



CORRECTIONAL EDUCATION COUNCIL

2019 ACTIVITY REPORT



CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121

October 2019

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

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

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

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-107
Annapolis, Maryland 21401

Re: 2019 Annual Report Correctional Education Council Activity Report (MSAR #11520)

Dear Governor Hogan, Lieutenant Governor Rutherford, President Miller, and Speaker Jones:

The Council is pleased to send a copy of the Fiscal Year 2019 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 towards 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 2019, the Correctional Education (CE) Program awarded 387 students a Maryland State High School Diploma. In addition, 631 students received occupational certificates preparing them for productive employment upon their release. Students in transitional classes earned 2,370 certificates.

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

- **The Tablet Program Expansion**

In July 2018 and March 2019, due to the success of the pilot tablet program, the tablet program was expanded with funding support from MD Labor and the Governor's Office of Crime Prevention and Control (GOCCP). Currently, there are 79 tablets in use at various institutions throughout the state with continued program success.

- **Opioid Crisis Addressed**

MD Labor received two federal grants (National Health Emergency Dislocated Worker Demonstration Grant and the United States Department of Labor Women's Bureau) to address the opioid crisis and support local workforce partners and intervention efforts.

- **Revision of the Correctional Education Policy**

CE policy was revised to better address the needs of students as they prepare to reenter their communities. Updates were also made to reflect the changes in GED® testing, as well updated standards for English as a Second Language (ESOL) students.

These achievements are a reflection of the Council's dedication and the continued interests in expanding educational skills and credentials to prepare 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 Tiffany Robinson
Maryland Department of Labor
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Sincerely,



Secretary Robert Green
Maryland Department of Public Safety
Correctional Services
300 East Joppa Road, Suite 1000
Towson, MD 21286

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY19

CORRECTIONAL EDUCATION COUNCIL (CEC)

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LIST OF ACRONYMS

AHLA	American Hotel and Lodging Association
AJC	American Job Center
APDS	American Prison Data System
ASE	Automotive Service Excellence
BCCC	Baltimore City Correctional Center
CE	Correctional Education
CEC	Correctional Education Council
CMCF	Central Maryland Correctional Facility
DPSCS	Department of Public Safety and Correctional Services
EARN	Employment Advancement Right Now
ECI-E/ ECI-W/ ECI-A	Eastern Correctional Institution - East Eastern Correctional Institution - West Eastern Correctional Institution - Annex
ERW	Employment Readiness Workshop
GPEP	Goucher Prison Education Partnership
GOCCP	Governor's Office of Crime Control and Prevention
ITCD	Information Technology and Communication Division
IEP	Individual Education Plan
MOIEP	Maryland On-line Individual Education Plan
IDEA	Individuals with Disabilities Education Act
JCI	Jessup Correctional Institution
JSTP	Joint Skills Training Program
MCI-H	Maryland Correctional Institution – Hagerstown
MCI-J	Maryland Correctional Institution – Jessup
MCI-W	Maryland Correctional Institution for Women
MCTC	Maryland Correctional Training Center
MTC	Metropolitan Transition Center
MCPRS	Maryland Correctional Pre-Release <i>4 Locations listed below:</i>
BCF	Brockbridge Correctional Facility
EPRU	Eastern Pre-Release Unit
CMCF	Central Maryland Correctional Facility
DRCF	Dorsey Run Correctional Facility
NCCER	National Center for Construction Education and Research
NHE	National Health Emergency
NBCI	North Branch Correctional Institution
OSTC	Occupational Skills Training Center
PATX	Patuxent Institution
PAC	Professional Advisory Committee
RCI	Roxbury Correctional Institution
TRF	Thoroughbred Retirement Foundation
TEGL	Training and Employment Guidance Letter
USDOL	United States Department of Labor
WCU	Western Correctional Institution
WIOA	Workforce Innovation and Opportunity Act
VFC	Vehicles for Change



MD Labor Secretary Tiffany Robinson was honored to head up the September CEC meeting.

I 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 in 2008 by Chapter 134 to oversee the implementation of MD Labor's Correctional Education (CE) Programs. Meetings of the Council were held in September and December of 2018 and March and June of 2019.

At each Council meeting of MD Labor's CE, held in conjunction with the Department of Public Safety and Correctional Services (DPS/CS), an overview was presented 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 TABE 11/12 Test, expanded library resources, increased transition services, and continued postsecondary education.

Additionally, the CEC worked with MD Labor's CE Program in taking steps to improve employer engagement within MD Labor's Programs. The Professional Advisory Committees (PAC), continued to bridge the gap between incarceration and employment of our 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.

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	Former Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Robert Green	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Kelly M. Schulz	Former Secretary, State of Maryland Department of Labor, Co-Chair	Ex Officio
James Rzepkowski	Former Acting Secretary, State of Maryland Department of Labor, Co-Chair	Ex Officio
Tiffany Robinson	Secretary, State of Maryland Department of Labor, 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 (Former)	Secretary, Maryland Department of Commerce	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, Maryland Higher Education Commission	Ex Officio
Alice Wirth	Director, Correctional Education	Ex Officio
Jack Kavanaugh	Director, Howard County Detention Center	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 workforce 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 for 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 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

Workforce Solutions to Address Maryland's Opioid Crisis Policy

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014, and went into effect July 1, 2015. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner Peyser Act, and the Rehabilitation Act of 1973. To help both businesses and job seekers meet their needs, the workforce system established under WIOA is integrated by design. WIOA envisions connecting businesses with job seekers through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers by establishing a workforce system that helps them access employment, education, training, and support services to succeed in the labor market. Through the American Job Centers (AJCs), WIOA works to address employer needs by matching them to the skilled workers they need to compete in the global economy. Given the profound impact of the opioid crisis on Maryland's citizens, the workforce system is a key resource in a larger response to this statewide and nationwide health emergency.

The United States Department of Labor (USDOL) issued Training and Employment Guidance Letter (TEGL) 12-17 in March of 2018, announcing a new National Health Emergency (NHE) Dislocated Worker Demonstration Grant program to help communities address the economic and workforce-related impacts of the opioid crisis. Maryland was one of six states selected for NHE awards through the competitive grant process. Additionally, Maryland received funding under the Women's Bureau Re-employment Pilot for Women Affected by the Opioid Crisis.

With these funds, Labor:

- Committed resources to local workforce partners to supplant and enhance resources available specifically to those affected by the crisis (National Health Emergency Grant);



A roofing model completed by OSTC students.

- Recognizing that Labor cannot do it all, created an Opioid Workforce Innovation Fund sub-grant to seed innovative ideas (~1 million for smaller grants to projects that engage the workforce and health systems; this sub-grant is modeled after the Apprenticeship Innovation Fund) (National Health Emergency Grant);
- Created a larger Opioid Workforce Innovation Fund sub-grant for women (this grant went through a full Request for Proposals procurement process) (Women's Bureau Grant); and
- Partnered with the Department of Public Safety and Correctional Services and the Maryland Correctional Institute for Women to create a hospitality pre-apprenticeship training program within the prison (Women's Bureau Grant).

Maryland Labor is also partnering with Maryland Department of Health and the Opioid Operational Command Center to expand the Opioid Workforce Innovation Fund, connect Local Workforce Development Area Title I entities to local health departments and opioid intervention teams; and create a Certified Peer Recovery Specialist training program within one of the state correctional facilities.

Returning Citizens: Reentry Navigators

The first full year with the Reentry Navigators has been a success. Navigators cover Anne Arundel County, Baltimore City, Prince George's County, Somerset County, and Washington County. The Navigators connect individuals returning to the aforementioned areas to community partners who provide services that eliminate barriers to success. The collaboration between Correctional Education, the Navigators, and the American Job Centers aims to reduce recidivism through providing quality candidates in order to meet the hiring demands of the workforce.

Addition of the Chief Learning Officer

The Chief Learning Officer will be a shared position

between partner agencies of the Maryland workforce system. This position will develop and coordinate the delivery of training and professional development for the system, including cross-training, as well as interfacing with all partner leadership on matters related to training. The Chief Learning Officer will leverage state resources, such as training certificates, online trainings, convening/conferences, etc.

Benchmarks of Success for Maryland's Workforce System

In order to implement the Benchmarks of Success and the vision articulated in the State Workforce Plan, Maryland partner agencies created a system of committees, including:

- Executive Steering Committee- includes the executive leadership from WIOA partner agencies responsible for providing strategic oversight, direction to the Benchmarks of Success initiative, and governing the WIOA Alignment Group.
- WIOA Alignment Group- responsible for ensuring the strategic vision of the Executive Steering Committee, by providing operational guidance to the other Benchmarks of Success committees;
- Data and Dashboard Committee- responsible for developing a consistent, sustainable system all workforce partners can use to measure, analyze, display, and apply the Benchmarks of Success data to continuously improve the quality and effectiveness of services.
- Professional Development and Technical Assistance Committee- responsible for producing, disseminating, and facilitating professional development and technical assistance programming that supports Maryland's WIOA partners in what the Benchmarks of Success are and how they can be used to drive continuous improvement; additionally, this committee will conduct a stakeholder analysis.
- Communications Committee- responsible for developing a plan that identifies stakeholders, effective communication methods, and maps out the implementation of the Benchmarks of Success; this committee

facilitates and maintains the internal communication between the committees, as well as external communication about the Benchmarks of Success.

- Policy Committee- responsible for identifying opportunities to support the implementation of the Benchmarks of Success via policy change.

COUNCIL ACTIVITIES

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

- Increased opportunities for returning citizens with Associated Builders and Contractors (ABC);
- Expanded the tablet program to the following schools: Maryland Correctional Institution-Hagerstown, Maryland Correctional Training Center, Eastern Correctional Institution-West, Jessup Correctional Institution, Roxbury Correctional Institution, and Metropolitan Transition Center;
- Continued partnerships that provided a pipeline to employment through Employment Advancement Right Now (EARN) and the Vehicles for Change (VFC) program;
- Successfully implemented a barbering/stylist programs;
- Added additional training opportunities to the Joint Skills and Training Program (JSTP);
- Partnered with Port Covington Impact Team to identify employment opportunities for returning citizens with Plank Industries;



OSTC Carpentry students built a birdhouse through the Liveworks program.

- Continued Computerized GED® testing;
- Continued implementation of the Justice Reinvestment Act;
- Enhanced reentry and transition, and
- Remained apprised of legislation affecting Public Safety, Correctional Education, and inmates.

Recidivism reduction, access to secondary education through Goucher College and University of Baltimore, and tablet implementation continue to be major topics of interest to the CEC. CE continues to work with DPSCS to increase national certification via online testing. Resource fairs included such industries as construction, automotive, and printing, increasing the presence of potential employers for reentry purposes.

I.4 Correctional Education Council and Committees

During FY 2019, the committees supported the mission and work of the CEC. Each committee member serves for two years. All CEC members, or their designee, 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.

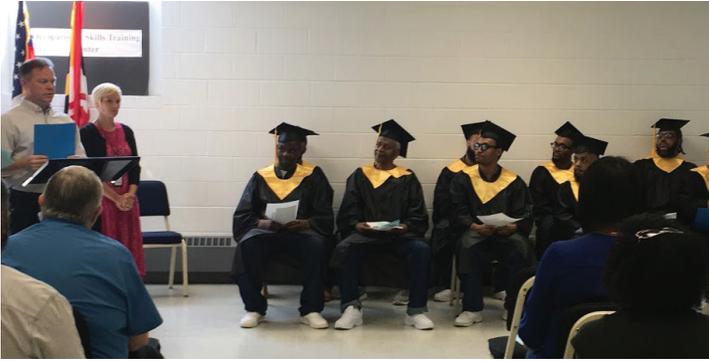
CEC Employer Engagement Committee

Alice Wirth (CE Director)	Terri Hicks
Tamara Barron	Yariela Kerr-Donovan
Danielle Cox	Mark Vernaelli
Kirsten Allen	Chris Hadfield
Jack Weber (Chair)	Kathleen White
Erica N. DuBose	Thomas Lane
Jack Cunning	Ryan Huether
Charlene Templeton	Elaine Carroll
Deborah Monroe	Lamon Harris

- Evaluate current occupational programs.
- Evaluate teachers' score cards.
- 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.

Opioid Initiative Committee

Mary Keller	Erin Roth
Tamara Barron	Margaret Chippendale
Erica N. DuBose	Ed Schwabeland



OSTC academic, transition and occupational graduates.

- Procure funding to begin initial programming activities.
- Collaborate with community and employment partners to establish criteria for enrollment and participation.
- Identify curriculum products to be used toward certification.
- Identify potential employment opportunities upon release.

Special Education Local Implementation for Results (LIR) Plan

Vera Holley

Tamara Barron

Miguel Reyes

Erica N. DuBose

Fran Tracy-Mumford

Danielle Cox

Christina Sparr

Liela Delanoche

Jack Cuning

- Construct comprehensive Secondary Transition Systems.
- Establish transition practices and predictors with fidelity.
- Engage stakeholder linkage and begin implementation.

Tablet Implementation Committee

Danielle Cox

Matthew Hoover

Martha Danner

Kathleen White

Jack Bentley

Melissa Murphy

Kevin Combs

Art Ray

Ed Schwabeland

Derron Crawford

Peggy Stanford

Cynthia Blackwell

Tricia Hopkins

- Evaluate several tablets and how they can best be used within the correctional facilities.
- Continue to evaluate software supporting inmate education.
- Identify additional areas that tablet use can be implemented within the correctional facilities.
- Create access to programs to reduce recidivism.
- Look for ways to continue to leverage tablet use to improve educational outcomes.

2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)

The Tablet Program: Updates

- In July 2017, the Department of Public Safety and Correctional Services (DPSCS) received funding to support a pilot tablet program from the Governor's Office of Crime Control and Prevention (GOCCP). Through a partnership with the Department of Labor (MD Labor), twelve tablets were placed in educational classrooms to deliver individualized GED® programming that targets subject areas support and promotes literacy. Obtaining a high level of security is paramount to the overall successful implementation of the tablets within the education classrooms. DPSCS's Information Technology and Communication Division (ITCD) team, in collaboration with MD Labor's Correctional Education Program and American Prison Data Systems (APDS) staff, worked to ensure that security measures would be in place at each level of operation, ranging from connectivity, storage, and maintenance, to daily use. DPSCS developed a policy in reference to the tablets. APDS provided extensive training to security, operations and MD Labor staff, ensuring that the appropriate policies and procedures were addressed to effectively manage the tablets. Since the initial deployment of the tablets, there have been zero safety and security concerns. Staff has reported a dramatic improvement in the area of behavior, with increased user engagement in the classroom and fewer disruptions.

- In July 2018 and March 2019, due to the success of the pilot tablet program, the tablet program was expanded with funding support from MD Labor and GOCCP. Currently, there are 79 tablets in use at various institutions throughout the state with continued program success.

Development of a New Barbering Stylist Program behind the Fence: Updates

- MD Labor's Correctional Education program, in collaboration with DPSCS, kicked off a new Barber Training Program for male and female offenders. The male program is located at the Roxbury Correctional Institution (RCI) and the female program is located at the Maryland Correctional Institution for Women (MCIW). Students enrolled in the program will have the opportunity to earn the new State of Maryland Barber Stylist Limited License.

Second Chance Horse Farm:

- The Thoroughbred Retirement Foundation's (TRF) Second Chance Program is the long-term housing of retired thoroughbred race horses and incorporates the unique vocational training opportunity to the DPSCS inmate population called the Grooms Elite Program. The Second Chance Horse Farm program is managed and operated as part of the Central Maryland Correctional Facility (CMCF) program and services. The program is open to any qualifying offenders throughout the State of Maryland. Offenders participating in the program undergo training for at least 24 hours per month. The goal of the program is to respond to an identified need in the thoroughbred racing industry for services by individuals that are trained in horse care and stable management, while providing participating inmate with valuable and rewarding horse-care vocational training experience. A returning citizen who has graduated from the program obtained employment at the Laurel Racetrack.



Tamara Barron and Dr. Kathleen White attending the Horse Farm graduation.

3 CORRECTIONAL EDUCATION OVERVIEW

The Council works collaboratively with the Correctional Education program at MD Labor 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 2019 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 (overseen by DPSCS).

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 all incarcerated students to become responsible members of their communities.



Occupational Skills and Training Skills Center Success

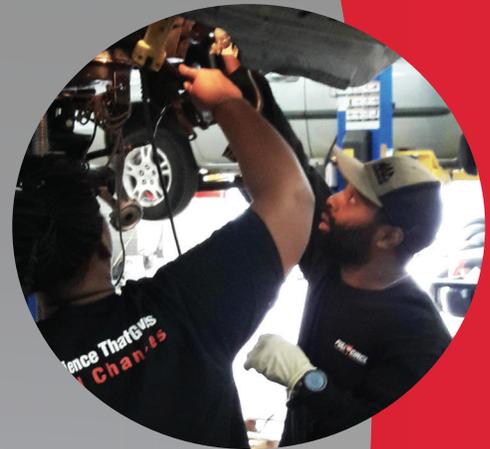
It is not unusual to see Sean Howard moving from car to car quickly yet meticulously assisting with mechanical issues, answering questions from automotive vendors, and training new interns. From his big smile, calm demeanor, and strong work ethic, one would never have guessed that Sean, at just 15-years-old, was convicted of murder and gun charges and served 21 years at various Maryland prisons.

Young and angry, Sean stated in an article issued in the March edition of the Washington Post, “I had to learn to be myself,” he said, “And not imitate society’s image of who I was supposed to be based on my race and the kind of neighborhood I was from. The images of black people proving their manhood with guns, drugs, and money were being projected with such force — in the music, the media, the movies. It was as if I had been looking at myself through a pair of glasses with lenses that belonged to somebody else.”

Once Sean began to look at himself through new lenses, he was able to see new opportunities on the horizon. While in prison, Sean received his high school diploma through the GED® test and took horticultural and automotive classes at Patuxent Institution in Jessup, Maryland, and Maryland Correctional Institution Jessup (MCIJ). While there, his instructors took notice of his drive and passion and recommended him to be part of the Full Circle automotive internship program.

While on work release, Sean blazed a path through the Full Circle program. He made a huge impression on the staff, instructors, and other interns at Vehicles for Change. He became an example of what one can achieve if focused and determined to take in all that a program has to offer.

Just months after being released from prison, Sean was offered a full-time position at the very organization that believed in him and gave him a second chance. Currently, Sean is the on-the-job training facilitator and Instructor for Vehicles for Change and is studying to become a state inspector.



3.3 Program at a Glance

Educational programming for offenders has been one of the most effective tools in reducing recidivism rates. An extensive study by the Rand Institute found 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 229 positions dedicated to offender instruction and educational support, offering 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 18,535 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 education 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	10,500
Number of full-time state CE employees	145.5
Number of part-time contractual employees	86
Number of schools	19

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 or GED®, 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 a 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 Adult Basic Education, workforce skills training, and transition classes in facilities across the state. As a result, Correctional Education was able to expand the number of classes for students.

4 2019 PROGRAM OUTCOMES

Each year, the Council reviews the program outcomes for all sectors of CE. As a result of these evaluations and the ongoing work of the Council, the following goals were accomplished for FY 2019:

- The Council secured funding to implement a Hospitality Program for national certifications to improve employment opportunities upon release. This new Hospitality Pre-Apprenticeship program is in partnership with the American Hotel and Lodging Association (AHLA). In addition to AHLA curriculum, the program will cover ServSafe Food Handler certification and ServSafe Food Manager Certification with additional training that is aligned with employer needs. Under this project, participating inmates at MCIW will be provided classroom instruction and work based learning opportunities. Upon successful completion, individuals will receive employer-recognized credentials in occupations where criminal backgrounds will not bar individuals from gaining employment. Once inmates are released, the Reentry Navigators will provide additional support to the participating women to ensure they are able to leverage all of the resources available through the American Job Centers in the State. In coordination with DPSCS' Operations of Parole and Probation, this project will also provide supportive services to qualifying women upon release to aid their successful reentry into the workforce in hospitality positions.
- CE Barber Stylist Programs will continue to offer the Maryland Barber Stylist Limited License to both incarcerated men and women. The Council will explore ways to educate the private sector regarding hiring these 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.
- CE will continue to support DPSCS 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 11 Principals, 9 Teacher Supervisors, 68 Position Identification Numbers (PIN), and 16 contractual teachers. Academic completions for each Adult Basic Education class provided at the correctional institutions are illustrated in the chart on the right. Services to the under 21 population led to 55 high school diplomas earned by this population group. In addition, one blind student at RCI passed two sections of the GED® test.

A variety of professional development opportunities were offered this year. Professional development was provided on: Operational Policies and Procedures, TABE 11/12 training, Essential Components of Reading, English Language Acquisition, and the Color Vowel Approach (ESOL). All students are required to have a Student Learning Plan prior to commencement of classes in order to determine individual learning goals and needs. In addition, new TABE 11/12 materials were distributed to teachers at each school.

LEADERSHIP and ACCOUNTABILITY HIGHLIGHTS

The following CEC legislative mandates are evidenced by FY2019 outcomes:

- CE will continue to expand the Tablet Project to additional institutions throughout the State.
- ReEntry Navigators have completed their first year. Returning citizens have been able to receive services to help remove barriers.
- The JSTP expanded to include numerous on-the-job training experiences between MD Labor and DPSCS institutions.
- The new TABE test has been successfully administered. Teachers have been able to utilize tablets to enhance instruction and scores have increased.
- CE continued to collaborate with community partners to identify employment and training opportunities for returning citizens.
- CE revised its policy to accurately reflect changes in the workforce and the needs of the students.
- CE continued to provide professional development offerings to strengthen both individualized and differentiated instruction.

Implementation of the TABE 11/12 was the major emphasis throughout the year. Correctional Education began the use of the new version of the TABE Test in July 2018. Training was offered in each region and new test booklets and answer sheets were received and distributed to the schools. Due to the rigor of the new TABE test and a decrease in enrollment, which resulted in a significant drop in student completions at Level 4, the CE Level Placement and Certificate Eligibility Chart was modified to reflect this and the new College and Career Readiness (CCR) Standards.

4.2 Tablet Project in the Schools

The Tablet Pilot program was launched in November 2017. Students at the Intermediate and GED® levels have been provided tablets at the following schools: Brockbridge Correctional Facility (BCF), Maryland Correctional Institution-Women (MCI-W), Maryland Correctional Institution-Hagerstown (MCI-H), Roxbury Correctional Institution (RCI), Maryland Correctional Training Center (MCTC), Metropolitan Training Center (MTC), Jessup Correctional Institution (JCI), and Eastern Correctional Institution-West (ECI-W). Currently, MD Labor and DPSCS have 79 tablets in place at the eight institutions. Teachers are able to use the content of Khan Academy, Achieve 3000, APEX, National Corrections Library, TED Talks, and TABE 11/12 Academy with their students to enhance classroom learning and prepare students to take the TABE and GED® Tests. The implementation of the tablets into CE classes has been an overwhelming success. Laura Martin, Teacher Supervisor at Roxbury Correctional Institute (RCI) claims, “Students are able to identify areas of academic need based on areas of weaknesses in their core classes. By utilizing tablets as a supplemental tool, in addition to direct instruction, students are able to improve in specific content areas and make positive academic gains.”

Tablet Program Expanded

The successful program equips inmates with electronic tablets that provide access to applications and tools increasing motivation, personalized learning, and accelerate passage of the GED® and TABE® assessments. The pilot program, which began FY 17, allowed for more individualized instruction. The continued expansion of the program seeks to provide each inmate with a tablet for use during incarceration to address learning gaps, provide personalized instruction, and ease the post-release transition. CE is seeing higher scores on the individual GED® tests, higher GED® pass rates, and increased gains on the TABE 11/12 test during its first full year of implementation (see below).

Length of time students used the software*	1 Semester	2 Semesters	3 Semesters
Literacy students achieved a level gain after using Achieve 3000	16	15	4
Intermediate students passed the TABE Test after using TABE Academy	33	21	1
GED Students passed GED test after using APEX	17	13	10

GED Pass Rates of Schools with Tablets	Math	RLA	Science	Social Studies
FY18	91%	85%	94%	89%
FY19	92%	88%	97%	88%

GED Comparison	Without Tablets	With Tablets
% College Ready	6%	14%
GED Passers/Completers	116/133	122/137
Overall Pass Rate	87%	89%

There are currently 520 students using 79 tablets at the following institutions:

- Maryland Correctional Institution-Women
- Maryland Correction Institution- Hagerstown
- Maryland Correctional Training Center
- Eastern Correctional Institution-West
- Brockbridge Correctional Facility
- Jessup Correctional Facility
- Roxbury Correctional Institution
- Metropolitan Training Center

The tablet expansion will continue to be supported by MD Labor in collaboration with various community partners.

4.3 English Language Learner Program

Over the past year, six teachers from Maryland Correctional Institution at Hagerstown, Maryland Correctional Training Center, Maryland Correctional Institution at Jessup, and Maryland Correctional Institution for Women participated in the implementation of an English as a Second Language (ESOL) program. Teachers piloted the TABE CLAS-E during FY19 which has now become the official assessment for these new language learners. Certificates for ESOL were created after guidelines were created regarding how to earn ESOL certificates.

Additional materials were purchased for use in the classrooms, and resources to connect pronunciation to vocabulary, reading and spelling were provided. A committee was established to develop and write the new CE ESOL curriculum, which was printed in Spring FY19. More emphasis has been 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. The ESOL students in Correctional Education academic programs are gaining confidence in their academic abilities on a daily basis, making consistent gains on the TABE test, are successfully advancing through the program, and are beginning to see that earning a GED® is an attainable goal.

4.4 Post-Secondary Programs

ANNE ARUNDEL COLLEGE SELF-PAY PROGRAM

Anne Arundel Community College (AACC) started its most recent cohort of students in the Second Chance Pell program in August of 2018. The educational program is offered to incarcerated adults who are currently residing at Jessup Correctional Institute in Jessup, Maryland. Students can participate in two credit programs that include Business Management and the Entrepreneurship Certificate Program.

Students enrolled in the Business Management Program can earn an additional credential, the Microsoft Office Specialist Certification in Word and Excel. Each program consists of six credit courses taught by Anne Arundel Community College faculty. There are two part-time evening coordinators assigned to the program. AACC has received positive feedback from both the instructors and students about the program and quality of what is being taught. Each student who completes the program receives an AACC Certificate in the program area of completion and participates in a graduation at the facility.



Transition and occupational instructors participated in a collaborative professional development.

SECOND CHANCE PROGRAM

Second Chance Program Mission

The mission of the Second Chance program at Wor-Wic Community College is to increase access to post-secondary education for individuals incarcerated at Eastern Correctional Institution (ECI) in order to reduce recidivism and to encourage positive educational, professional, financial, and personal outcomes post-release.

Program Offerings

Two certificate programs are offered in the Second Chance program at ECI: (1) Business Management Certificate – General Business and (2) Hotel-Motel-Restaurant Management Certificate – Hotel-Motel Management. Currently there are thirty students in the Second Chance program, with fifteen students in each certificate program. One course is offered per semester (fall, spring, and summer) for each certificate program. Students are admitted into the program on a rolling basis, as availability rises. There are currently 27 inmates on the waitlist for the General Business certificate and 13 inmates on the waitlist for the Hotel-Motel Management certificate.

Student Achievement

In the Spring 2019 term, ten of the thirty students in the program were invited into the Alpha Nu Omicron chapter of the Phi Theta Kappa (PTK) honor society. In order to be invited into PTK students must have earned 12 credits at AACC and have a cumulative GPA of 3.5 or higher. The PTK club on Wor-Wic's campus provided scholarship funds to cover the membership fees for three students. The first commencement ceremony was held in August 2019. Five students will be graduating with the Hotel-Motel Management certificate. All five of the students were invited to join PTK. The PTK induction ceremony will happen at the commencement ceremony. The General Business certificate program will have its first cohort of students ready for graduation after summer 2020.

Faculty Feedback

CE has received positive feedback from instructors who have taught in the program. When recruiting new faculty members to teach in this program, the following statement was shared, "My name is Professor Matthew Geel and I taught Principles of Accounting 1 at Eastern Correctional Institution (ECI) in the summer of 2017. I found the experience very rewarding, as the students were polite, friendly, and very eager to learn the material. In addition to their coursework, many expressed an interest in their

careers and requested information on non-profits and other resources that could offer help, which I was happy to provide. Teaching at ECI is a unique and very gratifying part of my career as a Wor-Wic professor."

Student Feedback

In addition to positive feedback from instructors, CE has received positive feedback from the students in the program. On a recent program evaluation, one student stated, "First and foremost, I am truly thankful to be a part of this program. I am satisfied with just being able to have an opportunity to prove to myself and my family that I can do anything I put my mind to. This program helped me to believe in myself so I'm satisfied with that."

GOUCHER PRISON EDUCATION PARTNERSHIP

The Goucher Prison Education Partnership (GPEP), a division of Goucher College, offers the opportunity to pursue an excellent college education to students at the Maryland Correctional Institution for Women (MCIW) and Maryland Correctional Institution-Jessup (MCIJ). GPEP has enrolled men and women incarcerated in Maryland State prisons as Goucher students since 2012 and has offered 152 courses to date. Just a few of the Goucher college courses offered at the prisons include academic writing, Pre-Calculus, Calculus, Statistics, The Sociological Imagination, Media Criticism, Political Philosophy, Cultural Psychology, U.S. History, The American Novel, Shakespeare, Congressional Politics, Introduction to Theatre, and The Hebrew Scriptures. Over last academic year, GPEP grew the student body by 30% to enroll approximately 130 students, about half of whom are at MCIW and half at MCIJ.

GPEP's goal is to offer students the opportunity to earn an excellent college education. In support of that goal, in addition to college classes, GPEP offers college preparatory courses for students needing additional support to be ready for rigorous college work. The college also offers academic advising, office hours with professors, college events, and twice-weekly academic tutoring to all GPEP students. Staff members at MCIW and MCIJ can apply to study with Goucher through GPEP. GPEP has offered up to two spots in each GPEP cohort to men and women who work at MCIW and MCIJ and who do not yet have an undergraduate degree. Goucher students enrolled through GPEP are college students. They take college courses and grow as critical thinkers and problem solvers through

rigorous study. Former GPEP students work, parent, and continue their educations.

This past May, GPEP celebrated the graduations of four former GPEP students, M.S., K.J., M.M., and R.S. Both M.S. and M.M. completed the coursework for a Goucher Bachelor of Arts in American Studies while in prison, making them the first students to complete their coursework while incarcerated. As they were both released in the past year, they participated in Goucher's main campus graduation ceremony. Both graduated with academic honors, M.S. graduating magna cum laude and M.M. graduating summa cum laude. K.J. started his Goucher education while at MCIJ. Upon release, he continued his education on Goucher's main campus, graduating this past spring with a BA in American Studies. R.S. graduated with an Associate of Applied Science in Behavioral Health from Chesapeake College, using her Goucher credits toward her degree. Last year, GPEP celebrated the graduations of D.S., the first former GPEP student to earn a Goucher Bachelor's degree, and T.A., who used her Goucher credits towards an associate's from a local community college, making her the first former GPEP student to earn a college degree.

In 2016, Goucher College was named by the United States Department of Education as a Second Chance Pell Grant pilot site, allowing students to access 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 and expand 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 is the only college in the Maryland/DC area, and one of just a few nationally, where students can complete a bachelor's degree through on-site coursework while incarcerated. Goucher students who complete the necessary coursework while at MCIW or MCIJ are eligible to earn a Bachelor of Arts in American Studies; an interdisciplinary major also offered to undergraduates on Goucher's main campus.

UNIVERSITY OF BALTIMORE SECOND CHANCE EXPERIMENTAL SITE

Since August 2016, the University of Baltimore (UB) has been providing college courses to men incarcerated at Jessup Correctional Institution (JCI) through the U.S.

Department of Education's Second Chance Pell Grant Experimental Sites Initiative. Students enrolled in this program are engaged in 15-20 hours of educational programming each week during fall, spring, and summer semesters. Students take 2-3 courses during fall and spring semesters, and one course over the summer. Additionally, students participate in several structured study hall sessions each week where they have access to computers, tutoring, mentoring and academic counseling. The students begin the program by taking 2-3 years of general education courses, and then move on to electives and courses that count towards a bachelor's degree in human service administration.

UB's program model will allow for the majority of students to begin their coursework at JCI and transition to the UB campus once released. The program also provides reentry support services such as case management, referral services, job assistance, and academic support on campus.

As of June 2019, 63 students have participated and completed at least one semester. During the summer 2019 semester, 54 students are participating. A total of 30 students have qualified and been accepted into the University's Honor's Program (which requires a GPA of 3.5 or higher). Nine students have been released. The majority are actively working and are interested in continuing their education in the future. Four students are enrolled, or in the process of enrolling, for the fall 2019 semester on campus.

4.5 Occupational Programs

OVERVIEW

Daily, there are more than 500 students attending 24 adult occupational training programs across 10 institutions taught by 42 instructors. Courses are typically 400 to 600 hours in length and students learn through classroom instruction and hands-on practice. In turn, their training is evaluated by written and performance based testing. Graduates receive a MD Labor certificate indicating that they have met minimal entry-level industry standards. Training our students to meet the needs of the public and private sectors, so that they can be employed upon release, is the primary goal. To that end, Correctional Education offers several national certifications, which are recognized by industry and demonstrate superior competence.



Carpentry class at MCTC

During the 2018-2019 school year, **631** students received Occupational Certificates in the career training programs offered:

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

(*)Indicates the number of schools offering this program National Certificate

NATIONAL CERTIFICATES

Students were awarded 564 national certificates, offered by five national certification organizations. During FY 19, Correctional Education experienced a number of accomplishments despite challenges. For FY 20, Correctional Education plans to expand national certification opportunities for students, update training equipment, enhance training opportunities for both staff and students, and work towards strengthening on-the-job training experiences. Correctional Education will

continue to ensure that both staff and students are kept abreast of industry demands and needs so that students can be contributing members of society when they return to their communities upon their release from prison.

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	66
	Automotive Service Excellence	88
Diesel Technology Program (an extension of the Automotive Program)	Medium & Heavy Trucks (Brakes)	3
Construction Programs: CORE, and Pre-Apprenticeship courses listed above	National Center for Construction Education and Research (NCCER)	CORE: 194 Trades: 200
HVAC	Environmental Protection Agency	13
	Total	564

**Online testing not permitted*

NEW PROGRAMMING

During FY19, with the support and guidance of Maryland State Department of Education (MSDE) staff, Correctional Education started two Barbering Stylist Training Programs. These are two formal training programs, one for male inmates at the Roxbury Correctional Institution (RCI) in Hagerstown, Maryland, and the second program for female inmates at The Maryland Correctional Institution for Women (MCIW) in Jessup, Maryland. The premise of the training is to provide students with an opportunity to earn the new State of Maryland Barbering Stylist License upon their release, which is currently offered to both men and women in the state of Maryland. At the conclusion of FY 19, the first cohort of men finished training at RCI and the school's staff members are working with PSI Testing to arrange for licensure testing. The cohort at MCIW has just begun.

OCCUPATIONAL PRIORITIES

For the 2018-2019 school year priorities, Correctional Education continued to focus 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 leading to employment in the private sector. CE also continued its collaborations with other agencies such as the Department of Public Safety and Correctional Services (DPSCS) to support the ServSafe on-the-job training program for inmates working in Dietary Services at institutions in the Hagerstown and Jessup areas. This initiative led to a new Hospitality Training program for women at MCIW which will kick off in FY 20. CE will continue to work with Maryland partners to increase opportunities for employment upon students' release from prison and subsequent return to their communities.

1. Hiring Staff for Vacant Positions

Over the course of the 2018-2019 school year, CE hired instructors for the following positions:

- Pre-Apprenticeship Carpentry at ECI-E
- Office Technology at MCI-H
- Barber Stylist at RCI
- Introduction to Word at Patuxent Correctional Facility (PATX)
- Barber Stylist at MCI-W
- Office Technology at MCI-H
- Pre-Apprenticeship Masonry at ECI-E

2. Training and Certifying Staff to Issue National Certifications

In FY19, 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 VFC. In addition, all National Center for Construction Education and Research (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. The Occupational Coordinator continues to work with national agencies and MSDE to acquire curricula that meets national training standards for both students and staff and has brought new national certification areas to CE this year. She is looking forward to seeing this list grow for FY 20.

3. Expansion of National Certifications

Correctional Education's major goal is to offer national certification. Currently national certification is offered in its Automotive Training Programs, the Construction Training Programs, the HVAC Training Programs, and new for this year, testing for Microsoft Office Specialist Certification for students in the Office Technology Training Programs. National certification was also expanded to include the Warehouse and Distribution Training programs. During FY 19, Correctional Education was able to expand national testing in some areas while some training programs came to a close.

The Automotive Service Excellence (ASE) Entry Level Technician Certification Testing Program is offered to students enrolled in our five Automotive Maintenance and Inspection Training Programs across the state. ASE testing is currently the only on-line testing offered for occupational students. These tests are taken by students and graded on-line through a limited (intermittent) internet connection. Students are given the opportunity to take any of the ten ASE Automobile entry level examinations upon completion of the course. Students who have excelled in the Automotive Maintenance and Inspection Training Programs are offered the opportunity to continue their studies and take the 180 hour extension course in Diesel Technology. This course exposes advanced students to diesel brakes systems, electrical and electronic systems, and to the inspection and light preventative maintenance of trucks. As a result of that training, students are encouraged to take any of the five ASE Entry Level Technician Certification Tests for Medium/Heavy Trucks. Correctional Education has also expanded ASE testing to include the students in the Auto Body Repair Training Course offered in Hagerstown, Maryland. These students now have the opportunity to take any of the four ASE Collision Repair & Refinish Entry Level Technician tests. Finally, during FY19, Correctional Education expanded the ASE Refrigerant Recovery and Recycling (R & R) Certification Testing for all students enrolled in the Automotive Maintenance and Inspection Training Programs. The ASE Refrigerant Recovery and Recycling Certification Testing is administered via pencil and paper and are mailed to and graded by the organization. This area of certification has grown from testing students in just one of the Automotive Maintenance and Inspection Training Programs including students across all five of the Automotive Training Programs.

Correctional Education continues to offer national certification through the NCCER in which CE offers ten construction related programs across eighteen classrooms. Upon successful completion of their training, construction students earn the NCCER's national CORE Certification as well as Level 1 of their craft area. As previously mentioned,

during FY 19, students in the Warehousing and Distribution Training Course are now becoming nationally certified as a Powered Industrial Truck Operators and Hazardous Materials (HAZMAT) handlers. There are numerous jobs in the greater Baltimore area for certified forklift operators, so students are very excited to leave the institutions with their certification in hand. Correctional Education will also continue to work 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. On-going Challenges/Program Closure

Due to security concerns, CE has not been able to expand on-line national certification testing to include Printing and Graphic Arts Programs. CE staff continues to work with DPSCS as well as the vendors offering the national testing to explore the expansion of on-line testing similarly to ASE and/or paper-pencil administration testing option. During FY 19, the Fabric and Carpet Cleaning Program came to a close and Correctional Education no longer offers certification through the National Institute of Inspection, Cleaning, and Restoration (NIICR). However, students in the CE HVAC-R training program continue to receive certification through the Environmental Protection Agency's (EPA) certification tests in handling chlorofluorocarbons.

5. Coordination of JSTP: The Joint Skills Training Program

Correctional Education continues to coordinate on-the-job training programs for DPSCS, entitled The Joint Skills Training Partnership Program (JSTP Program) which focuses primarily on inmates who are nearing release and who have prison jobs in the kitchens and in maintenance around the facility, to name a few of the occupations. All of the jobs offer solid training, but these inmates are often released without realizing how valuable their training can make them with employers. Therefore, CE works with DPSCS divisions, such as Food Services and Institutional Maintenance staff (to name a few), to define the specific competencies inmate workers develop on these jobs. Supervisors sign off on each competency mastered and the inmate workers receive a certificate of accomplishment jointly signed by DPSCS and Labor. These competency profile sheets are used by transitional staff to help inmates create résumés and can be shared with employers upon their release to document skills attained.

In the Jessup facilities (MCI-J, BCF, MCI-W, JCI, and CMCF), 48 inmate workers received Certificates of Completion documenting skills attained in 9 job areas. Likewise, in the Hagerstown facilities (MCTC, MCI-H and RCI), 207 inmate workers received Certificates of Completion documenting skills attained in 25 jobs. Correctional Education also continued the expansion of the partnership with MCE (Maryland Correctional Enterprises) to document on-the-job training skills earned by MCE inmate workers while working in various MCE plants in the Hagerstown Area. As a result, 109 inmate workers earned Certificates of Completion in over six MCE job areas.

6. Continued 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 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, with the support of MD Labor's EARN Maryland program, VFC has trained 126 interns, 102 of whom have been employed. Fifteen are current interns, eight have dropped out, and only one has been re-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. The average starting wage is \$18.50. To date, three formerly incarcerated graduates of Labor Correctional Education's Automotive Technology Program have reached an annual salary of \$100k. 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.

Pre-Apprenticeship Opportunities

Registered Apprenticeship is an effective “earn and learn” model with a long history of providing career ladders and pathways to the middle class, particularly for the building and construction industry but increasingly in other industries as well. Apprenticeships offer both a significant wage gain and clear career path for entry-level workers. Quality pre-apprenticeship programs can play a valuable role in preparing qualified entry-level workers for Registered Apprenticeship careers while contributing to the development of a diverse and skilled workforce. Through a variety of unique program designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of diverse populations being trained, the various employers and sponsors they serve, and specific opportunities within the local Labor market. They can be delivered by a range of entities including community-based organizations, high schools, Labor organizations, workforce agencies, or community colleges. For educational institutions, the programs can and should integrate directly into their existing curriculum and structure. High-quality pre-apprenticeship programs link directly to existing apprenticeship programs and provide the instruction, preparation, and supports to advance participants to apprenticeship programs or careers.

With high-quality implementation, these programs can be a bridge to career opportunities for students, new workers, or underprepared learners. This is a particularly effective strategy to prepare underrepresented populations for high-quality employment opportunities and to increase diversity and equity through the apprenticeship and workforce systems. The Transition department has hosted several information sessions for incarcerated students preparing for release to learn about apprenticeship programs available in the communities to which they are returning. Additionally, CE has partnered with the Largo American Job Center and Associated Builders and Contractors (ABC) of Washington to identify recently released individuals who meet eligibility requirements to enroll in a construction apprenticeship program.

7. Goals for FY 2020

During the 2019-2020 school year, CE will continue to expand services both in our formal occupational training and JSTP programs. In our formal training programs, CE would like to:

1. Work with DPSCS staff to expand national certification testing;
2. Update instructional textbooks and equipment to meet new industry standards;
3. Expand employer involvement in evaluating the quality of current programs;
4. Offer more in service training programs for instructors; and
5. Work with MD Labor and DPSCS to develop a reserve fund to purchase essential instructional materials and equipment which cannot be financed with current funding.

With JSTP programs, CE would like to:

1. Expand offerings to the Jessup, Hagerstown (Western Maryland) and the Eastern Shore correctional facilities; and
2. Explore how CE could expand JSTP to the Cumberland (Far Western Maryland) and the Eastern Shore facilities.

For FY20, Correctional Education is working to expand certification opportunities and acquire the much needed resources and training required to enhance education and training for Maryland’s incarcerated students. Many students face multiple barriers, and education and training are often factors which make the difference for them while reducing recidivism.

4.6 Transition Services

During the 2018-19 school year, CE Transition Program curriculum is offered at 20 sites by 16 instructors with 2,370 participants successfully completing courses during FY 2019.

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 Reentry
- Internet Job Search
- Reentry and Employment Resource Skills Training
- Transition Planning for Under 21 Students
- Workshop Participation

Transition Program Initiatives and Partnerships:

- Partnered with Special Education department to continue to deliver transition services to under 21 students.
- Delivered professional development workshops to Correctional Education Transitions Instructors on the topics of:
 - » Expungement Information
 - » Banking 101 with Columbia Bank representative
 - » Consumer Financial Protection Bureau-“Your Money, Your Goals” financial literacy
 - » American Job Center Services
 - » Reentry Navigator Services
 - » Veterans’ Services
 - » Provided Life Skills Curriculum to Occupational Hospitality Program at MCIW
 - » Provided technical assistance to Mayor’s Office of Employment Development in the areas of textile opportunities and agricultural initiatives for returning citizens
- Continued the partnership with the Maryland Reentry Initiative. Provided technical assistance and staff training on offender employment issues.
- Participated in the One Stop Reentry Fair. It was a networking event for reentry professionals to collaborate and share best practices.
- Collaborated with Associated Builders and Contractors (ABC) of Washington and Prince George’s County American Job Center to create standards for a pre-apprenticeship cohort.



Electrical models at MCTC.



Erica DuBose, Tiera Tyson, Tamara Barron and Kelton Addison participated in Industry Day at OSTC.

- Collaborated with the Port Covington Impact Team to identify employment opportunities for returning citizens. Conducted on the spot interviews.
- Worked with Out for Justice to identify resources for returning citizens in Baltimore City.
- Invited the District of Columbia Mayor’s Office of Returning Citizen Affairs to present to men at MCIJ preparing for release.
- Collaborated with Mayor’s Office of Employment Development (Baltimore City) to provide information about expungement laws in Maryland.

Institution-Level Employment and Reentry Efforts:

- Supported Reentry Resource Fairs in collaborations with DPSCS.
- Participated in the Reentry Council Symposium to support professionals in Reentry.
- Presented at the Reentry Symposium in Sykesville, MD regarding the collaborations among Transitional, Occupational, JSTP, and DPSCS.
- Collaborated with the Occupational Department and the American Job Center Navigators to offer professional development highlighting the resources available to returning citizens.
- Partnered with ABC-Washington to implement Starting Point Program for returning citizens to enroll in paid apprenticeship opportunities.

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 the 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 the Department of Public Safety and Correctional Services.

For students with learning disabilities, both general and specialized education are required. A culture of high expectations is maintained to prepare all students to succeed in achieving their high school diploma via GED®. Special education teachers and school psychologists conduct educational and psychological evaluations, respectively. The overall purpose of these evaluations is to identify cognitive, academic, and socio-emotional strengths and weaknesses. Evaluative results are reviewed during Individual Education Plan (IEP) meetings. The IEP Team ultimately decides on whether a student is eligible for an IEP. In addition, the IEP team makes decisions to design academic and behavioral goals unique to the student’s learning needs. Related services, such as school counseling, is made available to students to help with problem solving and to encourage them to practice adaptive forms of behavior within the classroom setting. Moreover, school psychologists and teachers collaborate in writing students self-management goals to achieve in class.

Continuous collaboration exists among public school system personnel, DPSCS, Department of Juvenile Services, and the MSDE to provide adequate special education services to students through the age of 21. Services are provided in 12 state institutions. Maryland Online Individualized Education Plans (MOIEP) are consistently evaluated to ensure that progress monitoring is occurring with a focus on best practices for measuring progress towards IEP goals.

Professional Development Opportunities included:

- MOIEP 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.
- MOIEP training is provided through Johns Hopkins University and the MSDE. 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 provided assistance to teachers and transition specialists in writing effective transition plans.
- Adult Corrections: MOIEP Train the Trainers sessions include five special education teachers as a means of building a pool of experts who will 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.
- A leadership team of four volunteer special educators model best practices for newly hired teachers and/or other special educators as needed.
- Principals play a significant role in developing individualized education plans which include participating in IEP meetings as contributing members of IEP Teams.
- Parental involvement is a very important component of each school's IEP Team. Their continuous support and encouragement positively impact students' learning.

4.8 Library Services

Maryland Correctional Education Libraries provide an opportunity for all residents of DPSCS facilities to meet their personal, recreational and informational needs. Currently, MD Labor operates 11 full service libraries and six satellite libraries (including minimum / pre-release facilities) in the Maryland correctional institutions. Under the direction of professional librarians, an environment inviting access to resources and enabling services for use of these resources is maintained. An emphasis is placed on providing high demand materials, in appropriate formats, to meet the broad range of literacy needs represented by this community.

The libraries serve as information centers for the entire incarcerated community living in Maryland by making available general reference, legal reference, and community information services. Libraries assist also patrons in developing their own information gathering skills and support residents in their self-directed learning and formal educational pursuits.

How does the library meet the needs of incarcerated customers?

Professional librarians trained in reference interview skills:

- Assess each customer's information needs
- Identify existing resources and provide referrals
- Use electronic resources and deliver information in a timely fashion
- Provide reader's advisory
- Train inmate patrons to use databases to conduct research
- Train inmate patrons to navigate limited Internet sites for community information and job searching
- Assists inmate patrons with vision and hearing difficulties in accessing legal and community information.
- Monitor and update electronic databases as needed.
- Process and deliver LASI program cases to inmate patrons.

The Library Program Offers:

- Information & Services based on patron requests and needs
- Recreational and Informational Reading
- Life Long Learning Skills training & support
- Curriculum Support
- Referral Services
- Technology Awareness
- Special Assistance to vision and hearing impaired patrons
- Interlibrary loans
- Collaboration with Public and Special Libraries
- Book Discussions
- Educational Programs and Workshops
- Legal, General and reentry databases

Special Library Programs Developed & Provided in FY 19 include:

- Various book discussion groups
- One Maryland One Book Participation
- Maryland Humanities Drama Series
- Legal Research Training workshops
- Writing workshops and Poetry writing
- Reading programs and contests
- Trivia contest day
- Speakers Bureau

LIBRARY SERVICES OUTCOMES FOR FY19

Patron visits	159,452
Book circulations	141,837
General reference questions answered	30,616
Legal reference questions answered	52,452
Inter / Intra Library Loans	60
LASI Requests	42,527
LASI's Processed	39,215
Magazine circulation	25,861
Media circulation	2384
Educational Programs	130
Internet Job Searches	1,427



Asst. Secretary Zeigler delivers the keynote address at the Horse Farm graduation.

4.9 Computer Based GED® Testing

There are four GED® test modules: Reasoning through Language Arts, Science, Social Studies, and Mathematical Reasoning. Students take the GED Ready® test prior to taking the GED® Test to determine if they are likely pass the GED® Test. Once the instructor determines that a student is ready, the student will sit for the exam. A passing score for each module is 145. A Maryland high school diploma is awarded to those passing all four modules of the GED® tests. To date, students testing in the CE testing centers continue to score significantly higher than the national average. The pass rate for Correctional Education on the GED® Test is 88%.

5 SERVICES FOR UNDER 21

There are approximately 500 youth under the age of 21 incarcerated in adult prisons. Inmates without a high school diploma 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 Plans are designed to help the under 21 population to return to the community, continue their education, and secure employment.

Additionally, many students complete their high school education while incarcerated. In FY 19, 27 students under the age of 21 attained their GED® while enrolled in Correctional Education classes. Educational options are discussed with those who will be released in 18 months or less. A path to return to their high school or an adult education program is outlined for those who are released from the institution prior to completing a high school education. The Three Year Evaluation of services for the under 21 population indicates that our under 21 students are graduating at a higher rate (13%) than the national group (8%) of under 21 students served, which is excellent as 84% of our students enter school two or more years below grade level.

The under 21 students also receive career planning services while in the institution. The O*Net assessments are administered at intake to assist in career and transition planning. Employment Readiness Workshops address the unique needs of this population. Transition Specialists link students to the American Job Centers and assist them to find 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 IDEA. Students receiving these services are explained in another section of this report.

6 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT SERVICES

MD Labor's Office of Correctional Education and Office of Workforce Development work together to ensure CE students have information about how to access employment services offered at the American Job Centers. Reentry and Apprenticeship Navigators participate in Resource Fairs and provide information sessions to Transition 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 support services to enhance the probability of success after employment.

The collaborations works diligently to bring workforce development resources and services to CE'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 development programs presented at Resource Fairs and Employment Readiness Workshop (ERW) classes inside the prisons by American Job Center staff. In addition, MD Labor has recently added Reentry Navigators in five major jurisdictions to work with returning citizens as they transition from incarceration to employment. Navigators will be working directly with justice-involved jobseekers by providing services to link them to American Job Centers, community resources, and to employment opportunities with local businesses.

WORKFORCE DEVELOPMENT INITIATIVES:

The Maryland American Job Centers serve formerly 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 at the American Job Centers, and those services available to former offenders include:

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

The State of Maryland Department of Labor also supports the delivery of services that are of particular relevance to the offender population entering the workforce. These services include:

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

7 SUMMARY

CEC met regularly with representatives from Correctional Education to ensure that quality education and workforce skills training were available to inmate students in the Correctional Education program. The Council continues to stay abreast of best practices and recommends initiatives to strengthen and improve delivery of educational programming, training, and employment opportunities.

CEC is uniquely positioned to promote Correctional Education programs and employment opportunities for the inmate student population. CEC will continue its commitment to the vision and mission of Correctional Education. CEC will strengthen its partnerships in the prison system and throughout the state to further enhance employment opportunities for inmate students. CEC will 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.



DWDAL Deputy Assistant Secretary, Erin Roth and CE Principals and Staff.