



CEC

CORRECTIONAL
EDUCATION
COUNCIL

2021 ACTIVITY REPORT



Department of Public Safety
and Correctional Services



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CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121
Baltimore, MD 21201

October 2021

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 Bill Ferguson, 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: 2021 Annual Report Correctional Education Council Activity - MSAR #11520

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

The Correctional Education Council (CEC) is pleased to submit the Fiscal Year 2021 Report of Activities, as required by MD Code, Labor and Employment, §11-902 (d). The report provides a comprehensive description of the academic, occupational, and transitional programs, as well as services and resources provided to individuals incarcerated in Maryland state prisons.

The CEC was established in 2008 to oversee the implementation of the Maryland Department of Labor (MD Labor)'s Correctional Education (CE) Program. The CE Program reaches inmates in need of academic, occupational, and transitional program support to prepare them for a positive transition and employment when they are released. With every High School Diploma (HSD) awarded and every occupational certificate received, inmates move toward a brighter future. The CEC works collaboratively with the business community to develop employment opportunities that will allow returning citizens to use the skills they obtained while incarcerated.

Though the COVID-19 pandemic created unprecedented disruptions to CE Program services and activities throughout FY21, CE Program administrators and instructional staff worked tirelessly to maintain a meaningful connection to students.

The CEC is proud to call special attention to the following achievements:

Expansion of The Tablet Program

MD Labor, Department of Public Safety and Correctional Services (DPSCS), and the Governor's Office of Crime Prevention, Youth, and Victim Services partnered to expand the successful CE Tablet Initiative. With a contract fully executed in Summer 2021, CE will enhance the classroom learning experience with the purchase of 400 additional tablets, all of which are preloaded with curricula to support a diverse inmate population with varying levels of literacy. MD Labor anticipates that increased access to these powerful educational tools will support a larger number of students in successfully passing the GED® exam.

Instructional Delivery During a Pandemic

Despite the pandemic's challenges requiring the pause of traditional CE classes in the interest of public health, CE Administration still found ways to allow educators to provide meaningful instruction across the state. At Eastern Correctional Education-East, for example, teachers recorded lessons that were burned to a CD and made playable for students in the housing units. At Roxbury Correctional Institution, teachers provided instruction to the Special Education students via Google Meets virtual lessons. Additionally, all schools delivered packets of work to students to ensure that learning continued.

Senate Bill 86

During the 2021 legislative session, MD Labor's departmental bill, Senate Bill (SB) 86, was successfully passed into law by the Maryland General Assembly. This new law, which went into effect on October 1, 2021, increases the mandatory school requirement for non-exempt inmates from 120 calendar days to 240 calendar days, or until a Maryland HSD is achieved, whichever comes first. This reform received unanimous support from the Maryland General Assembly, as it will enable a greater number of inmates to participate in programming, limiting idle time and increasing the likelihood of successful reentry into society.

These achievements reflect the CEC's dedication to helping Maryland's returning citizens gain the skills and credentials they need to successfully transition back into their communities and the workforce. The leadership and members of the CEC thank you for your ongoing support as we work to prepare our students for successful release and employment in the community. Thank you for your support.



Secretary Tiffany Robinson
State of Maryland Department of Labor
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Sincerely,


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

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY21 CORRECTIONAL EDUCATION COUNCIL (CEC)

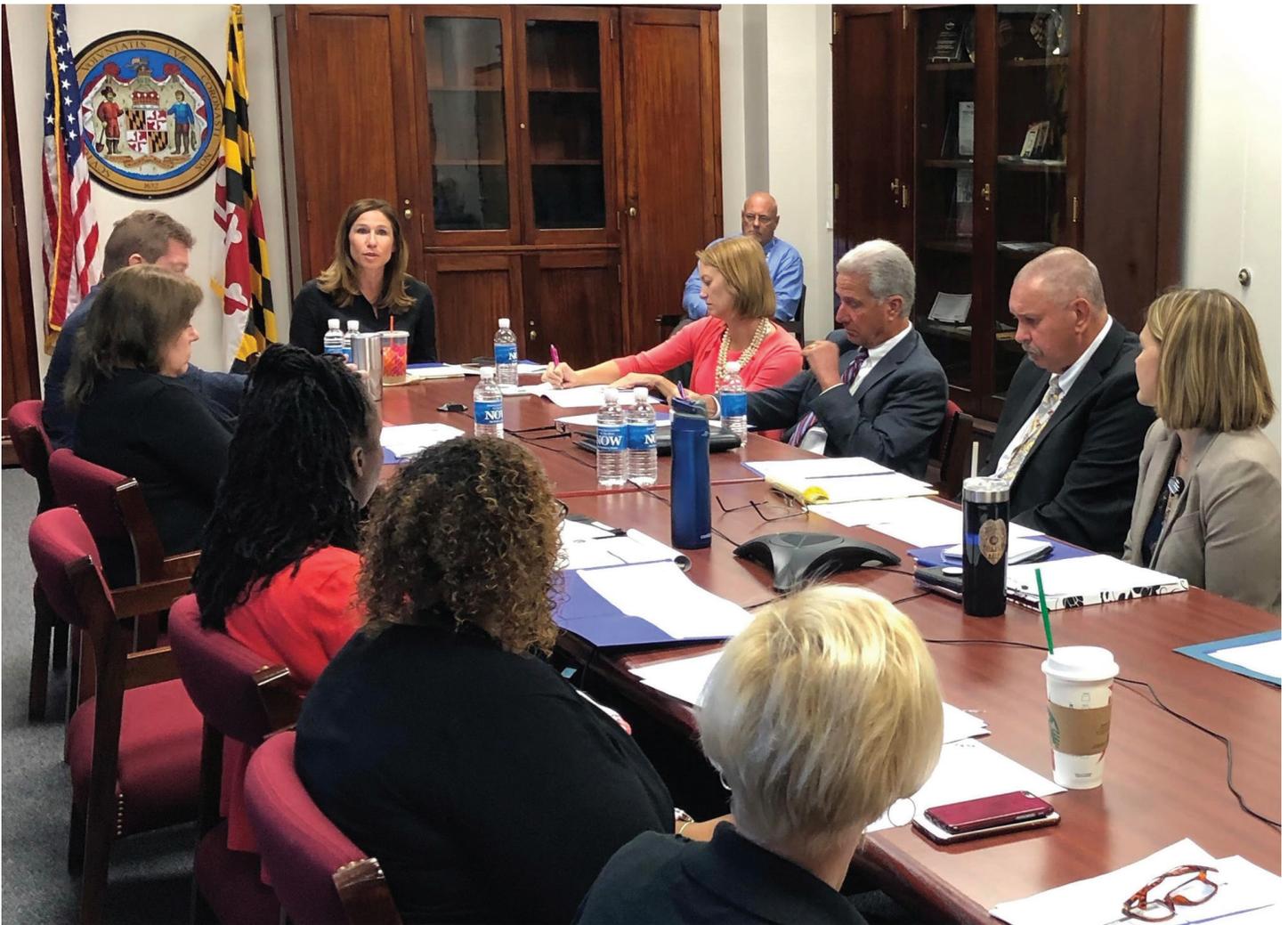
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ACRONYMS

ABC	Associated Builders and Contractors
AJC	American Job Center
ASE	Automotive Service Excellence
BCF	Brockbridge Correctional Facility
CADD	Computer-Aided Design and Drafting
CDL	Commercial Driver's License
CEC	Correctional Education Council
CTE	Career and Technical Education
COABE	Coalition on Adult Basic Education
COMAR	Code of Maryland Regulations
DJS	Department of Juvenile Services
DRCF	Dorsey Run Correctional Facility
EARN	Employment Advancement Right Now
ECI-A	Eastern Correctional Institution-Annex
ECI-E	Eastern Correctional Institution-East
ECI-W	Eastern Correctional Institution-West
EPRU	Eastern Pre-Release Unit
ESL	English as a Second Language
FAPE	Free Appropriate Public Education
GOCCP	Governor's Office of Crime Control and Prevention
GPEP	Goucher Prison Education Partnership
HSD	High School Diploma
HVAC	Heating, Ventilation, and Air Conditioning
HQ	Headquarters
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IT	Information Technology
IET	Integrated Education and Training
JSTP	Joint Skills and Training Program
LASI	Library Assistance to State Institutions
LINCS	Literacy Information and Communication System
LIR	Local Implementation for Results
MAACCE	Maryland Association for Adult, Community and Continuing Education
MCE	Maryland Correctional Enterprises
MCI-H	Maryland Correctional Institution-Hagerstown
MCI-J	Maryland Correctional Institution-Jessup
MCI-W	Maryland Correctional Institution for Women
MCTC	Maryland Correctional Training Center
MD Labor	Maryland Department of Labor
MOIEP	Maryland Online Individual Education Plan
MOS	Microsoft Office Specialist

MSDE	Maryland State Department of Education
MTC	Metropolitan Transition Center
NCCER	National Center for Construction Education and Research
NBCF	North Branch Correctional Facility
NHE	National Health Emergency
NRS	National Reporting System
OCTAE	Office of Career, Technical, and Adult Education
OOCC	Opioid Operational Command Center
OSHA	Occupational Safety and Health Administration
OSTC	Occupational Skills Training Center
OWIF	Opioid Workforce Innovation Fund
PATX	Patuxent Institution
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PIN	Position Identification Number
RCI	Roxbury Correctional Institution
RESEA	Re-Employment Services and Eligibility Assessment
RFP	Request for Proposals
SNAP	Supplemental Nutrition Assistance Program
TEGL	Training and Employment Guidance Letter
USDOL	United States Department of Labor
VFC	Vehicles for Change
WCI	Western Correctional Institution
WIOA	Workforce Innovation and Opportunity Act



1 ABOUT THE CORRECTIONAL EDUCATION COUNCIL (CEC)

Adult and Correctional Education services play a critical role in furthering employment opportunities for ex-offenders.

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 the Maryland Department of Labor (MD Labor)'s Correctional Education (CE) Program. The mission of the CE Program is to provide incarcerated individuals with high-quality services that facilitate a successful transition into Maryland's workforce and communities.

The CEC held quarterly meetings in September and December of 2020 and March and June of 2021, with various CE stakeholders in attendance, including those leading the CE Program and the Maryland Department of Public Safety and Correctional Services (DPSCS). At each meeting, staff provided the CEC with an overview of revisions and updates to the curriculum, resources, and services available to inmates.

Topics of discussion at CEC meetings included classroom instruction, implementation, and expansion of the Tablet Program, Occupational Program expansion, Special Education initiatives, implementation of the more rigorous Test of Adult Basic Education (TABE) 11/12 Test, expanded library resources, increased occupational opportunities, transition services, and opportunities for continued post-secondary education.

Additionally, the CEC worked to improve employer engagement. The Employer Engagement Committee, consisting of staff from CE, DPSCS, and community employment partners, serves to bridge the gap between incarceration and employment. Throughout the year, the CE Program strived to ensure students have access to educational opportunities that will enable them to become independent and productive workers, citizens, and parents.

1.1 CEC MEMBERS

The CEC consists of 14 members. Four members are appointed by the Governor, and 10 Ex-Officio members are identified in the Maryland Annotated Code, Labor & Employment Article Section 11-901.

Member Name	Professional Affiliation	Type of Member
Robert Green	Secretary, Department of Public Safety and Correctional Services, 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
Mohammed Choudhury	State Superintendent of Schools	Ex Officio
Dawn Lindsay / Kip Kunsman, Designee	President, Anne Arundel Community College	Ex Officio
Louis M. Dubin/ Michael DiGiacomo, Designee	Chair, Governor's Workforce Investment Board	Ex Officio
James Fielder	Secretary of Higher Education	Ex Officio
Kelly Schulz/Sarah Sheppard, Designee	Secretary of the Department of Commerce	Ex Officio
Danielle Cox	Director of Correctional Education	Ex Officio
Jack Kavanaugh	Director of Howard County Detention Center	Ex Officio (<i>retired December 2020</i>)

1.2 CEC RESPONSIBILITIES

The CEC 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 CEC AND THE AGENCIES

DPSCS and CE continue their collaboration through policy changes and program implementation. During FY21, the CEC focused on programming to address the opioid crisis, the successful reentry of returning citizens, the Tablet Program, and the COVID-19 pandemic.

Changes in Review

FY 2021 brought with it a broad range of challenges, many of which stemmed from the emergence of the COVID-19 pandemic. As a result of the physical, mental, and economic impacts of the public health emergency, correctional education across the State transformed significantly to meet these challenges.. All education and training inside of State correctional facilities paused after Governor Hogan declared a State of Emergency on March 5, 2020. CE staff worked tirelessly to adapt and transition to the new reality brought about by the pandemic, grappling with how to best continue serving inmates while facilities and schools remained closed indefinitely.

Flexibility Guidelines during the COVID-19 Pandemic
Long-term safety measures put in place to reduce the spread of the coronavirus created a variety of challenges to normal face-to-face service delivery in State correctional facilities. To address these challenges, MD Labor's CE program adopted guidance from the United States Department of Education that provided flexibility in processes and services such as permitting FY21 Consolidated Adult Education and Family Literacy Services grantees to enroll students into programming without administering a National Reporting System (NRS)-approved pre-test through September 1, 2021. Due to the challenges presented by distance learning, Adult Education WIOA Title II providers utilized alternative assessments, as outlined by the Office of Career, Technical, and Adult Education.

CEC Activities

The CEC had an active and productive year advancing the work of the CE Program. The CEC:

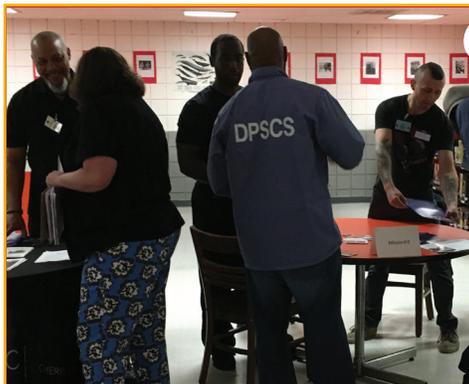
- Championed legislation, which was unanimously passed by the Maryland General Assembly, to increase the mandatory school requirement for non-exempt inmates from 120 calendar days to 240 calendar days or until a Maryland High School Diploma is achieved, whichever comes first.
- Leveraged the AJC Reentry Navigators to establish relationships with industry organizations, develop career pathways for returning citizens, create referral processes,

and facilitate employment placements, including Registered Apprenticeships.

- Executed the procurement process to expand the tablet pilot, purchasing 400 additional correctional education tablets for us in the academic, occupational and transitional classrooms.
- Increased Registered Apprenticeship career opportunities for returning citizens through partnership with the Associated Builders and Contractors (ABC).
- Supported a successful application for the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Integrated Education and Training (IET) in Correctional Pilot.
- Supported a second round application for the U.S. Department of Education's ReThink Adult Ed Challenge. Maryland was one of 95 finalists invited to submit a second round application. If awarded, Maryland will use these funds to advance pre-apprenticeship.
- Continued partnerships that provide a pipeline to employment through the Employment Advancement Right Now (EARN) Maryland and Vehicles for Change (VFC) programs.
- Continued the hospitality program at the MCI-W and conducted train-the-trainer sessions for coordinators responsible for training the instructors.
- Added opportunities for students in the Joint Skills and Training Program (JSTP).
- Offered computerized GED® testing (March 2020-June 2020).
- Enhanced reentry and transition services with increased collaboration with DPSCS, Reentry Navigators, and various community partners.
- Participated in hearings affecting public safety, correctional education, and inmate welfare.
- Provided inmates access to secondary education through Goucher College and the University of Baltimore.

2021 Legislative Session

The CEC collaborated on the development of legislation increasing the number of mandatory instructional days for students. MD Labor introduced Senate Bill 70 in the 2020 Maryland legislative session to increase the mandatory school requirement for non-exempt inmates from 120 calendar days



“The Reentry Navigators provide returning citizens with information regarding the local workforce system, resources, services, and partnerships, as well as build relationships with employers to connect re-entrants to employment.”

to 240 calendar days or until a GED® is achieved, whichever comes first. This bill had bipartisan support. However, following the abrupt end to the 2020 legislative session due to the COVID-19 pandemic, the bill failed to pass.

In 2021, MD Labor reintroduced the concept as Senate Bill 86. The bill passed and took effect on October 1, 2021. The CEC approved the proposed edits to COMAR 09.37.02.05 to increase the mandatory school requirement to 240 calendar days for all inmates who meet the participation requirements and who have not completed the mandatory education requirement prior to October 1, 2021. MD Labor is in the process of updating the regulation.

The 2021 legislative session also saw passage of House Bill 89 to award a diminution credit of 60 days per program completed to reduce the term of confinement of an inmate who successfully obtains an educational certificate, diploma, or degree. MD Labor and DPSCS are working to implement and message Senate Bill 86 and House Bill 89 together to stakeholders and CE students.

Returning Citizens: Reentry Navigators

MD Labor's five Reentry Navigators hit the ground running despite the challenges brought on by the pandemic. The Reentry Navigators provide returning citizens with information regarding the local workforce system, resources, services, and partnerships, as well as build relationships with employers to connect re-entrants to employment. Over the last year, Reentry Navigators:

- Supported hundreds of returning citizens in accessing education and workforce services, supportive services, workforce training programs, and employment.
- Transitioned services to connect with clients over the phone and virtually.
- Worked in close partnership with DPSCS to connect pre-release inmates with specialized employment services available through Maryland's AJC network.
- Connected customers to employment at major companies such as Perdue, Amazon, Giant, AT&T, and more.
- Collaborated with MD Labor Apprenticeship Navigators to connect returning citizens to Registered Apprenticeship opportunities.
- Developed relationships with employer partners and facilitated connections between returning citizens and employers that led to employment.

Tablet Program

MD Labor and DPSCS are currently in the process of expanding the tablet program. The agencies hope that the increased supply of tablets will allow more students to

have access to a tablet. It is expected that the tablets will secure online access and expand academic, transitional, and occupational programming, including the capacity to offer skills testing online.

Workforce Solutions to Address Maryland's Opioid Crisis

Given the profound impact of the opioid crisis on Maryland's citizens, the workforce system must be counted as a key resource in a comprehensive response to this statewide and nationwide health emergency. Maryland takes a multi-faceted approach to combatting the opioid crisis, utilizing a variety of different grants and funds to ensure that Marylanders are receiving the full breadth of support possible. Since 2018, MD Labor has received eight grants to coordinate a workforce system response to the opioid crisis, including from the U.S. Department of Labor Employment and Training Administration (USDOL ETA) and Women's Bureau, the Maryland Opioid Operational Command Center (OOCC), and the Substance Abuse and Mental Health Services Administration via the Maryland Department of Health.

Maryland received funding from the Women's Bureau, an arm of USDOL, to serve women impacted directly or indirectly by the opioid crisis. MD Labor sub-granted funds to two Baltimore City non-profit organizations to serve nearly 100 women impacted by the opioid crisis. Despite the challenges brought about by COVID-19, both organizations ensured service delivery. This funding was also used to create a pre-apprenticeship hospitality pilot program at the MCI-W. With the COVID-19 restrictions, Maryland was unable to implement pre-apprenticeship programming from March 2020 through June 2021. During this pause, the instructor revamped the curriculum based upon lessons learned from the first cohort and changing employer needs. Though most of the women in the initial cohort were released during the COVID-19 pandemic, 14 were able to earn industry-recognized certifications and have been connected with Reentry Navigators. An additional cohort of six women will go through training prior to the end of the grant. MD Labor has allocated funds to continue the pre-apprenticeship hospitality pilot program at MCI-W for another two years and will continue to partner with the Anne Arundel County Workforce Development Corporation.

In 2019, MD Labor received funding from the OOCC to pilot a Certified Peer Recovery Specialist Pilot at MCI-W. This pilot culminated from a deep partnership between MD Labor, the Department of Health, and DPSCS. Twenty-three women went through the initial classroom training before COVID-19 shut down activity at the facility. With some restrictions lifted, the women remaining at MCI-W will begin to earn the 500 work/volunteer hours necessary for certification. MD Labor will support certification costs, and

upon release, the women will be connected with Reentry Navigators to find employment opportunities. In July of 2021, MD Labor was awarded funding to continue the program at MCI-W and expand to Dorsey Run Correctional Facility.

1.4 CEC COMMITTEES

Five committees supported the mission and work of the CEC during FY21: The Employer Engagement Committee, the Opioid Initiative Committee, the Special Education Local Implementation for Results (LIR) Committee, and the Tablet Implementation Committee. According to CEC by-laws, committee members serve two-year terms. 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 support for the group’s work.

Each committee worked to establish priorities and actions aligned with the mission and mandates of the CEC and CE Program. A brief summary of each committee’s priorities is listed below.

CEC Employer Engagement Committee Membership	
Danielle Cox (CE Director)	Yariela Kerr-Donovan
Jack Weber (Chair)	Travis Alchin (Returning Citizen Co-Chair)
Dr. Tamara Barron	Mark Vernaelli
Dr. Erica N. DuBose	Chris Hadfield
Dr. Jack Cunning	Dr. Kathleen White
Charlene Templeton	Thomas Lane
Deborah Monroe	Ryan Huether
Terri Hicks	Elain Carroll
	Lamon Harris

Activities:

- Evaluate current occupational programs.
- Evaluate the teacher’s scorecard.
- Review 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 Membership	
Mary Keller	Deputy Assistant Secretary Erin Roth
Dr. Tamara Barron	Margaret Chippendale
Dr. Erica N. DuBose	Edward Schwabeland
Danielle Cox	Dr. Kathleen White

Activities:

- 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) Committee Membership

Katharine Lander	Danielle Cox
Dr. Tamara Barron	Christina Sparr
Dr. Erica N. DuBose	Liela Delanoche
Dr. Fran Tracy-Mumford	Dr. Jack Cunning

Activities:

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

Network Infrastructure Upgrade Committee Membership

Dr. Kathleen White	Maria A. Gutierrez
Amaro S. Thiam	Stanley L. Lofton
Bill Crippen	Dr. Tamara L. Barron
Danielle J. Cox	Travis K. Edwards
Deputy Assistant Secretary Erin Roth	Assistant Secretary James E. Rzepkowski
James Boden	Dr. Erica N. DuBose
Olubunmi Adeajayi	

Activities:

- Evaluate network connectivity to support students' transitional needs.
- Integrate online testing platforms to certify occupational students.
- Create avenues for students to apply for post-incarceration employment opportunities.
- Improve educational outcomes.

Instructional Supports and Professional Development during COVID-19 Pause

Danielle Cox	Katharine Lander
Dr. Fran Tracy-Mumford	Dr. Erica N. DuBose
Dr. Tamara Barron	Patrick Hruz
Dr. Jack Cunning	

Activities:

- Evaluate student needs and identify alternative methods of instruction.
- Develop professional development opportunities for teachers to gain knowledge of nontraditional program support.
- Improve educational outcomes for students within all programs: Academic, Special Education, Occupational, and Transitional.

2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)

Post-Secondary Programs

DPSCS, in partnership with various Maryland colleges and universities, provides post-secondary educational opportunities to inmates. The partnership between DPSCS and MD Labor provides the education foundation. It is with the high-level commitment from MD Labor that students passed their GED® and were awarded their HSD. Incarcerated individuals in DPSCS facilities who have earned a HSD are given an extended opportunity to access support for post-secondary education through the Second Chance Pell Program, overseen by DPSCS.

The Second Chance Pell Grant Program allows incarcerated individuals to receive Federal funding to enroll in post-secondary programs offered by local colleges and universities or by distance learning providers. Maryland has three higher education institutions providing services to the incarcerated population and DPSCS is working on expanding the Second Chance Pell program throughout the state. The current higher education institutions providing the Second Chance Pell Grant Program are: the University of Baltimore, Goucher College, and Wor-Wic Community College. Each program provides robust, high-quality, and rigorous courses for students. Due to the COVID-19 pandemic, instructors delivered courses and related materials remotely.

University of Baltimore

Since 2016, The University of Baltimore has provided college courses to men incarcerated at Jessup Correctional Institution, a maximum-security prison in Anne Arundel County, Maryland. The University's Second Chance College Program provides college courses that lead towards an undergraduate degree in Human Services Administration. In addition to college coursework, the program provides academic advising, tutoring, and reentry services.

Goucher College

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 Grant funding for their education. Public support together with the generosity of private funders allows Goucher to deepen and expand its work with students in Maryland State prisons.

Goucher Prison Education Partnership (GPEP) has also received the college, state, and regional approvals required to confer a Goucher College bachelor's degree on students who complete the requisite coursework at the prisons. Goucher is

the only college in the Maryland/Washington D.C. area and one of 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 MCI-W or Maryland Correctional Institution (MCI) are eligible to earn a Bachelor of Arts in American Studies, which is also offered to undergraduates on Goucher's main campus.

Approximately 170 males and 55 female students enroll each year with Goucher, and over the years students have pursued nearly 200 classes. This is an incredible accomplishment and we look forward to the continued success of students in these programs.

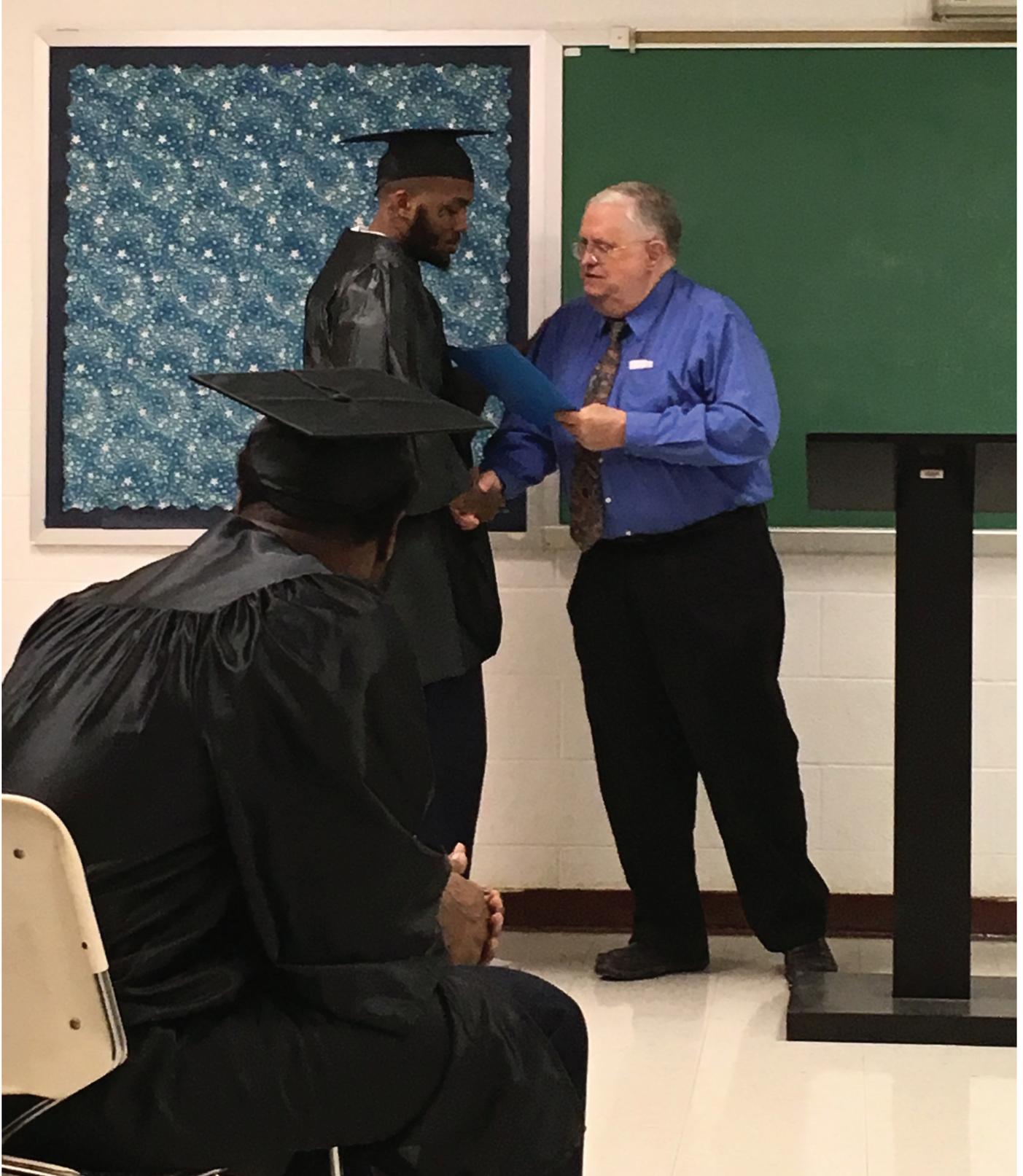
Wor-Wic Community College

Since 2017, Wor-Wic Community College has offered two post-secondary programs of study to incarcerated students: the Business Management Certificate and the Hotel-Motel-Restaurant Management Certificate in partnership with Maryland's Department of Public Safety and Correctional Services. The following provides program information:

- **Business Management, General Business, Certificate**
Program Code: BMT.CERT.BMC
This program provides students with the foundational business knowledge needed to obtain an entry-level position in a commercial, nonprofit, or governmental organization that requires a broad understanding of operations. This program is also valuable for people interested in self-employment.
- **Hotel-Motel-Restaurant Management, Restaurant Management, Certificate**
Program Code: HMR.CERT.HRC
This program prepares students for an entry-level position in the food service industry. Students learn customer service, leadership, and time management skills, alongside effective managerial behavior. This practical knowledge will help them personally and professionally and is applicable across various industries.

DPSCS and MD Labor continue to work collaboratively to bring robust programming and innovative opportunities to men and women as they prepare for release from incarceration.

“ The Second Chance Pell Grant Program allows incarcerated individuals to receive Federal funding to enroll in post-secondary programs offered by local colleges and universities or by distance learning providers. ”



3 CORRECTIONAL EDUCATION OVERVIEW

The CEC works collaboratively with MD Labor’s CE Program to advocate for and promote education and workforce skills training opportunities in Maryland correctional institutions.

3.1 CE PROGRAM MISSION STATEMENT

Maryland’s CE Program seeks to provide incarcerated individuals with high-quality services that facilitate a successful transition into the workforce and communities.

3.2 FY 2021 PROGRAMS OVERVIEW

The CE Program provides academic, library, CTE, and transitional services to incarcerated students in state correctional institutions in order to prepare incarcerated students to become responsible members of their communities.

- 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 CTE Program offers a variety of training programs, in addition to a number of nationally recognized certifications.
- The Transitional Program provides students with re-entry services and courses focused on a successful transition back into the community
- The Library Services Program supplies informational, research, and recreational reading services.

3.3 THE CE PROGRAM AT A GLANCE

Educational programming for offenders has been found to be one of the most effective tools for reducing the recidivism rate. An extensive study by The Rand Institute (Davis, Lois M., Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults, https://www.rand.org/pubs/research_reports/RR266.html), found that inmates who earn their GED® and participate in CE programs are more likely than those who do not to find a job and less likely to return to prison once released.

The need for correctional education in Maryland is well documented. The average reading level of the 18,535 inmates in the Maryland prison system during FY21 was between 5th and 8th grade. Less than half of these inmates have a high school diploma upon entering the correctional system. The CE Program provides a comprehensive education program designed to meet the needs of students at all educational levels.

The CE Program has 229 positions dedicated to offender instruction. The professionals who fill these roles provide incarcerated students with essential educational support through more than 50 academic, occupational, and workforce skills classes. In addition, there are 29 support staff employed by MD Labor or contractually through strategic partnerships with Anne Arundel Community College, Hagerstown Community College, and Wor-Wic Community College.

CE Program Statistics

Approximate number of students served per year	1,908*
Number of full-time state CE employees	145
Number of part-time contractual employees	113
Number of schools	19

**Due to Covid-19, CE serviced fewer students. We anticipate a rise in the number of students serviced as conditions continue to improve.*

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. Federal law requires that students who are 21 years and under receive academic, transitional, and occupational training to address their unique needs.

4 PROGRAMS AT A GLANCE FY 2021 PROGRAM OUTCOMES

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, 11 Teacher Supervisors, 68 PIN (Position Identification Number) teachers, and 51 contractual teachers.

Academic completions for the ABE and ESL classes provided at the correctional institutions are illustrated in the table below. The table represents the total number of academic certificates and high school diplomas earned by grade level/NRS level through June 2021. Students were unable to receive certificates or high school diplomas (GED®) for the majority of the FY21 school year, due to school shutdowns brought about by the COVID-19 pandemic. However, during the school closure periods, students were able to receive instruction via proxy work. Teachers supported students through asynchronous learning using teacher-prepared materials.

Grade Level	NRS Level	ABE Completions	ESL Completions	Achievement
0.0 - 3.9	1 & 2	60	11	Certificate
4.0 - 8.9	3 & 4	43	10	Certificate
9.0 - 12.9	5 & 6	4	N/A	High School Diploma

Professional Development

Professional development was provided for CE Program staff on a variety of topics, such as

- Data collection, analysis, and action planning;
- The Student Career and Learning Plan process using the O*Net Career Interest Inventory and the Occupational Outlook Handbook;
- TABE and GED® testing processes, procedures and conditions;
- Cultural competency, equity, and diversity;
- Teaching strategies;
- The Individuals with Disabilities in Education Act;
- The Individual Education Plan and Snapshot; and
- Learning styles and instructional adaptations.

Professional development was delivered at a Correctional Education systems level, as directed by the Academic Coordinator, and at the school site level, as directed by the principals.

The 2021 Coalition on Adult Basic Education (COABE) annual conference was held virtually in April 2021. Correctional Education registered 15 teachers and administrators to the event. The 2021 Maryland Association for Adult Community and Continuing Education (MAACCE) annual conference was also held virtually in May of 2021. Correctional Education registered 20 teachers and administrators to the event.

Extensive research and planning led to the development of the Maryland Correctional Education Instructional Framework for Teaching and Learning. In-depth professional development was provided for the teachers and principals to unpack the purpose of the four Focus Areas of Planning, Environment, Instruction, and Professionalism. Each Focus Area contains descriptive elements that describe the observable and/or measurable expectations for both teaching and learning. The Framework provides a clear and consistent tool for teacher observation and professional conversation.

Integrated Education Training

Also during FY21, CE began working on two new Integrated Education Training (IET) programs. An IET program is one in which students are enrolled in concurrent academic programs, such as the adult education and literacy program where they are working on earning their GED®, and a workforce training program in a specific occupation for the purpose of educational and career advancement (Final WIOA regulations at 34 CFR §463.35). CE will be offering one IET program in partnership with Hagerstown Community College (HCC) at MCTC for men in Hagerstown, Maryland to train and certify students to become Certified Production Technicians (CPT) as they are completing their GED®. The Certified Production Technician program is designed for training and certifying individuals with the core technical competencies needed to enter front-line production roles across the manufacturing sector. The second IET program will be offered at MCIW for women in Jessup, Maryland interested in the field of Hospitality. The women will be concurrently enrolled in the GED® program as well as the Hospitality Pre-Apprenticeship Training Program.

4.2 STUDENT TABLET PROGRAM

As previously mentioned, CE has secured 400 new ADA compliant student tablets that will soon be distributed amongst the schools throughout the State. The tablets have a 9.6" screen and are designed with a see-through protective case. The tablets will be connected to the web via a secure standalone browser via a cellular interface.

In addition to the tablets, CE has purchased 19 secure charging carts, 19 cell extenders/enhancers, and a maintenance plan. Software is included to include the Essential Education GED® and TABE Academy, National Corrections Works, a teacher learning management system, Calibri educational videos, Recovery Library, and other occupational test and social/emotional resources.

Professional development and training will be provided by contracted personnel who will be located at the MD Department of Labor, Correctional Education Headquarters. The contracted personnel will provide ongoing user support, troubleshooting, network monitoring, maintenance and backups, and activity reports.

4.3 SPECIAL EDUCATION SERVICES

CE implements Part B of the Individuals with Disability Education Act (IDEA) and the Annotated Code of Maryland Regulations (COMAR), to assure a Free Appropriate Public Education (FAPE) for all students with disabilities ages 18 through the end of the school year in which they turn

21 years old. The Special Education department provides academic and related services, such as psychological and speech support, within the parameters of DPSCS' safety and security measures within 12 state institutions to a total of 100 students on a daily basis. Highly qualified teachers create an environment that prepares students to earn their GED®, a Maryland High School Diploma issued jointly by the Maryland State Board of Education and MD Labor.

During FY21, Special Education teachers worked in conjunction with DPSCS and their principals and held a total of 75 Individual and Education Program (IEP) meetings both virtually and in-person to promote compliance with and implementation of IEPs.

In addition to attending the Academic Professional Development, during FY21, SPED teachers presented to all teachers and were provided the following professional development:

- Due to the pandemic, how to determine compensatory services for a student; How to analyze and utilize the data from the academic, formal assessment, Woodcock Interpretive, and Instructional Interventions Program (WIIP)(by SPED Coordinator, Katharine Lander)
- Promoting Cultural Intelligence - Reducing Unconscious Biases (by ECI-W SPED Teacher and Case Manager, Dev Sharma)
- Experiencing Empathy through Literacy (by PATX Teacher Supervisor, Christina Sparr)
- Understanding Racial Disparities in Baltimore: A Framework for Empathy' (by PATX Lead Teacher Andrew Devos)

4.4 CTE (OCCUPATIONAL) PROGRAMS

Prior to the COVID-19 international pandemic, Maryland correctional facilities experienced an average of over 500 students attending one of Correctional Education's 25 adult Career and Technical Education (CTE) training programs. These programs are offered in 10 institutions, and are supported by 45 instructors. Courses are typically between 400 and 600 hours in duration, and students learn through classroom instruction and hands-on practice. Their training is evaluated by written and performance-based testing. CTE Program graduates receive an MD Labor certificate as well as nationally recognized certifications (when offered), indicating that they have met minimal entry-level industry standards. The primary goal of training is to prepare students to meet the needs of the public and private sectors so that they can attain employment upon release. To that end, the CE program offers several national industry-recognized certifications and demonstrates superior competency.

During the 2020-2021 school year, 80 students received CTE Certificates in the career training programs offered. This number is significantly less than annual averages due to the ongoing pandemic. The training programs offered are as follows:

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 (3)	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 Technology (5)	Small Engine Repair (1)
Office Practice and Management (1)	Warehouse/Distribution (2)
Pre-Apprenticeship Carpentry (3)	Woodworking/Finish Carpentry (1)
Certified Peer Recovery Specialist (1)	
(*) Indicates the number of schools offering this program National Certificate	

National Certificates

Students were awarded 69 certificates, offered by national certification organizations in FY21. For FY22, the CE Program plans to expand national certification opportunities for students, update training equipment, enhance training opportunities for staff and students, and work towards strengthening on-the-job training. The CE program will continue to ensure that staff and students alike are kept abreast of industry demands so that students can become contributing members of their communities upon release from prison.

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test) Automotive Service Excellence (Entry Level Technician)	*0 11
Diesel Technology Program	Medium & Heavy Trucks (ASE)	*0
Automotive Body Repair	Collision Repair & Refinish Test	*0
Construction Programs (CORE and Pre-Apprenticeship courses listed above)	National Center for Construction Education and Research (NCCER)	CORE: 24 Trades: 33
Office Technology	Microsoft® Office Specialist (MOS)	*0
Warehouse Distribution	Forklift Operator HAZMAT Handler	1 *0
		TOTAL: 69

**Due to Covid-19, CE serviced fewer students. We anticipate a rise in the number of students serviced as conditions continue to improve.*

New Programming

With the continued support and guidance of the MSDE staff, the CE Program laid the groundwork for two Barbering Stylist Training Programs in FY19. These two formal training programs, one for male inmates at RCI in Hagerstown, Maryland, and another for female inmates at MCI-W in Jessup, Maryland, provide students with an opportunity to prepare for the new State of Maryland Barber Stylist License upon release. During FY21, a third Barber Stylist Training Program was added at Occupational Skills Training Center (OSTC) in Baltimore, Maryland and training will begin in July of FY22.



“The primary goal of training is to prepare students to meet the needs of the public and private sectors so that they can attain employment upon release.”

The Certified Peer Recovery Specialist Training Program is thriving and will be expanding to Dorsey Run Pre-Release facility for men for FY22. This collaborative training program is a partnership between MD Labor, DPSCS, the Maryland Department of Health, and the Opioid Operational Command Center.

Apprenticeship Opportunities

Pre-Apprenticeship programs are industry-driven, high-quality career pathways in which employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and portable, nationally recognized credentials. Registered Apprenticeship is an effective “earn and learn” model with a long history of providing career ladders and pathways particularly for the building and construction industry but increasingly in other industries as well. Apprenticeships offer both a significant wage gain and a clear career path for entry-level workers.

Quality pre-apprenticeship programs play valuable roles in preparing qualified entry-level workers for Registered Apprenticeship careers while contributing to the development of a diverse and skilled workforce. With high-quality implementation, these programs can be a bridge to career opportunities for students, new workers, or underprepared learners. This is an especially effective strategy for preparing underrepresented populations for high-quality employment opportunities. Consequently, these programs increase diversity and equity throughout the apprenticeship and workforce systems.

Occupational students have the opportunity to enroll in the following programs which are currently being offered in partnership with our programs behind the fence:

<ul style="list-style-type: none"> • Carpentry • Electrical • Facilities Maintenance 	<ul style="list-style-type: none"> • HVAC/R • Masonry • Plumbing 	<ul style="list-style-type: none"> • Sheet Metal Fabrication • Welding
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CE continues its partnerships with ABC of Greater Baltimore, the Largo American Job Center, and ABC-Washington in order to identify recently released individuals who meet the eligibility requirements for enrollment in a construction Registered Apprenticeship program.

The Joint Skills Training Program (JSTP)

The CE Program coordinates the JSTP for DPSCS. This on-the-job training program focuses primarily on inmates who are nearing release and hold jobs in various departments within Maryland correctional facilities, such as the Dietary Departments, the Maintenance Departments, the Libraries, and the Education Departments. Although inmates must acquire specific skills to be successful in these roles, they often fail to recognize that these skills are valuable assets toward finding employment post-release.

Through the JSTP program, 35 workers incarcerated in Jessup, MD facilities (MCI-J, BCF, MCI-W, JCI, and CMCF) received 55 Certificates of Completion documenting skills in 16 job areas. In the Western Region, at both Hagerstown and Cumberland facilities (MCTC, MCI-H, RCI, and WCI), 265 incarcerated workers received Certificates of Completion documenting skills attained in 27 jobs. This includes incarcerated workers from WCI for the first time. Among other firsts, for the first time in the JSTP Programs history, the JSTP program expanded to the Eastern Shore Region providing support to incarcerated workers at ECI (ECI-E and ECI-W), where 49 workers received 49 Certificates of Completion documenting skills in 11 job areas.

During FY21, The CE Program continued the partnership with Maryland Correctional Enterprises (MCE) to document on-the-job training skills earned by MCE workers while working in various MCE plants. Although the program operated on a limited basis due to the ongoing COVID19 international pandemic, in Hagerstown, MD, 71 incarcerated workers earned 71 Certificates of Completion in 11 MCE job areas. And six incarcerated workers earned six Certificates of Completion in two MCE job areas through the JSTP program for MCE facilities in Jessup, MD.

Occupational Priorities

For the 2020-2021 school year priorities, the CTE Program continued to focus on hiring staff to fill vacant positions and worked on increasing technology for CTE training programs. The CTE Program collaborated with other organizations and agencies such as DPSCS to support various on-the-job training opportunities that can be offered to inmates working in numerous institutional jobs. For example, the CTE Program acquired the training and testing materials for ServSafe certification for inmates working in Dietary Services at institutions in the Hagerstown and Jessup areas. This initiative will continue in FY22.

Due to the ongoing COVID-19 pandemic and related restrictions, all education and training was halted again in October of 2020 and returned to limited operation in May of 2021. This amounted to CE losing significant training time during FY21. Due to ongoing COVID-19 safety protocols, students are back in training on a very limited basis. These dynamics resulted in the loss of opportunities for students to complete valuable training and earn national credentials. However, throughout the pandemic, students were still engaged in learning asynchronous learning when possible and tested face to face as safety protocols permitted under strict CDC guidelines. Moving forward, CE is prepared and looking forward to offering new certifications such as OSHA 10 for numerous trades among other national certifications when possible during FY22.

Occupational Program Goals for FY 2022

Despite the ongoing impact of the COVID-19 pandemic on FY 20 & 21 goals, and the anticipated impact on FY 22 goals, the CE Program plans to build on expansion efforts already underway in Occupational training and JSTP programs. The CE Program will continue to:

- Work with DPSCS staff to expand national certification testing utilizing the aforementioned correctional education tablets as well as DPSCS testing pods located centrally in CE schools;
- Update instructional textbooks and equipment to meet new industry standards;
- Acquire learning materials and resources to help struggling learners;
- Expand employer involvement in evaluating the quality of current programs;
- Offer more in-service training programs for instructors based on learning needs;
- Develop and maintain a reserve fund to purchase essential instructional materials and equipment which cannot be financed with current funding as funds are available; and
- Expand JSTP program offerings in the Jessup, Hagerstown, Cumberland, and Eastern Shore regions when possible.

The longer-term impacts of the COVID-19 pandemic remain unknown, but the CE Program is committed to expanding certification opportunities and acquiring the resources needed and training required to enhance education and training for Maryland's incarcerated students. The education and occupational training inmates access through Maryland's CE Program can help many returning citizens successfully reintegrate into their communities. Moreover, the program aids successful students in avoiding the recidivism that plagues the justice system.

Continued Partnership with Vehicles For Change (VFC)

The CE Program and VFC have established an efficient, well-run partnership that provides paid internships 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. As such, MD Labor's EARN Maryland program has provided support to VFC to train interns since 2015. Of the interns who participated in the program: 152 have been

employed, 10 are current interns, five dropped out, and none have been re-incarcerated. In addition, of those employed in the private sector: 124 have been employed for at least two years and 51 have been employed for at least one year. To date, three formerly incarcerated graduates of the CE Program's Automotive Technology Program have reached an annual salary of at least \$100k.

4.5 TRANSITION SERVICES

Prior to the statewide shutdown, CE typically served over 1,500 transition students annually. During the 2020-21 school year, the CE Program's Transition Program curriculum was offered at 14 sites and supported by 10 instructors and three Transition Specialists. Instructors facilitate the learning process, providing students with guidance towards goal-setting, transition planning, and the acquisition of soft skills and important resources needed for successful reentry. Instructors apply a wide range of principles and practices to evaluate and coordinate offender skill development and reentry initiatives. Additionally, they guide students in helping them to develop critical thinking skills in order to employ effective decision-making.

Transition Specialists work with students Under 21 to assist them in the completion and submission of a comprehensive Transition Plan. The Transition Department also works closely with the AJC Reentry Navigators to ensure students are prepared with what they will need for release and receive support as they return to their communities.

Students had the opportunity to complete courses and earn certificates. A total of 135 students successfully completed courses during FY21.

Courses of Instruction

- | | |
|--|--|
| <ul style="list-style-type: none"> • Personal Assessment and Career Exploration • Basic Keyboarding • Employment Readiness Workshop • Success at Work • Financial Literacy • Life Skills for Reentry • Health and Nutrition | <ul style="list-style-type: none"> • Internet Job Search • Parenting • Reentry and Employment • Introduction to Computers • Resource Skills Training • Workshop Participation • Transition Planning for Under 21 Students |
|--|--|

Transition Program Initiatives and Partnerships

Delivered professional development workshops to CE Transitions Instructors on the topics of:

- Asynchronous Learning
- Professional Development Planning, Participation and Documentation
- American Job Center Services
- Pre-Apprenticeship and Registered Apprenticeship Programs
- Reentry Navigator Services and Transition services with DPSCS
- Transition Curriculum Updates
- Training and technical assistance on offender employment issues
- Question and Answer session with a returning citizen who is now a successful entrepreneur
- Promoting Cultural Intelligence - Reducing Unconscious Biases'
- Experiencing Empathy through Literacy
- Corrections Transition Resources: Supporting Students to Be Career Ready (by UMD's Center for Transition & Career Innovation Department)
- Continued partnership with the CE Program's Special Education department to revise and update Transition planning content and services for 21 and under students

Vehicles for Change and Occupational Skills and Training Skills Center

SUCCESS

When Torrey B. first entered the Vehicles for Change entry-level training program, his exact words were, "I know how to get in and drive a car, that's it." After only a few months of training, Torrey is now a certified Maryland State Inspector.

Prior to Torrey's success at Vehicles for Change, his only employment experience came from low-skill-low-wage positions. After seeing a flyer for the VFC entry-level program, he decided to enroll. He was quickly identified as someone who would be able to succeed within the industry.

Torrey's positive demeanor, knack for the trade, and willingness to learn helped him excel in the automotive industry. As a Maryland State Inspector, he is responsible for passing and failing vehicles for road safety and a requirement for this position is an intermediate level of knowledge for all automotive operating systems.

Torrey makes us all proud! His presence and perseverance are an encouragement to both the staff and his colleagues. We expect Maryland State Inspector Torrey to continue to do great things!



Institution-Level Employment and Reentry Efforts

- Continued work with MSDE to incorporate comprehensive Transition Plans for Under 21 Students
- Collaborated with the Occupational Department and the American Job Center Reentry Navigators to offer professional development highlighting the resources available to returning citizens during the Pandemic
- Collaborated with school principals to ensure that students' records included TABE scores and any other scores relevant to potential employment opportunities; revised students' folders as they matriculated through the CE system
- Implemented the Student Career and Learning Plan for incoming CE students

Additional Curriculum Topics

FAFSA for Post-Secondary Education	American Job Center Resources
Differentiated Instruction	Counseling
Transportation Services	Pre/Apprenticeship Opportunities
Rehabilitation Services	Child Support Services and Modification
Post-Secondary Opportunities	Reentry Navigators
Expungement	Reducing Recidivism Barriers
SNAP Benefits	CDL and Class A Driver's License Information
Community Service Opportunities	Healthcare
Federal Bonding	Medicaid/Medicare Plans
Interviewing Skills	Entrepreneurship Planning/SBDC

Curriculum Introduced to Students

The Transition curriculum has been provided to the students by the instructors. The updated curriculum contains self-paced activities alongside instructor-led lessons. There was a determined effort to ensure students' ability to access information when various circumstances lead to loss of instructional time. The curriculum prepares students to become self-sustainable, independent, and forward-thinking returning citizens upon their release.

Additionally, the Transition Department will be partnering with the Enoch Pratt Free Library and the Baltimore County Public Library to facilitate an Entrepreneur Academy to transition students at several correctional institutions by providing access to training for small business entrepreneurs and solopreneurs. Students who complete the Academy will receive a Certificate of Completion from the State of Maryland Transition Department as well as an Entrepreneur Academy Certificate of Completion.

4.6 LIBRARY SERVICES

Maryland CE Libraries provide opportunities for inmates to meet their personal, recreational and informational needs. In FY21, the CE Program operated 12 full-service libraries and four satellite libraries at the following correctional facilities with one satellite closing down near the end of the year:

Full Service Libraries

WCI	Western Correctional Institution	Cumberland
NBCF	North Branch Correctional Facility	Cumberland
RCI	Roxbury Correctional Institution	Hagerstown
MCTC	Maryland Correctional Training Center	Hagerstown
MCI-H	Maryland Correctional Institution – Hagerstown	Hagerstown
JCI	Jessup Correctional Institution	Jessup

MCIJ	Maryland Correctional Institution – Jessup	Jessup
MCI-W	Maryland Correctional Institution – Women	Jessup
PATX	Patuxent Institution	Jessup
DRCF	Dorsey Run Correctional Facility	Jessup
ECIE	Eastern Correctional Institution – East	Westover
ECIW	Eastern Correctional Institution – West	Westover

Satellites

ECIA	Eastern Correctional Institution – Annex	Westover
EPRU	Eastern Pre-Release Unit (Closed April 2021)	Church Hill
MTC	Metropolitan Transitional Center	Baltimore
CMCF	Central Maryland Correctional Facility	Sykesville

Under the direction of professional librarians, the libraries are used for circulating books, legal information, employment exploration and readiness, community, health, and other research. An emphasis is placed on providing high-demand materials, in appropriate formats, which meet the broad range of literacy needs represented in the incarcerated community. The libraries assist their patrons in developing research and critical thinking skills while encouraging their interests in life-long learning and formal education.

FY21 was a difficult year for Maryland Correctional Libraries due to the ongoing pandemic that shut the departments down in March of 2020. Libraries remained closed from July - September. During that time, the CE Librarians met weekly in virtual meetings and devised plans to maintain contact with their individual institutions to receive and process limited reference requests. The Library Assistance to State Institutions (LASI) office at MCE was also closed during this time. There were four full-time staff vacancies during this time. Despite such challenges, the principals and librarians supported each other and assisted in other institutions' reference requests.

Librarians returned to their institutions in September and worked full-time providing reference and book cart services to the Housing Units until they were sent back out at the end of October. The librarians again worked on plans to return to their institutions and provide limited library services. In December and January, the CE Librarians began returning to their institutions 2-3 days a week to provide LexisNexis service and limited Reference access. They continued to provide cart and delivery services to the inmate patrons in the Housing Units. During this time, some of the librarians worked creatively to conduct library programs without in-person contact. Their efforts were well received, with a minimal number of complaints and Administrative Remedy Procedures (ARPs).

There was an in-print program on the election process and a mock election held at MCI-W. The ECIE librarian facilitated an in-print book discussion series with a Salisbury University professor and her class and also sent out DVDs of book reading and writing prompts for an inmate Covid Writing Program. A few librarians were also able to include library-related activity worksheets in the weekly teacher packets that were delivered to students in the institutions during the shutdown. They were able to assist the teachers in getting the weekly teaching packets to the inmate students in the units, acting as a courier to keep the communication of lessons going. Two librarians were successful in networking with their institution administration to distribute donated magazines and books to housing units during the pandemic.

In January, the four vacant library positions were advertised. Interviews were held in February, and all four positions were filled in March. All librarians returned full-time to their institutions in April and by the end of the fiscal year, all libraries were providing in-person library services. Several librarians assisted in training the newly-hired librarians in the Hagerstown facilities and at ECIW.

The statistics below reflect only three months of in-person library services and the restricted amount of time patrons could physically visit the library due to reductions and closures. Cart and delivery services were very difficult in some of the institutions.

LIBRARY SERVICES OUTCOMES FOR FY21:

Patron visits	26,809
Book circulations	28,186
General reference questions answered	5,712
Legal reference questions answered	13,157
Inter / Intra Library Loans	109
LASI Requests	14,016
LASIs Processed	11,821
Magazine circulation	2,541
Media circulation	253
Educational Programs	11
Internet Job Searches	3

The librarians who manage the Maryland Correctional Libraries are trained to meet the needs of incarcerated patrons by providing the following:

- Identify each patron'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 in use of databases for conduct of research
- Train inmate patrons to navigate limited Internet sites for community information and job searching
- Assist 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 CE Library Program offers the following services:

- Information & Services based on patron requests and needs
- Technology and database training for research
- Updated legal, general, and reentry databases
- LASI program services
- Recreational and informational reading
- Life-long learning skills training & support
- Curriculum support and Reader's Advisory
- Reference interview and referral services
- Technology awareness and use of electronic resources
- Special assistance to vision and hearing impaired patrons
- Inter-library loans
- Collaboration with public and special libraries
- Book discussions
- Educational programs and workshops
- Financial literacy programs

Special Library Programs developed & provided in FY21 include:

- Book discussion groups
- One Maryland One Book
- Legal research training workshops
- Writing/poetry program with writing/inmate displays
- Reading programs
- Financial literacy workshop
- Election process program
- VIBE (vocabulary word definitions contest)
- Trivial and crossword puzzles with library themes
- Legal Reference

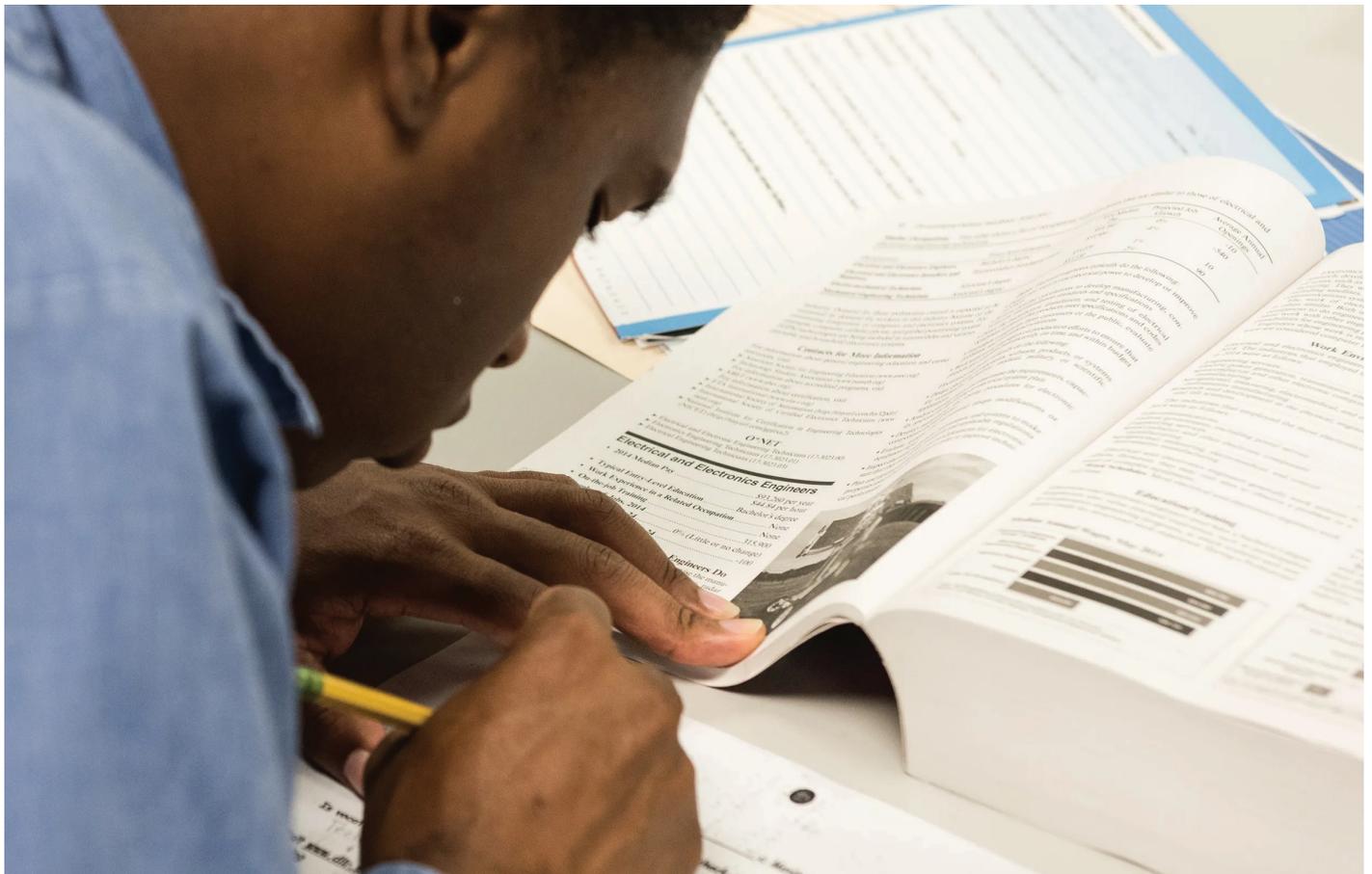
5 SERVICES FOR 21 AND UNDER

There are approximately 500 youth aged 21-and-under incarcerated in Maryland adult prisons on a given day. The CE Program uses federal funds to provide supplemental educational services to these students as a priority. All inmates under the age of 21 who do not have a HSD are placed in class within 30 days of arrival into one of the prisons. While in class, students develop academic skills leading to a HSD. Students also receive transitional planning services from a Transition Specialist. Transition Plans are designed to help the under 21 population return to the community ready for employment, continue their education toward a HSD, and secure gainful employment. These tools help the students reduce their likelihood to return to prison.

Many students under the age of 21 are able to complete their high school education while incarcerated. In FY2021, over 100 youth participated in the education classes and advanced their skills leading to the high school diploma/GED®. Due to a school shut-down in FY2021, students who turned age 21 in 2021 will receive extended services in FY2022.

Students who are under 21 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 group. Transition Specialists link students to the Maryland AJCs and help them find employment before being released. While incarcerated, these students are encouraged to widen their horizons and participate in other programs offered in the prison. These additional opportunities help youth develop stronger cognitive decision making, anger management, and parenting skills. They also contribute to inmates' spiritual growth and play a role in gang reduction, and drug abuse avoidance. Several inmates within the under 21 population are eligible for, and receive services under, IDEA, as explained in section 4.5 of this report.

Post-incarceration educational options are discussed with youth who are scheduled for release within 18 months. For continuity between prison and community programs, a path to return to high school or an adult education program is outlined with each student during transition discussions.



6 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT

While a returning citizen's transition begins behind the fence, gaining connections to employment once released is a critical indicator of successful transition. The CE Program coordinates programming and resources with the workforce development services available through the state's AJC network to help returning citizens gain employment. A team composed of professional career specialists working in AJCs, along with Reentry and Apprenticeship Navigators, Transition Instructors, and Specialists, work collaboratively to customize workforce development resources and other support services to set up released individuals for success.

Part of these efforts to support the linkages to the workforce development system includes information on employability skills, employer incentives, and workforce development programs presented at Resource Fairs and Employment Readiness Workshop classes inside the prisons by AJC staff.

MD Labor's Reentry Navigators assist individuals with criminal backgrounds in increasing their employability and provide equal opportunity, access to employment resources, employment assistance, referral services to job seekers, technical assistance, professional development to a wide range of government and community-based organizations, and information and incentives to businesses. They have been instrumental in providing students with the resources needed to successfully transition from incarceration to sustained employment. Additionally, as the pandemic changed how agencies provided services, the Reentry Navigators continued to provide support to individuals as they exit incarceration through referrals from DPSCS' Parole and Probation division. The Reentry Navigators, who are based within the AJCs, are located in: Baltimore City, Prince George's County, Washington County, Anne Arundel County, and Somerset County.

Workforce Development Initiatives:

The AJCs serve incarcerated individuals and individuals living in the community who have criminal backgrounds in varying capacities. Services to ex-offenders in AJCs include basic career services, such as orientation, assessment, job development, job search, job referral, and job placement. Individualized career services are available at the AJCs, and those services available to former offenders include:

- Work search activities
- Workforce training
- Identifying apprenticeship opportunities
- Case management and referral to support services
- Follow up services

AJC staff also support the delivery of services that are of particular relevance to the offender population entering the workforce. These services include:

- Federal bonding
- Outreach to prisons
- Outreach to local detention centers

7 SUMMARY

Governor Hogan is committed to ensuring that quality education and training programs are available to inmates across the Maryland Correctional System, and the CEC worked hard in FY21 to deliver on the Governor's commitment through the CE Program and diverse partnerships. The council is uniquely positioned to promote CE programs and employment opportunities for the inmate student population. The CEC will strengthen its partnerships in the prison system and throughout the state 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. With a strong commitment to the vision and mission of the CE Program, the CEC will continue to build on its partnerships in the prison system and throughout the state to further enhance employment opportunities for returning students.

