase the earning capacity of Maryland's workforce system customers by eliminating barriers to employment; and
5. Strengthen and enhance the effectiveness and efficiency of Maryland's workforce system.

The Benchmarks enable Maryland's workforce system partners to examine systematically the questions on how services are delivered, whether services are reaching the targeted populations, and where to eliminate existing gaps. In addition to understanding the value and strategic tools these goals, will provide to the State's workforce system, customers, and businesses the mandate that the system partners are fully committed to implementation.



COUNCIL ACTIVITIES

The Council had an active and productive year as committees met regularly to advance the work of Correctional Education. The Council:

- Examined recidivism rates, the Employment Advancement Right Now (EARN); and Vehicles for Change (VFC) programs,
- Successfully implemented a diesel component to the automotive program,
- Reestablished barbering/stylist programs,
- Added additional training opportunities to the Joint Skills and Training Program,
- Reestablished the Professional Advisory Council at the institutions,
- Continued Computerized GED® testing,
- Implemented the Life Skills Curriculum to support the Justice Reinvestment Act,
- Enhanced services for reentry and transition, and
- Remained apprised of legislation affecting Public Safety, Correctional Education, and inmates.

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1.4 Correctional Education Council and Committees

During FY 2018, the committees supported the mission and work of CEC. Each committee member serves for two years. All CEC members, or their designees, are encouraged to 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.

Each committee has worked to establish priorities and actions to support the mission and mandates of CEC and Correctional Education. A brief summary of each committee's priorities is listed below.

EMPLOYER ENGAGEMENT AND OCCUPATIONAL/APPRENTICESHIP/ ACADEMIC COMMITTEE

- Evaluate current occupational programs.
- Evaluate teacher's score card.
- Review of occupational programs by employers.
- Expand employer advisory committees as required by federal funding.
- Develop an occupational skills assessment for students prior to entering occupational training programs.

<i>CEC Employer Engagement Committee</i>	
Alice Wirth (CE Director)	Tamara Barron
Jack Weber (Chair)	Erica N. DuBose
Dr. Jack Cunning	Charlene Templeton
Deborah Monroe	John Danko
Yariela Kerr Donovan	Kathryn Holmes
Chris Hadfield	Elaine Carroll
Dr. Kathleen White	Thomas Lane
Mark Vernaelli	Ryan Huether
Terri Hicks	Lamon Harris

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TABLET COMMITTEE FOR TABLET IMPLEMENTATION

<i>Committee for Tablet Implementation</i>	
Alice Wirth	Dr. Kathleen White
Matthew Hoover	Kevin Combs
Danielle Cox	Edward Schwabeland
Martha Danner	Art Ray

- Evaluate several tablets and how they can best be used in within correctional facilities.
- Evaluate existing software supporting inmate education.
- Address job training and tools for transitioning.
- Create access to programs to reduce recidivism.



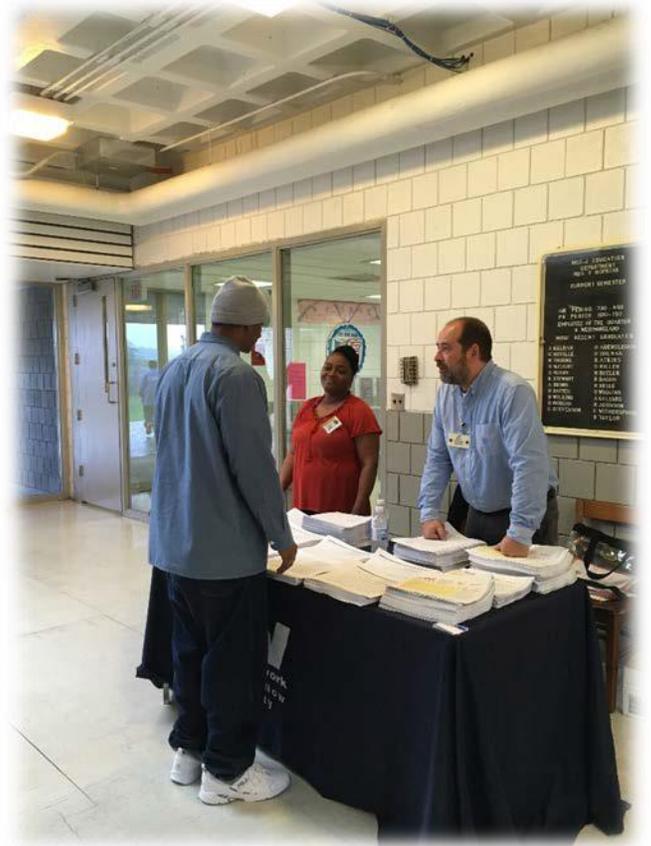
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2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)

The work of the CEC is integral to the DPSCS's overall effort to help offenders under its supervision successfully re-enter the community. As part of its overall re-entry efforts, the Department has made Public Safety Works (PSW) a key priority to help inmates learn valuable skills and give back to the community. In FY 2018, PSW gave back over 550,000 hours of work to communities throughout the state. Key projects included:

- Assisted Farming for Hunger with farming and harvesting 923,000 pounds of food for non-profit organizations. Farming for Hunger, is the largest "Farm to Food Bank" donor in the last three years because DPSCSs help.
- Assisted Tuckahoe Habitat for Humanity with building ten new houses and winterized three older homes for low-to-moderate income (LMI) residents.
- Assisted several counties' (Baltimore City, Queen Anne's, Washington, Fruitland, and Wicomico, Town of Hancock) recreation and parks departments with grounds maintenance services.

The Department entered into an agreement with Community Mediation Maryland (CMM) to deliver mediation services to inmates and their families for mending relationships that may have been damaged due to incarceration. Four hundred twenty mediation sessions were completed in FY 2018. The Department renewed the relationship with CMM for the coming year. Through the Department's continued agreement with the Motor Vehicle Administration (MVA), a total of 1,688 MVA ID's were processed prior to release or within 60 days of release from incarceration. This effort represents a crucial step in the ability of individuals to access much needed services and employment upon returning to the community.



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3 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.

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 FY 2018 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 a Postsecondary Education Program.

The Library Services Program provides informational, research, and recreational reading services. The Occupational Program offers a variety of 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.

Specific attention is given to academic, transitional, and occupational students who are under 21 years of age to address their unique needs. Correctional Education prepares incarcerated students to become responsible members of their communities.



Occupational Success – Vehicles for Change

Chris Nelson is a father, a grandfather and a technician at Heritage MileOne in Bel Air, MD and he is so happy after a long day of work to go home and be in his own house. This was not always what the now 39-year-old Nelson was happy to do. In fact, he says he was always running and often getting involved in things he should not have, which led to him spending 18 of his 39 years in prison.

Nelson grew up in a two parent home. He says he knew he was different because he could always afford the things that his friends wanted. If he wanted a new pair of Jordan shoes, he got them. Nonetheless, he always recognized his father's hard work allowed him to obtain these things. He wanted to be able to do it for himself. According to Nelson, his friends often chose to do the wrong things in order to get what they wanted because they felt they had no other option. He admits that he did the wrong things because he chose to.

In February of 2017, Nelson became part of the Vehicles for Change (VFC) Reentry program at Full Circle Service Center. A work release intern, Chris says, "I just got tired...trouble is not hard to get into but it's hard to get out of." During his last incarceration of six years, Nelson had a real change of heart, "I was always preparing for when I came out," he said. With VFC, Nelson knew that when he came home he had a chance.

Nelson was a student in Patrick Engram's class at Occupational Skills Training Center (OSTC) and had such high regard for the instructor. Nelson said that Engram would tell his students when they asked a question about a car, "That's a good question. Let me know when you figure it out." At first, he admits that it was frustrating, but when Nelson took the challenge, he began to figure it out. He credits his instructor for giving him that mindset to be able to take on the challenges he would face when entering into the program at Vehicles for Change, where he would meet his ASE instructor, Wayne Farrar, who said, "That's what being a technician is figuring it out." Farrar often stressed the difference between a technician and a parts replacer.

Nelson learned a lot working on the donated cars at Vehicles for Change and the customer cars at Full Circle. He values both his classroom instruction and his hands-on instruction. Even as a graduate, he now dedicates his day off on Mondays to the program. "This is home. This is always going to be home...these are my guys!" he says emphatically. Understanding that his current co-workers do not have that bridge to cross when it comes to re-entry. He says it is important to him that he shows the interns

that the “opportunity is available if you put your work in for it.” Another reason why Nelson likes to volunteer on Mondays is that he likes to limit his free time. He feels strongly that he is just one bad decision away from being like many of the other people he has seen falter.

“People helped me,” Nelson remarked. He remembers an intern, named Anthony Watkins, who was on his way out as he was coming into the program. Nelson treasures the fact that Watkins always came back to share his success, offer encouraging words and even some technical advice. Now Nelson says, “I like my life and this is the easiest it’s ever been.” As a kid, he remembers seeing his father come home from work and sitting down in front of the television and then going to sleep when he was ready. Now he does the same thing and he can connect to his father’s hard work ethic. He is enjoying having the respect of his family as he proves that he, too, is a good provider.



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3.3 Program at a Glance

Educational programming for offenders has been found to be one of the most effective tools in reducing recidivism rates. A mega study by The Rand Institute Study found that inmates who earn their GED® were more likely to find a job and less likely to return to prison once released. Correctional Education has 229 positions dedicated to offender instruction and educational support; the educational program offers more than fifty academic, occupational, and workforce skills classes.

The need for Correctional Education in Maryland is well documented. The average reading level of the 19,332 inmates currently in the Maryland prison system is between 5th and 8th grade. Less than half of these inmates have a high school diploma when they enter the correctional system. Correctional Education provides a comprehensive educational program designed to meet the needs of students at all educational levels.

Average numbers of students served per day	3,000
Approximate number of students served per year	10,600
Number of full-time state CE employees	144.5
Number of part-time contractual employees	81
Number of schools	20

3.4 Mandatory Education

Pursuant to Maryland Code Annotated Labor and Employment §11-09.37.02, education for certain inmates is a requirement. The law mandates that inmates must enroll in educational or workforce skills classes if the individual does not have a high school diploma, has at least 18 months remaining on their sentence, and is not exempt due to medical, developmental, or learning disabilities. Inmates must participate for a minimum of 120 days.

3.5 Community College Partnerships

As part of its mission to serve incarcerated students, Correctional Education has established Memoranda of Understanding with Anne Arundel Community College, Hagerstown Community College, and Wor-Wic Community College to enhance the educational program statewide. Using funds from grants and other reimbursable sources, this partnership enables Correctional Education to provide additional continuing education, workforce skills training, and transition classes in facilities across Maryland. As a result, Correctional Education was able to expand the number of classes for students.

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4 2018 PROGRAM OUTCOMES

In 2017, the Council reviewed the program outcomes for all sectors of CE. Because of these evaluations and the ongoing work of the Council, the following goals were accomplished for FY 2018:

- The Council secured/ utilized funding that assisted with the upgrade of occupational training equipment for national certifications to improve employment possibilities.
- The Council secured funding sources to assist in the upgrade of occupational training equipment and support for national certifications to improve employment possibilities.
- The Council, along with partnership from DPSCS and a grant through GOCCP, supported the development of a new Diesel Training Program (an extension of the automotive program) to train inmates to become a Diesel Technician—currently in high demand. In addition, CE began two new Barbering Stylist Programs that will offer the State's new Barbering Stylist Limited License to both incarcerated men and women. The Council will explore ways 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.
- DLLR Life Skills Curriculum was rewritten to support DPSCS' role in the implementation of the Justice Reinvestment Act.

4.1 Academic Programs

Comprehensive Academic Programs were delivered at all institutions except the Occupational Skills Training Center through the dedicated work of 69 Position Identification Numbers (PIN) and 26 contractual teachers.

- Academic grade level completions (see chart).
- ESOL (English for Speakers of Other Languages)
- Approximately one hundred students were served in three institutions.

0.0 - 3.9	435	Completions
4.0 - 5.9	565	Completions
6.0 - 8.9	634	Completions
9.0 - 12.9	437	GED® Completions

Leadership and Accountability Highlights

The following CEC legislative mandates are evidenced by FY2018 outcomes:

- CE will be expanding the Tablet Project to additional institutions throughout the State.
- Re-entry navigators have been hired to assist citizens returning to their communities from incarceration.
- The Joint Skills Training Program (JSTP) expanded to include numerous on-the-job training experiences between DLLR and DPSCS institutions.
- TABE Training will continue to be conducted as DLLR transitions to the new TABE test.
- Strengthened relationships with employers and identified employment opportunities based on specialized training of returning citizens through occupational programs.
- Reviewed educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction.
- Continued to provide professional development offerings to strengthen individualized and differentiated instruction.

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Services to the under 21 population led to 55 high school diplomas earned by this population group and 75 percent of the lowest level readers showed a level gain in reading skills.

A variety of professional development topics were offered this year. Professional development was provided on Operational Policies and Procedures, Test of Adult Basic Education (TABE) 9/10, Preparing for the TABE 11/12, Adult Basic Education Materials, and Social and Emotional Development. This year the Student Learning Plan was introduced and field-tested, prior to full-scale implementation beginning in January. In addition, new materials were distributed to teachers at each school.

Preparation for the introduction of the TABE 11/12 was the major emphasis throughout the year. Correctional Education began using the new version of the TABE Test in July 2018. Training was offered in each region and new test booklets and answer sheets were distributed to the schools.

4.2 Computer Tablets Field Test in the Schools

Computer tablets were field tested at the Maryland Correctional Institution for Women (MCI-W) and Maryland Pre-Release Unit at Brockbridge Correctional Facility (BCF). DPSCS was able to obtain tablets to field tests the usage of this learning tool in the correctional classroom. The Tablet Project was launched in November 2017.

Students at the GED® level were provided six tablets to use in the classroom. At MCI-W, thirty-seven students used the tablets and forty-two students at BCF used the devices. Teachers were able to use the content of Khan Academy, Achieve 3000, APEX, National Corrections Library, and TED Talks with their students to enhance classroom learning in the preparation of students to take the GED® test. During the field test period, thirty students passed the GED® test.

Principal Schwabeland (MCI-W) said, “Interest in school has flourished since tablets have been introduced,” and Principal Crawford (BCF) stated, “in the hands of a skilled teacher, the tablet is very powerful.” Because of the successful field test, additional tablets will be introduced into CE classes in FY 2019.

4.3 English Language Learners Field Test

Over the past year, five teachers from Maryland Correctional Institution at Hagerstown, Maryland Correctional Training Center, and Maryland Correctional Institution at Jessup participated in an English as a Second Language (ESL) program field test. Teachers worked together to establish the guidelines for the field test. TABE Class E was adopted as the official assessment for these new language learners. Certificates for ESL were created with guidelines established for how to earn English as a Second Language certificates.

English Language Learning staff at Hagerstown Community College helped teachers with teaching strategies for our students in the ESL classes. Resources were purchased for use in the classrooms to connect pronunciation to vocabulary, reading, and spelling. In addition, classrooms were set up for acquisition of a new language. More emphasis was placed on face-to-face oral communication in the classroom and more understanding of student verbal and non-verbal communications to overcome language barriers to communication.



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4.4 Developing Social and Emotional Competence in Youth

Over the last three years, needs assessments conducted at the school level indicated interest in learning more about the social and emotional skills of the under 21 youth population served in Correctional Education Academic programs. Research indicates that social and emotional wellness helps students to focus attention, face diversity, make responsible decisions, and learn to develop self-control. Teachers used the book *Strategies to Develop Social and Emotional Competence in Youth* to identify needs and goals in Student Learning Plans. This guide provides a variety of teaching strategies to help youth develop the fundamental social and emotional skills to improve academic skills.

A select team of teachers at each school is systematically developing identified social and emotional skills and will be sharing their experiences in the next school year. This ongoing emphasis will have a long-term effect on student social emotional skill development and performance in school.

ANNE ARUNDEL COMMUNITY COLLEGE

The Anne Arundel Community College program at JCI completed its programs of study in June 2018 and graduated students from the third year of the program on August 29, 2018. Eight students earned certificates in business management and most of them have Microsoft Office Specialist certifications in Word and Excel. Five students earned certificates in entrepreneurship and have developed plans for opening their own businesses upon release.

Anne Arundel Community College designed DLLR's programs at JCI so that students could earn certificates in both business management and entrepreneurship, allowing students to build on skills they learned in one program and provide them with all the necessary tools to be successful business owners. Students gained computer proficiency in Word and Excel and were prepared to work in a modern business setting, utilizing their accounting and marketing skills while developing a strong business plan.

Students in the program received funding from the Second Chance Pell Grant, which paid for tuition, lab fees, books, and supplies. Computer classes also included a few students who were self-pay. Anne Arundel Community College was awarded Second Chance Pell funds for the 2018-2019 Academic Year. DLLR will serve a maximum of 24 students—12 in each program next year. Twelve students from year three are continuing with AACC and will be enrolling in the other programs of study. Ten to twelve new students started classes in late August 2018. Information sessions were held with candidates who have expressed interest throughout the year, and candidates were given the college placement test to determine academic eligibility.

GOUCHER COLLEGE PROGRAM

The Goucher Prison Education Partnership (GPEP), a division of Goucher College, offers a college education to students at the Maryland Correctional Institution for Women (MCI-W) and Maryland Correctional Institution - Jessup (MCI-J).

GPEP has enrolled men and women as Goucher College students since 2012. Approximately 100 students studied with Goucher College through GPEP—about half at MCI-W and half at MCI-J.

GPEP's goal is to offer students the opportunity to earn a college education. In support of that goal, GPEP also offers college preparatory courses for students needing additional support to be ready for rigorous college work. The college supports students through academic advising and twice-weekly academic tutoring. Students grow as critical thinkers and problem solvers through college classes.



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One former GPEP student recently earned an associate's degree by transferring Goucher credits to a local community college. This past May, another former GPEP student celebrated graduation from Goucher College's Towson campus with a Bachelor of Arts in computer science and a minor in sociology. This student first enrolled in college through the Goucher Prison Education Partnership in 2012. Upon release, he continued his education at Goucher's main campus, ultimately graduating with a bachelor's degree.

Goucher College is a Second Chance Pell Grant pilot site, allowing students' access to federal Pell funding for their educations. While Pell grant funding will not cover all expenses for students who are eligible, and may be available for only a limited term, this public support together with the generosity of private funders allows Goucher to deepen its work with students in Maryland State Prisons. GPEP has also received the college, state, and regional approvals needed to confer a Goucher College bachelor's degree on students who complete the requisite Goucher coursework at the prisons. Goucher students who complete the necessary coursework while at MCI-W or MCI-J will be eligible to earn a Bachelor of Arts in American Studies—an interdisciplinary major also offered to undergraduates on Goucher's main campus.

4.5 Occupational Programs

OVERVIEW:

During the 2017-2018 school year, 792 students received Occupational Certificates in the career programs offered:

- Architectural CADD (1) *
- Auto Body Repair (1)
- Automotive Maintenance and Inspection (5)
- Building Maintenance (1)
- Diesel Automotive Technology (NEW) (3)
- Fabric and Upholstery Cleaning (1)
- Furniture Upholstery (1)
- Graphic Arts and Design (3)
- Introduction to Word and Excel (2)
- Office Practice and Management (1)
- Office Technology (5)
- Pre-Apprenticeship Carpentry (3)
- Pre-Apprenticeship Electrical (1)
- Pre-Apprenticeship Facilities Maintenance. (1)
- Pre-Apprenticeship HVAC/R (2)
- Pre-Apprenticeship Masonry (3)
- Pre-Apprenticeship Plumbing (2)
- Pre-Apprenticeship Sheet Metal (1)
- Pre-Apprenticeship Welding (1)
- Print Communication (2)
- Roofing (1)
- Small Engine Repair (1)
- Warehouse/Distribution (1)
- Woodworking/Finish Carpentry (1)

*Indicates the number of schools offering this program

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NATIONAL CERTIFICATES

Students were awarded 860 national certificates, offered by five national certification organizations.

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	17
	Automotive Service Excellence	74
	Medium & Heavy Trucks (Brakes)	3
Diesel Technology Program (an extension of the Automotive Program) (NEW)		
Construction Programs: CORE, and Pre Apprenticeship courses listed above	National Center for Construction Education and Research (NCCER)	CORE: 322 Trades: 278
Fabric Cleaning	Pro Clean College	27
HVAC	Environmental Protection Agency	139
	Total	860
<i>*Online testing not permitted</i>		

NEW PROGRAMMING

During the 2017-2018 school year, Correctional Education began the process of establishing a new Barber Stylist Training Program during the 2017-2018 school year at two schools, The Maryland Correctional Institution for Women (MCIW) in Jessup, and The Roxbury Correctional Institution for Men (RCI) in Hagerstown. This new training program was of high interest among the students and provided them with an opportunity to earn the new Maryland Barber Stylist Limited License (close to their time of release), currently offered to both men and women. Correctional Education purchased equipment and educational materials and collaborated with community college partners to hire an instructor for each facility. The program commenced in August 2018.

OCCUPATIONAL PRIORITIES

For the 2017-2018 school year priorities, Correctional Education focused on hiring staff for vacant positions, increasing the number of national certifications offered, certifying staff to issue national certifications in their specialty area, and promoting the partnership with Vehicles for Change (VFC) to train automotive mechanics for possible employment as paid VFC interns and eventually employment in the private sector. CE also collaborated with other agencies such as the Department of Public Safety and Correctional Services (DPSCS) to kick off a ServSafe on-the-job training program for inmates working in Dietary Services at institutions in the Hagerstown and Jessup areas. CE will continue to work with Maryland partners to increase opportunities for employment upon students' release from prison and subsequent return to their communities.

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1. Hiring Staff for Vacant Positions

Over the course of the 2017-2018 school year, CE hired instructors for the following positions:

- Pre-Apprenticeship Carpentry at OSTC
- Pre-Apprenticeship Carpentry at ECI-E
- Pre-Apprenticeship Plumbing at WCI
- Small Engine Repair at MCTC
- Pre-Apprenticeship Masonry at MCTC
- Introduction to Word at Patuxent

2. Training and Certifying Staff to Issue National Certifications

In FY18, the Occupational Coordinator continued to provide support to the five automotive instructors on the procedures used to register students for ASE testing for Automotive Maintenance and Inspection students as well as Diesel Technology students. The coordinator also continues to serve as the statewide proctor for all ASE testing at both the correctional institutions as well as for Vehicles for Change. In addition, all NCCER construction pathway instructors received ongoing professional development pertaining to the new NCCER Registry System, workforce development strategies, the engaging of business partners, and utilization of on-line resources available to them while implementing the nationally accredited program.

3. Providing Online Student Testing for National Certifications

A major goal of Correctional Education's occupational programs is to offer online national certification testing (for all programs offering it). The five Automotive Maintenance and Inspection training programs continue to achieve this goal. Each site continues to follow closely testing procedures and offers third party online testing students throughout the school year. The new Diesel Technology Program, which began on March 1, 2017, has also had success with students taking the ASE Medium and Heavy Truck Testing Series in which students are studying to take the Brakes test. They are well on their way to becoming qualified diesel service technicians and mechanics.

Correctional Education is also working closely with the DPSCS Information Technology Department to look into offering national testing for Microsoft Office, CADD, or Adobe-based programs that have recently moved from paper-pencil based testing to third party on-line testing. DPSCS' Information Technology Department is working with each vendor's security team to resolve how these tests can be administered securely behind the fence.

4. The "Joint Skills Training Partnership" (JSTP) in Jessup and Hagerstown Facilities

Correctional Education continues to support its JSTP programs in the Jessup facilities (MCI-J, Brockbridge, MCI-W, and CMCF) and in the Hagerstown facilities (MCI-H, MCTC and RCI) this past school year. JSTP's purpose is to document the skills that inmates, working in various prison jobs, master "on the job." Normally, inmates work in these various jobs without realizing that they are learning some very significant job skills as well as gaining employability skills that will translate to employment once released. Likewise, in the Hagerstown facilities—MCTC, MCI-H and RCI—277 inmate workers received Certificates of Completion documenting skills attained in over 25 jobs. Correctional Education continued the expansion of the partnership with MCE (Maryland Correctional Enterprises) to document on-the-job training skills earned by inmate workers while working in various MCE plants in the Hagerstown Area. As a result, 144 inmate workers earned Certificates of Completion in six MCE jobs.

5. Expanding the Partnership (JSTP) with Vehicles for Change (VFC)

CE and VFC have established an efficient well run partnership that provides paid internship and possible private sector employment for motivated inmate students who complete the Automotive Maintenance and Inspection Program behind the fence and are then released back to the Baltimore area. Students/trainees are interviewed and, if hired by VFC's Full

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Circle automotive repair business, expand their knowledge and skills in repairing automobiles. VFC has developed partnerships with many private sector employers who hire these interns upon program completion. Since 2015, VFC has trained 88 interns, 67 of whom have been employed. Thirteen are current interns, seven have dropped out, and one has been incarcerated. Of those employed in the private sector, 26 have been employed for at least two years, and 29 have been employed for at least one year. In 2018, twelve have entered into the private sector in 2018. The average starting wage is \$16.50.

In addition, Correctional Education continues to offer a Diesel Technology training component as an extension of the automotive training programs. As the interns were hired in the community, it became evident that there was a growing need for auto mechanics who understand Diesel Technology and have skills to work on light, medium, and heavy trucks, as well as cars.

4.6 Transition Services

During the 2017-18 school year, 16 instructors offered CE Transition Program curriculum at 20 sites with 2989 participants successfully completing the 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
- Success at Work
- Life Skills for Re-entry
- Internet Job Search
- Re-entry and Employment Resource Skills Training
- Transition Planning for Under 21 Students (new)
- Workshop Participation (new)

Transition Program Initiatives and Partnerships:

- Partnered with the Special Education department to develop templates for the under 21 students to create a Transition Plan.
- Delivered professional development workshops to Correctional Education Transitions Instructors on the following topics:
 - Governor's Office of Crime Control and Prevention of Maryland (GOCCP) Re-entry Program Initiatives,
 - Second Chance Act Grant Best Practices,
 - Maryland DHR Benefits Overview,
 - Expungement Information, and
 - Catholic Charities Opportunities.
- Continued the partnership with the Maryland Re-entry Initiative; provided technical assistance and staff training on offender employment issues.

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- Participated in the Re-entry Center Partnership Network, a multiagency partnership which developed and initiated the Second Annual Re-entry Practitioners Symposium; over 170 re-entry professionals attended the event.
- MCIJ held an Entrepreneurship Workshop in collaboration with the Greater Urban League of Baltimore.
- Participated in the One Stop Re-Entry Fair. It was a networking event for re-entry professionals to collaborate and share best practices.
- Partnered with Library Services to offer “Makin’ it on the Outside” series to returning citizens.
- Developed certificate program in collaboration with Special Education services for under 21 students who successfully complete a transitional plan. Distribution of certificates began in FY17.
- Resource Fair held at CMCF. Over 30 community partners provided resources to approximately 500 inmates. The chart below highlights the focus areas:



Special Education

Transitional Housing	Apprenticeship Opportunities
Rehabilitation	Counseling
Post-Secondary Opportunities	Family Mediation
Expungement	Counseling
Federal Bonding	SSA/Disability
Support Groups	Financial Literacy
Healthcare	MVA/CDL

Institution-Level Employment and Re-entry Efforts:

- Supported re-entry resource fairs in collaboration with DPSCS.
- Participated in the Re-Entry Council Symposium to support professionals in re-entry.
- Presented at the Re-Entry Symposium in Sykesville regarding the collaboration among partners/departments: Transitional, Occupational, JSTP, and DPSCS.
- Collaborated with the Occupational Department to offer professional development showing the continuity between occupational programs, transitional programs, and the American Job Centers.

4.7 Special Education Services

The Correctional Education Council works collaboratively with partners to implement Part B of the Individuals with Disabilities Education Act (IDEA), 34 CFR 300 and the Education Article, Title 8, Subtitles 3 and 4, Annotated Code of Maryland, which assure a Free Appropriate Public Education (FAPE) for all students with disabilities birth through the end of the school year in which the student turns 21 years old, in accordance with the student’s Individualized Education Program (IEP). Psychological services are provided to students as assigned, in compliance with individuals with Disabilities Education Act, (IDEA), and (P.L. 105-17). These academic and related services are provided within the parameters of security and public safety within DPSCS.

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The role of the lead school psychologist is multi-faceted. At each school site, the Lead School Psychologist works with teachers, principals, and students to facilitate learning, address school-related problems and promote a safe educational environment.

The Lead School Psychologist also conducts individual psychoeducational evaluations to identify cognitive, academic and socio-emotional strengths and weaknesses to help determine eligibility for special education, and then accommodate students accordingly. Another responsibility is to facilitate student learning by providing individual and group counseling sessions for appropriate skill development leading to the achievement of positive outcomes. The lead school psychologist designs behavioral goals and objectives for appropriate self-management and social-interactions to implement within the classroom setting and for IEP development. Supervising the practice of contracted school psychologists is another important role.

Outcomes of the Special Education Program included:

- Continuous collaboration occurred among public school system personnel, Department of Public Safety and Correctional Services, Department of Juvenile Services, and Maryland State Department of Education to provide adequate special education services to students through the age of 21.
- Services were provided in 12 state institutions.
- Maryland Online Individualized Education Plans were evaluated consistently to ensure that progress monitoring occurs with a focus on best practices for measuring progress towards IEP goals.
- Information was gathered consistently regarding students who experienced academic or behavioral difficulties through both formal and informal assessments. A determination was made as to whether a student was eligible for special education services. The Special Education department services students with learning disabilities, emotional/behavioral disorders, and developmental delays. The psychologist provided related services in counseling to help with motivation, task engagement, and completion toward successful achievement of a high school diploma.
- Students with special needs obtained Transition and Occupational certificates.
- Special education teachers conducted IEP meetings that included parents, students, related service providers, general education teachers, special education teachers, facility case managers, and transition specialists. Members of Maryland State Department of Education's Division of Rehabilitation Services (DORS), with parental consent, were invited to IEP meetings where special educators identified and served a monthly average of over 100 students.
- The department-integrated technology into the classroom to enhance teaching and learning by equipping each special education teacher with a new laptop computer.
- DLLR collaborated with DPSCS by providing interpreters for students who are hearing impaired.
- In an effort to make better-informed IEP decisions, the process for requesting students' records has been centralized so that students' records are obtained within 24 hours of the request.

Professional Development Opportunities included:

- Maryland Online Professional Development Modules were utilized that included best practices for identifying present levels of performance for each student with an IEP as a means of informing instruction and related services.
- Maryland On-Line IEP (MOIEP) training, provided through Johns Hopkins University and the Maryland State Department of Education, was conducted. The MSDE has provided numerous professional development opportunities for special educators who provide instruction in correctional facilities.
- A collaborative workshop among Transition, Occupational, and Special Education departments assisted to teachers and transition specialists in writing effective transition plans.
- Adult Corrections: Maryland Online IEP Train the Trainers sessions include five special education teachers as a means of building a pool of experts who would be able to provide training for other special education teachers—especially teachers newly hired and/or who may not be familiar with Maryland Online tools.

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- A leadership team of four volunteer special educators modeled best practices for newly hired teachers and/or other special educators as needed.
- Principals played a significant role in developing individualized education plans that included participating in IEP meetings as contributing members of IEP Teams.
- Parental involvement was stressed as an essential component of each school's IEP Team. Continuous support and encouragement by parents positively influences students' learning.

4.8 Library Services

Maryland Correctional Libraries are the legal and general information centers for all incarcerated individuals in prisons across Maryland. The libraries provide book and video circulations, legal information and research, employment exploration and readiness, health information, book discussions, informative workshops and seminars, and other various reading and writing centered programs. Once again, we have worked through a year of transition as we hired and trained two new librarians while losing three librarians in early spring. We have interviewed and are awaiting final approval to offer employment to three new librarians. These librarians will be trained in the next fiscal year to fill vacancies in Hagerstown, Jessup, and the Eastern Shore.

Maryland Correctional Libraries currently provide full library service to ten institutions while providing limited satellite service to six minimum / pre-release facilities across the State. Many of our facilities have segregation units and the librarian or library clerks will visit the unit on a weekly basis to provide allowable reference and general material. Several of our librarians network with area community colleges to bring book discussions, programming, and supplemental support for higher education classes.

This year, library patrons had the opportunity to do the following:

- Seek, locate, and retrieve library resources in various print and electronic formats to meet their information needs;
- Receive instruction regarding the use of technology and other resources to find specific legal and general information;
- Choose from a collection of materials meeting their recreational reading, legal, and GED® needs as well as lifelong learning and transitional goals;
- Review legal documents electronically about their cases via CD's and DVD's from the Court;
- Research information related to careers and transitional services using up-to-date materials;
- Study and practice foreign languages using recorded print and computer program formats;
- Participate in a variety of book discussion groups, motivational programs, creative writing workshops, health and financial workshops, and attend guest speaker programs;
- View educational and career videos; and
- Access Limited Internet Career websites; create résumés, practice typing skills, and complete career certificate programs in the library Career Center.

Patrons enjoyed special projects this year as well:

- Dorsey Run Correctional Facility (DRCF) sponsored two book discussion groups.
- Several libraries provided support and assistance to Goucher College inmate students.
- MCTC provided a program for the second time, *How to Open a Business in MD*, and created a business club.
- Since 2000, ECI-W Library has maintained a book/topic discussion series in partnership with Salisbury University and held ten book discussion groups during the year. ECIW also sponsored a semester-long book discussion on social policy facilitated by a Salisbury University professor to give participants the experience of a college social work class. Additionally, the library sponsored a semester-long creative writing workshop.

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- One librarian presented a workshop at the 2018 Maryland Library Association Conference held at the Hyatt in Cambridge. The workshop targeted how public libraries can create programs that will assist ex-offenders in transitioning back into society.
- ECI-E Library held two book discussions programs.
- “Frederick Douglass,” sponsored by Maryland Humanities, regaled more than 250 EC-IE and ECI-W inmates with performances.
- MCI-W Library provided over 200 inmate participants with seven book discussions and a motivational guest speaker.
- EPRU hosted monthly workshops on the Workforce Innovation and Opportunity Act and use of the MWE from Chesapeake College speaker.
- Four CE libraries hosted two-day legal reference training workshops from the Lexis Nexis representative.
- Five libraries participated in the Maryland Humanities 2017 One Maryland, One Book reading project, *Purple Hibiscus*.

LIBRARY SERVICES OUTCOMES FOR FY 2018

Patron visits	155,431
Book circulations	150,908
General reference questions answered	23,399
Legal reference questions answered	50,068
Inter / Intra Library Loans	56
Magazine circulation	25,578
Media circulation	2,639
Educational Programs	95
Internet Job Searches	1,372

4.9 Computer Based GED® Testing

The GED® Testing Service continues to utilize computerized assessment to allow adults to earn a high school credential. Each CE school has become an official Pearson VUE Testing Center with four to eight individual testing stations for privacy and security. Students take the GED Ready® test prior to taking the GED® test to determine whether they are likely pass the GED® test.

To date, students testing in the Correctional Education testing centers are passing the 2014 GED® test at a significantly higher rate than the national average. The pass rate for Correctional Education on the GED® Test is 86 percent. Teachers have adjusted their classroom instruction to address the new skills assessed by the 2014 GED® test. Students who pass the GED® test earn a Maryland High School Diploma.

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5 SUCCESS STORIES

Mr. H. is 34 years old and has been in and out of prison since he was 14.

After being incarcerated for possession of a handgun, he decided that he needed to do something to change his life around. He enrolled in school at the Maryland Correctional Institute Jessup (MCI-J) in August 2014 and earned his high school diploma in August 2015. Mr. H. continued to further his education, enrolled in the automotive mechanics class at MCI-J in May of 2015, and completed the course in December of 2015.

While at MCI-J, he also completed the Employment Readiness Workshop class that helped him learn how to be successful in the workforce. This program assisted him in writing a résumé and prepared him for a job interview.

Mr. H. decided to further his knowledge of the automotive trade. After completion of the MCI-J automotive program, he was transferred to the OSTC in Baltimore to continue his education in their automotive program. After he graduated in September 2016, he began working for Vehicles for Change while on work release in October 2017. He continues to be employed with Vehicles for Change and states he is excited to learn every day.

Mr. H. gives all his success to the correctional education programs at MCI-J and OSTC. He credits these programs for teaching him about being patient, having a strong work ethic, and taking responsibility for his actions.

Mr. H. feels the DLLR CE gave him a bright future to which he could look forward.

Mr. R. came to The Reentry Center seeking employment on January 4, 2018. He was released from prison in late December 2017 after serving time for second-degree assault. The Survey of Offender Barriers to Employment (SOBE) and *ONET assessments were administered. Based on his interview and results of the assessments, Mr. R. was referred to Ms. Lisa Smalls of DLLR for federal bonding. He also received assistance with creating a résumé and was referred to Mr. Bill Carnes, Business Service Representative (DLLR), for job placement services. Mr. Carnes referred Mr. R. to Goodwill Industries. Mr. R. was hired and started to work on January 9, 2018, as a Warehouse Associate making \$9.50/hr.

Mr. R.'s story shows how DLLR's services improved his situation. Staff at the Northwest One-Stop Career Center assessed his needs, assisted with removing employment barriers, and helped him prepare for an interview, which led to a job with Goodwill. These services allowed him to gain employment at a much faster rate than most individuals that visit the Center. His conviction is usually one that makes gaining employment difficult. Mr. R.'s next steps include reconnecting to his community and saving money towards securing a Class A CDL license with the aim of owning his own trucking business one day.

Mr. D. was released and began working with the Living Classroom Project. He received assistance with updating his résumé and participated in the Job Club at the Northwest One-Stop Reentry Center. In the mornings prior to the Job Club, he would discuss his goals and talk about his children. He was hired at Lids in 2015 and was promoted to night supervisor. He then received assistance with securing a position at Humanim Details Construction making \$11.46 an hour. He works 40 hours a week with them and continues to work for Lids. He continued to receive support to further his career, and he now has a position with the State Highway Administration full-time employee making \$13.63 per hour.

Mr. D. states that he is happy and is continuing to work on his own business. The additional pay has allowed him to pursue his dreams.

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6 SERVICES FOR UNDER 21

There are between 300 and 600 youth under the age of 21 incarcerated in adult prisons. These students receive priority services by Correctional Education. All inmates under the age of 21, who do not have a high school diploma, are placed in class within 30 days of arrival in the prison system. While in class, students develop academic and social skills. Students also receive transitional planning services from a Transition Specialist. Transitional planning is designed to help the under 21 population to return to the community and continue their education.

Additionally, many students complete their high school education while incarcerated. In FY 18, nine students under the age of 21 attained their GED® while enrolled in Correctional Education classes. Postsecondary options are discussed with those who receive a high school diploma and will be released in 18 months or less. Students also receive career planning in the institution. The O*Net assessments are administered at intake to assist in career and transition planning. A path to return to their high school or adult education program is outlined for those who are released from the institution prior to completing their high school education.

Employment Readiness Workshops address the unique needs of this population group. Transition Specialists link students to the American Job Centers and assist them in finding employment before being released. While incarcerated, these students are encouraged to participate in other programs offered in the prison. The additional opportunities help them with cognitive decision-making, anger management, parenting, spiritual growth, gang reduction, and drug abuse avoidance. Several of the under 21 population are also eligible for and receive services under the Individuals with Disabilities Education Act. Students receiving these services are explained in another section of this report.

7 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT SERVICES

Correctional Education and Workforce Development work together to ensure Correctional Education students have information about how to access employment services offered at the American Job Centers. Staff from the American Job Centers participate in Resource Fairs and provide information sessions to Employment Readiness Workshop (ERW) classes regarding the myriad of services offered at the American Job Centers. While the transition starts behind the fence for those enrolled in Correctional Education, an indicator of the success of Correctional Education's Transition program occurs once individuals are connected to employment opportunities in their communities. This transition may involve referral to supportive services enhancing the probability of success after employment.

The Maryland Re-entry Initiative, a Division of Workforce Development and Adult Learning (DWDAL) program, works collaboratively with Correctional Education to bring workforce development resources and services to CEC's programs behind the fence and to connect released individuals to needed resources/services.

Part of these efforts to support the linkages to the workforce development system include information on employability skills, employer incentives, and workforce



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development programs presented at resource fairs and ERW classes inside the prisons by American Job Center staff. In addition, re-entry navigators have been added in five major jurisdictions to work with returning citizens as they transition from incarceration to employment. Navigators work directly with justice-involved jobseekers by providing services to link them to American Job Centers, community resources, and employment opportunities with local businesses.

Workforce Development Initiatives:

CORRECTIONAL EDUCATION/RE-ENTRY CENTER PARTNERSHIP

In its ninth year of operation, the Baltimore City American Job Center provided outreach services to inmates in the Maryland prison system. The Prison to One Stop Project is in its final year and has provided pre and post-release services to eligible offenders who return to several Baltimore communities including the tools to build a positive and productive life after prison. Because of these services:

- 1082 inmates received services, exceeding the goal of 750,
- 75 inmates received assessment services,
- 53 received barrier removal services, and
- 130 were placed in subsidized employment.

The average wage for individuals in receipt of these services was \$11.62 per hour. Within DLLR's Division of Workforce Development and Adult Learning, The Maryland Re-entry Initiative (MRI) and Correctional Education Transition Services successfully collaborated to bring evidence-based best practices in re-entry to Corrections, Workforce Development, and community/faith-based staff throughout Maryland. As part of the collaboration, they have designed and implemented workforce development programs to serve individuals with criminal histories. Throughout the State, American Job Centers serve incarcerated individuals and individuals living in the community who have criminal backgrounds in varying capacities. Services to ex-offenders in American Job Centers include core services such as orientation, assessment, job development, job search, job referral, and job placement.

Intensive services are available to former offenders at the American Job Centers including:

- Educational programs,
- Workforce training,
- Case management and referral to support services, and
- Follow up services.

DLLR also supports the delivery of services that are of particular relevance to the offender population entering the workforce, such as:

- Federal bonding,
- Documents for employment,
- Staff training,
- Outreach to prisons, and
- Outreach to local detention centers.



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8 UNIQUE PROGRAMS: ELECTRONIC TABLET PROGRAM EXPANDED



The Governor’s Office of Crime Control and Prevention (GOCCP), DLLR, and DPSCS expanded their successful tablet program, which began in FY 2017. The program equips inmates with electronic tablets that provide access to applications and tools increasing motivation, personalize learning, and accelerate passage of the GED® and TABE® assessments. The pilot program tablets were used by 77 inmates at the Maryland Correctional Institution for Women (MCIW) and the Brockbridge Correctional Facility, and allowed for more individualized instruction. Originally funding the pilot program, GOCCP will contribute an additional \$25,000 grant for the new tablets. DLLR will match their contribution—the program in total will cost approximately \$50,000.

By helping students acclimate to technology, the tablets prepare them for release. The devices are also expected to help in Maryland’s fight to reduce the smuggling of the narcotic Sub Oxone, which is often brought into correctional facilities through paper and fuels prison violence. Over the last year, DPSCS used 12 electronic tablets to teach inmates in the MCIW and Brockbridge GED® programs. With the program’s expansion, Maryland will purchase 47 additional tablets, which will be used in Adult Basic Education classes, allowing teachers to personalize instruction. Tablets will be used at the following institutions: Maryland Correctional Training Center (MCTC), Metropolitan Transition Center (MTC), Maryland Correctional Institution for Women (MCI-W), Brockbridge Correctional Facility (BCF), and Roxbury Correctional Institution (RCI).

Inmates welcome the devices as necessary twenty-first century tools. The program is being hailed by both teachers and students for enhancing prison education. “In the hands of a skilled teacher, the tablet is very powerful,” said Principal Deron Crawford of Brockbridge, a prerelease facility. “Students have the opportunity to do something meaningful.” The tablets were leased from American Prison Data Systems.

UNIQUE PROGRAMS: JUSTICE REINVESTMENT ACT UPDATES

Governor Hogan signed the Justice Reinvestment Act (JRA) into law in 2016. JRA seeks to reduce Maryland’s prison population, thus reducing taxpayers’ costs to maintain the current correctional system, and use the savings to provide more effective mental health and substance abuse treatment to offenders before, during, and after incarceration. This is intended to reduce the likelihood of reoffending as well as to benefit victims and families. Several modifications were made to JRA relating to court procedures, sentencing, and membership to the Justice Reinvestment Oversight Board. These changes include the following:

- Requiring a designee of the Maryland Department of Health, who conducts an assessment to determine the need for and benefit of drug treatment, as ordered by the court for a defendant with a substance use disorder, to be certified or licensed instead of certified and licensed;
- Authorizing a person serving a term of confinement that includes a mandatory minimum sentence for an offense relating to drug distribution or volume dealing in less than 448 grams of cocaine base imposed on or before September 30, 2017, to file a motion to modify or reduce the sentence under specified circumstances;

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- Repealing the requirement that a petition for expungement of a misdemeanor conviction that has been transferred to another court be filed in the court of original jurisdiction from which the order of transfer was entered and retains the requirement for the petition to be filed in the court to which the proceeding was transferred. Chapter 515 duplicated the requirement that a petition for expungement of a criminal charge that has been transferred to the juvenile court be filed in the court of original jurisdiction from which the order of transfer was entered (the adult court); however, the provisions under which the language was added apply to specified misdemeanor convictions;
- Repealing the authority to expunge a conviction for the offense of bigamy;
- Correcting statutory references relating to provisions authorizing a petition for expungement of a police record, court record, or other record maintained by the State or a political subdivision of the State for offenses related to false statements to obtain housing assistance, as specified;
- Expanding the membership of the Justice Reinvestment Oversight Board;
- Clarifying that a person charged with driving with a suspended license, as specified, must appear in court and may not prepay the fine and that a person convicted of driving with a suspended license, as specified, is subject to a fine of up to \$500; and
- Correcting the terms of the initial appointed members of the Justice Reinvestment Oversight Board.

9 SUMMARY

CEC met regularly with representatives from DLLR's Correctional Education Program to ensure that quality education and workforce skills training were available to inmate students in the Correctional Education program. The Council recommended several initiatives to strengthen and improve the delivery of program services and employment opportunities leading to successful reentry upon release. These items included:

- The successful collaboration between DLLR and DPSCS for the implementation of the tablet program to deliver individualized GED® programming, target subject area support, and promote literacy;
- A barbering/stylist program at Maryland Correctional Institution for Women (MCI-W) and Roxbury Correctional Institution (RCI);
- ServSafe training and testing for inmates at four institutions: Maryland Correctional Institution Hagerstown (MCI-H)(inclusive of Central Kitchen), Jessup Correctional Institution (JCI)/Brockbridge Pre-Release Unit, Patuxent Correctional Institution, and MCI-W; and
- Implementation of the Transition Plan Certificate for the under-21 student population.

These achievements are a reflection of the Council's dedication and the continued interests on expanding educational skills and credentials preparing returning citizens to become integral contributors to Maryland's communities and workforce. CEC will strengthen its partnership in the prison system and throughout Maryland to further enhance employment opportunities for inmate students and continue to support the efforts of the Governor to ensure that quality education and training programs are available to inmates across the Maryland Correctional System.

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

