



CEC

CORRECTIONAL
EDUCATION
COUNCIL

2020 ACTIVITY REPORT



Department of Public Safety
and Correctional Services



CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121

November 2020

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: 2020 Annual Report Correctional Education Council Activity - MSAR #11520

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

The Correctional Education Council (CEC) is pleased to submit the Fiscal Year 2020 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 correctional facilities.

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

The COVID-19 pandemic created unprecedented disruptions to CE Program services and activities in the latter half of FY20, but the CEC, CE Program administrators and instructional staff worked tirelessly to maintain a meaningful connection to students despite the constraints.

The CE Program awarded Maryland State High School Diplomas to 178 students. Occupational certificates were awarded to 402 students, preparing them for productive employment upon their release. Students in transitional classes earned 1,483 certificates.

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

The Tablet Program Expansion

The Tablet Program, which began in 2017, continued in FY20 with the use of 87 tablets in eight schools across the state. In addition, MD Labor and the Department of Public Safety and Correctional Services (DPSCS) partnered to develop a Request for Proposals (RFP) for additional tablets preloaded with curricula to support the CE Program's Academic, Occupational, and Transitional programs. The delivery of these tablets in late FY21 will allow more students in additional institutions to have access. MD Labor anticipates that increased access to these powerful educational tools will support a larger number of students in successfully passing the GED® exam.

Opioid Crisis Addressed

MD Labor received two United States Department of Labor grants, a National Health Emergency (NHE) Dislocated Worker Demonstration Grant and a grant from the Women's Bureau, to address the opioid crisis and support local workforce partners and intervention efforts. The NHE grant provided funding to eight of Maryland's 12 Local Workforce Areas, and created the Opioid Workforce Innovation Fund (OWIF). The OWIF is a competitive grant fund intended to seed the implementation of new and promising ideas, or to adopt proven strategies at the systems or service delivery level, to address the health and economic effects of widespread opioid use disorder with innovative workforce programs in Maryland. Funding from the Women's Bureau allowed for two larger OWIF-type awards and supported a hospitality pre-apprenticeship training program for women inmates at the Maryland Correctional Institution for Women. MD Labor also partnered with the Maryland Department of Health and the MD Opioid Operational Command Center (OOCC) to begin a Certified Peer Recovery Specialist program at the Maryland Correctional Institution for Women (MCI-W).

Revision of the Correctional Education Academic Curriculum

The CE Program convened a Curriculum Committee in January of 2020 to revise and update the state's academic curriculum. Academic teachers provided input at the beginning and end of the process. The Curriculum Committee reviewed teacher feedback and finalized the curriculum scope and sequence in April 2020. The completed revision and update process resulted in the addition of elements focused on digital literacy/technology, social emotional skills and racial/ethnic diversity.

\$100,000 Book Grant from the Maryland Public Libraries

During an event held at Jessup Correctional Institution (JCI), which was attended by both DPSCS Secretary Green and MD Labor Secretary Robinson, Maryland Correctional Libraries was awarded a \$100,000 book grant from the Maryland Public Libraries. With these funds, libraries in the correctional system purchased new fiction and non-fiction materials that would not otherwise have been possible. As a result of the grant, each library now has a wealth of material for patrons to enjoy.

These achievements reflect the CEC's dedication to helping Maryland's returning citizens gain the educational skills and credentials they need to make a successful transition to 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 consideration.

Sincerely,



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 FY20 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
CE	Correctional Education
CEC	Correctional Education Council
CLAS-E	Complete Language Assessment System-English
CMCF	Central Maryland Correctional Facility
COABE	Coalition on Adult Basic Education
DPSCS	Department of Public Safety and Correctional Services
DRCF	Dorsey Run Correctional Facility
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
HVAC	Heating, Ventilation, and Air Conditioning
HQ	Headquarters
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IT	Information Technology
JCI	Jessup Correctional Institution
LASI	Library Assistance to State Institutions
LINCS	Literacy Information and Communication System
LIR	Local Implementation for Results
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

OOCC	Opioid Operational Command Center
OSHA	Occupational Safety and Health Administration
OSTC	Occupational Skills Training Center
OWIF	Opioid Workforce Innovation Fund
PATX	Patuxent Institution
PIN	Position Identification Number
RCI	Roxbury Correctional Institution
RESEA	Re-Employment Services and Eligibility Assessment
RFP	Request for Proposals
TABE	Test of Adult Basic Education
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 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's (MD Labor's) Correctional Education (CE) Program. The mission of the CE Program is to provide incarcerated individuals with high quality services that facilitate successful transition into Maryland's workforce and communities.

The CEC held quarterly meetings in September and December of 2019 and March and June of 2020, 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 postsecondary 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 Code of Maryland Regulations.

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
Karen B. Salmon/Deborah Grinnage Pulley, Designee	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 Shulz/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

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 its collaboration through policy changes and program implementation. During FY20, 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

Workforce Solutions to Address Maryland's Opioid Crisis Policy

The Workforce Innovation and Opportunity Act (WIOA), the federal law that governs the provision of correctional education through the states, emphasizes partnership as essential to effective service. In alignment with WIOA, the CEC fostered strong partnerships among multiple agencies during FY20 that created opportunities to establish innovative services and expand successful initiatives already underway. Highlights of the programs made possible in PY19 through partnerships are described in this section.

The workforce system established under WIOA is integrated by design to help both businesses and job seekers meet their needs. 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 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 must be counted as a key resource in a comprehensive 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.

MD Labor used these funds to commit resources to local workforce partners to supplement and enhance resources available to those affected by the crisis. Eight of Maryland's 12 Local Workforce Areas received funding to serve individuals impacted by the opioid crisis. MD Labor used a little over \$1.1 million dollars to create the Opioid Workforce Investment Fund (OWIF). The OWIF is a competitive grant fund intended to seed the implementation of new and promising ideas, or to adopt proven strategies at the systems or service delivery level, to address the health and economic effects of widespread opioid use disorder with innovative workforce programs in Maryland. The OWIF focuses on building connections between the workforce and behavioral health systems to support individuals who have been impacted

by the opioid crisis in eliminating barriers to employment and preparing for, securing, and retaining employment in high-demand industries and occupations. Additionally, OWIF funding can be utilized to provide training to individuals seeking to enter professions that could help in addressing the opioid crisis and its causes.

Additionally, 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 who will serve nearly 100 women impacted either directly or indirectly by the opioid crisis. This funding also is being used to pilot a pre-apprenticeship hospitality pilot program at the Maryland Correctional Institution for Women (MCI-W).

MD Labor also partnered with the Department of Health and the OOC to launch a Certified Peer Recovery Specialist program at MCI-W. Twenty-three women completed classroom training and are working towards obtaining the 500 work or volunteer hours required for certification. Three women participated in Train the Trainer, ensuring that the program will be sustainable beyond the life of the grant.

Returning Citizens: Reentry Navigators

This year, MD Labor completed hiring the final Reentry Navigators to support ex-offenders in job search and transitional activities. The five Reentry Navigators work in close partnership with DPSCS to connect pre-release inmates with specialized employment services available through Maryland's AJC network.

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

Flexibility Guidelines during the COVID-19 Pandemic

Statewide shutdowns early in the COVID-19 pandemic and long-term safety measures put in place to reduce the spread of the coronavirus have 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 the below guidance from the United States Department of Education that provided flexibility in processes and services:

- Approves the use of virtual enrollment for programs and encourages Local Workforce Development Areas and adult education providers to write their own virtual

enrollment procedures.

- Permits FY21 Consolidated Adult Education and Family Literacy Services grantees to enroll students into programming without administering a National Reporting System (NRS)-approved pre-test. Due to the challenges presented by distance learning, Adult Education WIOA Title II providers may utilize alternative assessments, as outlined by the Office of Career, Technical, and Adult Education.

2020 Legislative Session and COVID-19

The CEC collaborated on the development of legislation to increase 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 to 240 calendar days or until a GED® is achieved, whoever 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.

CEC Activities

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

- Increased Registered Apprenticeship career opportunities for returning citizens with Associated Builders and Contractors (ABC);
- Continued the partnership between DPSCS and MD Labor to provide tablets to students;
- Continued partnerships that provided a pipeline to employment through the EARN Maryland and Vehicles for Change (VFC) programs;
- Successfully implemented a hospitality program at the

MCI-W and conducted train-the-trainer sessions for coordinators responsible for training the instructors;

- Continued to add opportunities for students in the Joint Skills and Training Program (JSTP);
- Continued computerized GED® testing;
- Enhanced reentry and transition services with increased collaboration with DPSCS, reentry navigators, and various community partners; and
- Participated in hearings affecting public safety, correctional education, and inmate welfare.

The CEC continued to focus on reducing recidivism, providing inmates with access to secondary education through Goucher College and the University of Baltimore, and implementing the Tablet Program. The CE Program worked with DPSCS to increase the number of national certifications earned by inmates via online testing. The CE Program also conducted Resource Fairs at which inmates near their release date had an opportunity to meet with employers representing industries such as construction, automotive, and printing.

1.4 CEC Committees

Five committees supported the mission and work of CEC during FY20: the Employer Engagement Committee, the Opioid Initiative Committee, the Special Education Local Implementation for Results (LIR) Plan Committee, the Tablet Implementation Committee, and the Brockbridge Reopening Committee. According to CEC by-laws, committee members serve two-year terms. 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 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)	Terri Hicks
Dr. Tamara Barron	Yariela Kerr-Donovan
Danielle Cox	Mark Vernaelli
Kirsten Allen	Chris Hadfield
Jack Weber (Chair)	Dr. Kathleen White
Erica N. DuBose	Thomas Lane
Dr. Jack Cunning	Ryan Huether
Charlene Templeton	Elain Carroll
Deborah Monroe	Lamon Harris

Activities:

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

Opioid Initiative Committee Membership

Mary Keller	Erin Roth
Tamara Barron	Margaret Chippendale
Erica N. DuBose	Ed Schwabeland
Danielle Cox	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) Plan Membership

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

Activities:

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

Tablet Implementation Committee Membership

Danielle Cox	Kevin Combs
Matthew Hoover	Ed Schwabeland
Martha Danner	Derron Crawford
Kathleen White	Peggy Stanford
Jack Bentley	Cynthia Blackwell
Melissa Murphy	Tricia Hopkins

Activities:

- Evaluate software designed to support inmate education.
- Support teacher implementation and students' tablet use.
- Identify additional areas where 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.

Brockbridge Reopening Committee Membership

Danielle Cox	Tamara Barron
Erin Roth	Erica N. DuBose
Michelle Gardner	Leroy Mills
Marsha Briley	James E. Rzepkowski
Kathleen White	Marcia Morris
Ebone Janifer	Jack Cunning
Christopher Maclarion	Kathleen White

Activities:

- Determine streams of possible funding through grant opportunities
- Develop budgetary guidelines for operation.
- Identify programming based on needs of men and women participants.
- Collaborate to implement research based best practices for student success.
- Work with vendors to identify training materials.

The Tablet Program:

The Tablet Program, launched in November 2017 with only 12 tablets and has now grown to 87 tablets in 8 schools: MCI-W, Roxbury Correctional Institution (RCI), DRCF, Eastern Correctional Institution-West (ECI-W), Maryland Correctional Institution-Hagerstown (MCI-H), Maryland Correctional Training Center (MCTC), Metropolitan Transition Center (MTC) and Jessup Correctional Institution (JCI). The Tablet Program was a joint effort between DPSCS and MD Labor to provide students at the Intermediate and GED levels access to digital literacy software. Teachers are able to use educational content such as Khan Academy, Paxen, 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.

Due to the overwhelming success of the Tablet Program, MD Labor, with additional funding from DPSCS and GOCCP, put out a RFP in the spring of 2020. Once complete, the expansion will provide tablets for every school and for students in all programs, Academic, Transitional, and Occupational. The additional tablets will not only continue to allow for academic achievement, it will also provide digital programming to Transition students, allowing them to be able to take courses such as anger management, write resumes, and search for jobs in real time. In addition, students in Occupational classes will have the ability to take their National Certification tests on the tablets.

DPSCS and MD Labor will continue to explore ways that tablets can effectively be used in the facilities.

Post-Secondary Programs

Incarcerated individuals in DPSCS facilities who have earned a GED® or High School Diploma are given an extended opportunity to access support for post-secondary education through the Second Chance Pell Program, overseen by DPSCS. The program allows incarcerated individuals to receive Federal funding to enroll in post-secondary programs offered by local colleges and universities or distance learning providers.

In 2020, the United States Department of Education announced an expansion of the program, allowing incarcerated students to use Federal Pell Grants at 130 schools located in 42 states and the District of Columbia. Maryland has a total of six higher education institutions providing services to the incarcerated population and is working on expanding the Second Chance Pell program throughout the state. Each program provides robust, high quality, authentic and rigorous instruction that requires each student to meet all criteria set by each college, university and DPSCS. Incarcerated students enrolled in each program are held accountable for their attendance, participation and ability to complete the required coursework.

The Goucher Prison Education Partnership (GPEP) and DPSCS have partnered to offer individuals at MCI-W and MCI-J access to a college education since 2012. Goucher College students at these correctional facilities are completing courses including academic writing, statistics, Media Criticism and a seminar in congressional politics. Approximately 130 students enroll each year with Goucher, and over the years students have pursued nearly 200 classes.

Former GPEP students work in Maryland and Washington D.C. organizations and businesses, ranging from law firms to social service organizations. They are active in their unions, volunteer at their children's schools, have been regular volunteers at organizations including Baltimore's BUILD and the Baltimore Museum of Art. Students use their education in ways meaningful to them, their families, and/or for the Maryland and Washington D.C. communities. Below are just a few success stories:

- Maurice S. graduated from Goucher College with the honor of Magna Cum Laude while incarcerated at MCI-J. He is now the Center Director for the Center on Sentencing and Corrections for the Vera Institute for Justice in New York City.
- Sekwan M. studied with Goucher while at MCI-J. After release from prison, he completed a certificate program at Georgetown University and is now a paralegal at a law firm in Washington DC. He is also a master electrician and founder and owner of Lightning Electric.
- R. Sard studied with Goucher College at MCI-W. Upon release, she used her Goucher coursework toward a degree in Behavioral Health at Chesapeake College. She now works in a social work department at an area hospital.
- Donte S. graduated from Goucher College with a degree in Computer Science. He is now a Technical Support Engineer at a Maryland-based technology company and is an advisory board member with a Maryland reentry initiative.

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 2020 Programs Overview

The CE Program provides academic, library, occupational, 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 Occupational Program offers a variety of vocational programs, in addition to twelve 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 recidivism rates. 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 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 FY20 was between 5th

and 8th grade. Less than half of these inmates have a high school diploma when they enter 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 partnerships with community colleges.

CE Program Statistics:

Average numbers of students served per day	2,700
Approximate number of students served per year	8,300
Number of full-time state CE employees	145
Number of part-time contractual employees	113
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.

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

3.5 Community College Partnerships

As part of its mission to serve incarcerated students, the CE Program established partnerships memorialized in 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 allowed the CE Program to expand the number of classes available to students through additional adult basic education, workforce skills training, and transition classes in facilities across the state.

4 PROGRAMS AT A GLANCE

FY 2020 PROGRAM OUTCOMES

Each year, the CEC reviews program outcomes for each department of the CE Program. As a result of these evaluations and the ongoing work of the CEC, the following goals were accomplished for FY 2020:

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 state staff or PIN (Position Identification Number) teachers, and 51 contractual teachers.

Academic completions for the Adult Basic Education (ABE) and English as a Second Language (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 levels/ NRS levels through March 2020. Students were unable to receive certificates from March 2020 - August 2020, due to the school shutdown brought about by the COVID-19 pandemic.

Grade Level	NRS Level	ABE Students (total)	ESL Students (total)	Achievement
0.0 - 3.9	1 & 2	385	57	Certificate
4.0 - 5.9	3	363	8	Certificate
6.0 - 8.9	4	117	2	Certificate
9.0 - 12.9	5 & 6	178	N/A	High School Diploma

Professional Development:

Professional development was provided for CE Program staff on a variety of topics, such as the revised Maryland CE Curriculum and support for struggling learners within the 21-and-under population. CE Program staff also participated in robust professional development through participation in conferences and webinars.

The 2020 Coalition on Adult Basic Education (COABE) was to be held in Baltimore, MD this summer. Since this national conference was held in-state, the CE Program was able to register 27 teachers, principals and headquarters staff to attend. However, as a result of the COVID-19 pandemic, the conference became a virtual event and each registrant was permitted to add a guest. In turn, approximately 54 CE Program staff members attended this event. Participants in the conference benefitted from attending diverse professional development sessions on topics, such as: teaching strategies, classroom resources, technology in the classroom, student motivation, special education/struggling learners, literacy, employability skills, peer tutoring, adult learning theory, teacher mentoring, leadership, higher level thinking, flipped classroom, self-advocacy, andragogy, equity, GED® and TABE testing, LINCS resources, and a variety of presentations from vendors related to their educational products and resources.

The temporary shutdowns and subsequent telework requirements driven by the COVID-19 pandemic from March-August 2020 provided CE Program staff with an opportunity to focus heavily on virtual professional development activities, such as content specific webinars. Teachers were provided time to engage in professional development activities of their choice, such as subject content, cultural competence in the classroom, classes for certification, and the social-emotional needs of students as well as activities assigned by their Principals and the Academic Coordinator.

All schools participated in several conferences with the Academic Coordinator, the Academic Project Manager, and their Principal while teleworking. The conferences required teacher preparation and school-team preparation. Prompts and questions were provided to generate thought, reflection, analysis, and planning related to a variety of topics, such as: the revised curriculum, TABE and GED® testing procedures and data (student outcomes), student motivation, building trust, academic materials and resources, instructional strategies, digital literacy, new student orientation, collaboration, challenges and solutions, diagnostic testing, student learning plans, identifying learning gaps, celebrating student success, pace of instruction, library resources, whole group instruction vs. multi-level learners, and student self-evaluation. In addition, teachers created work packets to send to students each week while teleworking.

4.2 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 to 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 Correctional Education testing centers continue to score significantly higher than the national average.

The GED® pass rate for students participating in CE Programs in FY20 was 69.26%. In FY20, the CE Program was unable to hire a GED® tester for the Central Region, resulting in students being unable to test from January 2020-September 2020. In addition, the COVID-19 pandemic caused all schools to shut down in March, resulting in a loss of GED® test passers from March through the end of the fiscal year.

4.3 English as a Second Language Program

To provide training and education to diverse populations, the CE Program developed and implemented an English as a Second Language (ESL) Program at four institutions: MCI-H, MCTC, MCI-J, and MCI-W. The program provides English language instruction to non-English speakers. Most of the non-English speaking participants in the ESL program are from Spanish speaking countries.

Incoming students are assessed with TABE CLAS-E (Complete Language Assessment System-English), the official assessment for this program. Assessment information enables teachers to know the appropriate educational level to begin instruction. In ESL classrooms, there is more emphasis on face-to-face oral communication and understanding of student verbal and non-verbal communications to overcome language barriers. ESL materials are used in the classrooms to connect pronunciation to vocabulary, reading, and spelling, helping students learn to speak, read, and write in English.

ESL students in the CE Program's academic program gain confidence in their academic abilities on a daily basis, making consistent gains on the TABE test, advancing through the program, and earning ESL Certificates. In fact, 61 students earned ESL Certificates through March 2020.

4.3 English as a Second Language Program

The CE Program's academic curriculum revision process to update the Maryland CE Curriculum began in January 2020. The process was designed to involve the system's academic teachers throughout. Teachers at the school level were asked

to submit recommendations for changes. Recommendations that were agreed upon by the Curriculum Committee were included. The final draft of the Maryland CE Curriculum Scope and Sequence was distributed for feedback from principals and academic teachers at each school while teleworking during the Coronavirus Pandemic. Conference calls were held with each school to obtain feedback. The Curriculum Committee reviewed teacher feedback and finalized the curriculum scope and sequence in April 2020. New elements were added in the Digital Literacy/Technology area, Social Emotional skill areas, and racial/ethnic diversity.

The CE Academic Curriculum Committee was composed of the following teachers: Jared T. Warrenfeltz (RCI), Chris Miller (MCI-W), Suzan Powell (MCI-W), Laura Martin (RCI), Candace L. Stonebreaker (RCI), Christina L. Sparr (PATX), Renee T. Terry (DRCF), and Liela C. Delanoche (MTC). The curriculum development process was facilitated by Dr. Fran Tracy-Mumford (Academic Project Manager) with general oversight from Patrick G. Hruz (Academic Coordinator).

4.5 Special Education Services

The CEC 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 IDEA. These academic and related services are provided within the parameters of security and public safety in 12 state institutions.

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 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 IEP meetings. An IEP Team ultimately decides 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. Principals played a significant role in developing IEPs which included participating in IEP meetings, serving 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.

Related services, such as school counseling, are made available to students to help with problem solving and to encourage them to practice adaptive forms of behavior within the classroom setting. School psychologists and teachers collaborate to develop student self-management goals to achieve in class. In addition, continuous collaboration exists among public school system personnel, DPSCS, the Department of Juvenile Services, and the Maryland State Department of Education (MSDE) to provide adequate special education services to students through the age of 21. 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 offered to Special Education teachers in FY20 included the following:

- Professional Development Modules within the MOIEP system were utilized, including best practices for identifying present levels of performance for each student with an IEP as a means of informing instruction and related services.
- MOIEP platform training was provided through Johns Hopkins University and MSDE. MSDE has provided numerous professional development opportunities for Special Educators who provide instruction within correctional facilities.
- A collaborative workshop among Transition, Occupational and Special Education departments provided assistance to teachers and transition specialists in writing effective transition plans.
- MOIEP Train the Trainers sessions included 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 modeled best practices for newly hired teachers and/or other special educators as needed.

4.6 Occupational Programs

Every day in Maryland correctional facilities, more than 500 students are in attendance at one of the 25 adult occupational training programs running in 10 institutions with the support of 43 instructors. Courses are typically 400 to 600 hours in length and students learn through classroom instruction and hands-on practice. Their training is evaluated by written and performance based testing. Graduates receive a MD Labor certificate and/or nationally recognized certifications 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 be employed upon release. To that end, the CE Program offers several national certifications, which are recognized by industry and demonstrate superior competence.

During the 2019-2020 school year, 402 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 Technology (5)	Warehouse/Distribution (2)
Office Practice and Management (1)	Small Engine Repair (1)
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 564 national certificates, offered by five national certification organizations in FY19. In FY20, the CE Program 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. The CE Program 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 Diesel Technology Program (an Extension of the Automotive Program) Automotive Body Repair	Automotive Services Excellence (Refrigerant Test)	20
	Automotive Service Excellence (Entry Level Technician)	14
	Medium & Heavy Trucks (ASE)	4
	Collision Repair & Refinish Test	4
Construction Programs: CORE and Pre-Apprenticeship courses listed above	National Center for Construction Education and Research (NCCER)	CORE: 134 Trades: 127
Office Technology	Microsoft® Office Specialist (MOS)	12
Warehouse Distribution	Forklift Operator	70
	HAZMAT Handler	62
	TOTAL	320

**Online testing not permitted*

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 the second program 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 their release. The CE Program also began a second Warehouse/ Distribution training program at RCI. This program offers national certification as a Forklift Operator and as a Hazardous Materials Handler.

Two new programs were implemented at MCI-W in partnership with various organizations: the Hospitality Pre-Apprenticeship Training Program and the Certified Peer Recovery Specialist Training Program. The Hospitality Pre-Apprenticeship Training Program began in partnership with the American Hotel and Lodging Educational Institute, Maryland Hotel and Lodging Association for women incarcerated at MCI-W near release. The Certified Peer Recovery Specialist Training Program began for a combination of students with both long term sentences and for those nearing release that have an affinity for and have a passion for helping others. This collaborative training program is a partnership between MD Labor, DPSCS, the Maryland Department of Health, and the Opioid Operational Command Center.

Registered Apprenticeship Opportunities Formerly Incarcerated Individuals (Pilot)

In 2019, House Bill 1167, “Labor and Employment – Apprenticeship Career Training Pilot Program for Formerly Incarcerated Individuals – Establishment” passed in Maryland, creating a three-year pilot. The pilot will serve Registered Apprenticeship programs in the construction industry that hire Registered Apprentices that (1) have been formerly incarcerated and (2) live in Baltimore City and Dorchester County.

The purpose of the pilot is to develop a well-trained, productive construction workforce which meets the needs of the State’s economy; encourage employers to hire formerly incarcerated individuals in the construction industry; and help employers offset additional costs, if any, associated with hiring Registered Apprentices.

In 2020, House Bill 1141, “Labor and Employment - Apprenticeship Career Training Pilot Program for Formerly Incarcerated Individuals – Report,” was passed in the Maryland 2020 legislative session. This bill mandates that MD Labor submit a report on the progress of the pilot program each year to the General Assembly.



Apprenticeship Opportunities

Pre-Apprenticeship programs are industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. 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. 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 CE Transition unit 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. Occupational students have the opportunity to enroll in the following programs which are currently being offered in partnership with our programs behind the fence:

- Carpentry
- Electrical
- Facilities Maintenance
- HVAC/R
- Masonry
- Plumbing
- Sheet Metal
- Welding

CE continues its partnerships with ABC of Greater Baltimore, the Largo American Job Center and ABC-Washington to identify recently released individuals who meet eligibility requirements to enroll in a construction apprenticeship program. JumpStart (With ABC) and Grace Pre-apprenticeships (With IEC) also continue to be valued partners. Additionally, grants were awarded to Harford Community, NPower and the Building Trades Unions. Those programs are in the planning stages and will be starting in the coming months.

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 who 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 their roles, they often fail to recognize that these skills are valuable assets that could help them find employment when released.

Through the JSTP program, 78 inmate workers in Jessup, MD facilities (MCI-J, BCF, MCI-W, JCI, and CMCF) received Certificates of Completion documenting skills in 23 job areas. Likewise, in the Hagerstown facilities (MCTC, MCI-H and RCI), 202 inmate workers received Certificates of Completion documenting skills attained in 29 jobs. The CE Program continued expansion of the partnership with Maryland Correctional Enterprises (MCE) to document on-the-job training skills earned by MCE inmate workers while working in various MCE plants in Hagerstown. As a result, 186 inmate workers earned Certificates of Completion in various MCE job areas. In FY20, the JSTP program was also expanded to MCE facilities in Jessup, where 7 inmates earned Certificates of Completion in over 2 MCE job areas. The MCE expansion was in the early stages of implementation when it was interrupted due to the COVID-19 pandemic

Continued Partnership (JSTP) with Vehicles for Change (VFC)

The CE Program 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. 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, seven dropped out, and only one has 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. In 2019, twelve found employment in the private sector and the average starting wage was \$17.00. To date, three formerly incarcerated graduates of the CE Program's Automotive Technology Program have reached an annual salary of \$100k.

Occupational Priorities

For the 2019~2020 school year priorities, the CE Program focused on hiring staff to fill vacant positions, increasing the number of national certifications offered, and certifying staff to issue national certifications in their specialty area. The CE Program collaborated with other partners and agencies such as DPSCS to support various on-the-job training opportunities that can be offered to inmates working in a number of institutional jobs. For example, the CE 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 FY21.

Due to the COVID-19 Pandemic, all education and training was halted in March. This amounted to CE losing an entire quarter of training time and opportunities for students to earn credentials. However, moving forward, CE is looking forward to offering new certifications such as OSHA 10 for numerous trades among other national certifications.

Occupational Program Goals for FY 2021

Despite the impact of the COVID-19 pandemic on FY 20 goals and the anticipated impact on FY 21, the CE Program plans to build on expansion efforts already underway in Occupational training and JSTP programs. The CE Program will:
Work with DPSCS staff to expand national certification testing utilizing the tablets that will be acquired through the Tablet Program;

- 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 a reserve fund to purchase essential instructional materials and equipment which cannot be financed with current funding as funds are available;
- Expand JSTP offerings in the Jessup and Hagerstown areas; and
- Expand JSTP programming to the Cumberland (Western Maryland facilities) and the Eastern Shore facilities.

The longer-term impacts of the COVID-19 pandemic remain unknown, but the CE Program is committed to expanding certification opportunities and acquiring the much needed resources 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 and avoid the recidivism that plagues far too many individuals who experience involvement with the justice system.

Vehicles for Change and Occupational Skills and Training Skills Center Success

Vehicles for Change (VFC) graduate Tyshon M. was recommended to VFC's Automotive Training Program by Occupational Skills Training Center (OSTC) instructor Patrick Ingram after serving two years on a ten-year sentence for drug distribution charges. Prior to his incarceration, Tyshon battled homelessness at a young age and navigated the streets until the age of 18. Unable to find employment without an address to list on applications, he decided to sell drugs.



Described by Mr. Ingram, as “a great candidate; quiet, intelligent and hardworking,” Tyshon excelled in both the classroom and on the training floor. He possessed a level of focus and determination that was not typical for a 24-year-old. Obtaining seven Automotive Service Excellence's (ASE) during one testing window, he inspired an impromptu challenge among his group, resulting in the entire class earning an average of five ASE's each.

“During the four-month training period, VFC instructors assess interns and work with them to identify barriers and set goals for overcoming challenges,” said Mr. Ingram. One of Tyshon's goals was to pay off old tickets in order to get his license reinstated. He accomplished his goal, but it resulted in an eight-month hold on his license. Despite the setback, he became a paid apprentice at a local garage. Unfortunately, the garage was forced to close in April due to the COVID-19 pandemic.

As resilient as ever, Tyshon quickly landed a new job with a reputable dealership in Parkville, Maryland. Like all technicians who successfully complete the VFC training, Tyson is now driving the new car he was awarded through the program.

4.7 Transition Services offered by CE

During the 2019-20 school year, the CE Program's Transition Program curriculum was offered at 20 sites and supported by 14 instructors and two 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. Transition Specialists work with the Under 21 students to assist them with the completion and submission of a comprehensive Transition Plan. The Transition Department also works closely with the Reentry Navigators to ensure students are prepared with what they will need for release and receive support as they return to their communities. A total of 1483 participants successfully completed courses during FY20.

Courses of Instruction:

- Personal Assessment and Career Exploration
- Employment Readiness Workshop
- Financial Literacy
- Health and Nutrition
- Parenting
- Introduction to Computers
- Workshop Participation
- Basic Keyboarding
- Success at Work
- Life Skills for Reentry
- Internet Job Search
- Reentry and Employment Resource Skills Training
- Transition Planning for Under 21 Students

Transition Program Initiatives and Partnerships:

- Partnered with the CE Program's Special Education department to revise Transition planning content and services for 21 and under students.
- Delivered professional development workshops to Correctional Education Transitions Instructors on the topics of:
 - Expungement Information
 - American Job Center Services
 - Pre-Apprenticeship and Apprenticeship Programs
 - Reentry Navigator Services and Transition services with DPSCS
 - Veterans' Services
 - New curriculum for Transition students to be rolled out in the fall
 - Training and technical assistance on offender employment issues.
 - One Stop Reentry Fairs
 - Apprenticeship employment opportunities with Associated Builders and Contractors (ABC) of Washington and Prince George's County American Job Center to move apprenticeship students into employment.
 - Interview and employment opportunities for returning citizens with Port Covington.
 - Pass IT On (An IT training organization that serves returning citizens of Baltimore City and surrounding areas.)

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 Reentry Navigators to offer professional development highlighting the resources available to returning citizens.
- Developed screening criteria for post release applicants in two apprenticeship trainings.
- Provided TABE testing to potential applicants to pre-apprenticeship post-release.
- 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 matriculate through the CE system.
- Collaborated to determine criteria to be included in all incoming students' Student Career and Learning Plan.
- Partnered with ABC-Washington to implement the Starting Point Program for returning citizens to enroll in paid apprenticeship opportunities.

Additional topics include:

Transitional Housing	Pre/Apprenticeship Opportunities
Rehabilitation Services	Counseling
Child Support Services and Modification	Family Mediation Services
Expungement	Banking and Investing101
SNAP benefits	CDL and Class A Driver's License Information
Community Service Opportunities	Financial Literacy
Healthcare	Federal Bonding
Addressing Barriers	Interviewing Skills
American Job Center Resources	Post-Secondary Opportunities

Curriculum Revision:

The Transition curriculum revision process to update the Employment Readiness Handbook began in February 2020. The committee formed to complete the revision process was composed of Beverly Robinson (CMCF), Jodie Thompson (WCI) and Erica DuBose (Transition Coordinator-HQ). Prior to the coronavirus pandemic, the committee met both virtually and in person to develop new curriculum, evaluate previous curriculum documents, conduct research, identify best practices, and coordinate the review and assessment of current curriculum to ensure that courses meet the intended objectives. A first draft of the revised Employment Readiness Handbook has been completed and will be provided to teachers for their review during the annual Transition Department Professional Development. The final version will be ready for use on January 1, 2021.

4.8 Library Services

Maryland Correctional Education Libraries provide opportunities for inmates to meet their personal, recreational and informational needs. Currently, the CE Program operates 12 full service libraries and four satellite libraries at the following correctional facilities:

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
MCIH	Maryland Correctional Institution – Hagerstown	Hagerstown
JCI	Jessup Correctional Institution	Jessup
MCIJ	Maryland Correctional Institution – Jessup	Jessup

MCIW	Maryland Correctional Institution – Women	Jessup
PAT	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	Church Hill
MTC	Maryland Transitional Center	Baltimore
CMCF	Central Maryland Correctional Facility	Sykesville

**When Brockbridge Correctional Facility (BCF) re-opens, there may be a 5th satellite library.*

Under the direction of professional librarians, the libraries are used for book circulations, legal information and research, employment exploration and readiness, community, health and other information gathering. 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 make these services available to patrons and assist them in developing their own information gathering and critical thinking skills and encourage their life-long learning and formal education interests.

FY 20 has been a year of transition for the Maryland Correctional Libraries. Despite staff vacancies (interviews were underway when the COVID-19 pandemic hit), libraries continued to provide limited services with substitute librarians, assistance from Principals and coverage from other Correctional Libraries. The statistics below reflect only eight months of services and the restricted amount of time patrons could physically visit the library due to closures.

LIBRARY SERVICES OUTCOMES FOR FY20	
Patron visits	78,502
Book circulations	73,543
General reference questions answered	21,483
Legal reference questions answered	32,694
Inter / Intra Library Loans	22
LASI Requests	22,155
LASI's Processed	20,665
Magazine circulation	15,229
Media circulation	870
Educational Programs	46
Internet Job Searches	779

During the COVID-19 shutdown, DPSCS suspended Library Assistance to State Institutions (LASI) services. Several librarians were able to receive reference requests from their institutions and answer a limited number of reference questions from inmates while teleworking. 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. Two librarians were successful in networking with their institution administration to distribute magazines and books to housing units during the pandemic.

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 to use databases to conduct 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 service:

- 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 Readers 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 FY 20 include:

- Book discussion groups
- One Maryland One Book
- Storytelling programs
- Legal research training workshops
- Writing/poetry writing/inmate art displays
- Reading programs/poetry reading competition
- Financial literacy workshop
- Black history essay contest/Blackout poetry workshop
- Chess tournament
- VIBE (vocabulary word definitions contest)
- Trivia contest

5 SERVICES FOR 21 AND UNDER

There are approximately 350 youth aged 21-and-under incarcerated in Maryland adult prisons. The CE Program prioritizes services to these inmates. 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 the academic and social skills needed to be successful in an academic setting. Students also receive transitional planning services from a Transition Specialist. Transition Plans are designed to help the under 21 population return to the community, continue their education, and secure gainful employment. These tools also help reduce recidivism.

Many students under the age of 21 complete their high school education while incarcerated. In FY20, 26 youth students attained a GED® while enrolled in classes provided through the CE Program. 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. Students who are under 21 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 AJC's and help them find employment before being released. While incarcerated, these students are encouraged to participate in other programs offered in the prison. These additional opportunities help them with cognitive decision making, anger management, parenting skills, spiritual growth, gang reduction, and drug abuse avoidance. Several of the under 21 population are also eligible for, and receive services under, IDEA, as explained in section 4.5 of this report.

6 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT

While a returning citizen's transition begins behind the fence, gaining connections to employment once released is a critically important 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, once released. A team composed of professional career specialists working in AJC's along with Reentry and Apprenticeship Navigators, Transition Instructors and Specialists work collaboratively to customize workforce development resources and other support services to set released individuals up for success.

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 classes inside the prisons by AJC staff. MD Labor's Reentry Navigators 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.

WORKFORCE DEVELOPMENT INITIATIVES:

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

- Educational programs
- Workforce training
- Identifying apprenticeship opportunities
- Case management and referral to support services, and
- 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
- Documents for employment
- Staff training
- Outreach to prisons
- Outreach to local detention centers

7 UNIQUE PROGRAMS

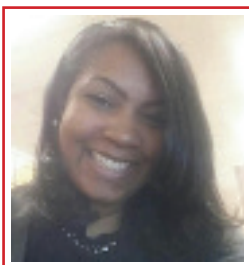
ReEntry Navigators

Maryland Reentry Navigators assist individuals with criminal backgrounds by increasing their employability, providing equal opportunity and access to employment resources, employment assistance and referral services to job seekers, technical assistance and professional development to a wide range of government and community-based organizations, and information and incentives to businesses. 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.

Reentry Navigators have completed tasks such as:

- Provided case management
- Barrier removal
- Assists with job readiness, job placement and retention

Meet the men and women helping to provide Maryland returning citizens with the resources they need to address recidivism:



Sandy Graham
ReEntry Navigator
Prince George's County

My experience as a Re-Entry Navigator has included:

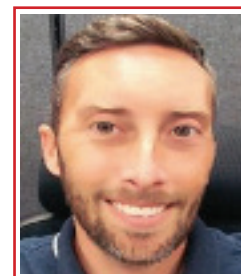
- Providing case management services and follow up services to assist returning citizens, justice involved job seekers, job seekers with extreme barriers and traditional Workforce Innovation and Opportunity Act (WIOA) job seekers in achieving specific employment goal and assist with career planning and identifying career pathways.
- Assisting with job readiness, job placement and retention.
- Referring clients to training and apprenticeship opportunities; Assisting reentry customers with training, developing and increasing the employment outcome of justice involved job seekers in Prince George's County, with the goal of reducing recidivism through employment

Due to COVID-19, I was not able to visit my assigned correctional facilities as scheduled. Despite this setback, I have been able to assist several clients with resources needed for expungement and updating their resumes.

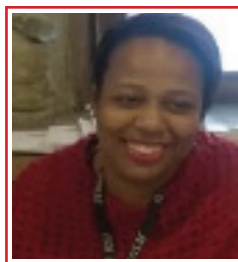
"I also attended a virtual Prince George's Reentry Roundtable Talk, where I met with a returning citizen who was a speaker and a job seeker. I connected him with an employer who was interested in hiring him; however he received another job offer.

Although, COVID-19 placed a halt on my grand plans on how to meet the needs of those returning to the Prince George's County area I have been making strides with the returning citizens that have been referred to me. I also had the opportunity to attend a Reentry Expungement/Resource event in March 2020. The event was well attended. I was able to speak with and provide resources for a little over 30 Justice Served individuals."

"Over the past year, I have been going into the local prisons, Washington County Detention Center, and Day Reporting Center, RCI, MCI-H, The Hill and MCTC and hosting classes on local resources and working with individuals one-on-one to find employment or connect with resources for training or other needs. I also work with a local group that would hold a weekly meeting for individuals to come in and talk about their needs and help them address them. Before COVID-19, on average I was working with about 20 - 30 new people every month. I continue to work with those that need are in need of assistance and provide returning citizens with information to assist them in moving forward."



James Grossman
ReEntry Navigator
Washington County



Marshel Pollock- Lawrence
ReEntry Navigator
Baltimore City

"This past year as the Reentry Navigator has been quite a wonderful experience for me as a Career Development Facilitator. As the Reentry Navigator for Baltimore City and assisting with Anne Arundel County applicants, I have helped to facilitate partnerships that create opportunities for employment and training for clients that are interested in receiving a second chance. The most rewarding part of working with returning citizens is that when they get a second chance and exceed everyone's expectations!

Lastly the most important part of being a Career Development Facilitator and a Reentry Navigator is communicating to employers how returning citizens will benefit the organization. I believe that the Reentry Navigators provide hope, motivation, faith and inspiration to the returning citizens so that they may know that they do have someone on their side assisting them in career development, resume development, and identifying training opportunities. Additionally, the partnerships that I have developed in the other program partnerships that I have developed motivate me every day to assist returning citizens and becoming productive members of society."

“My first fiscal year as a Reentry Navigator (July 2019 - July 2020) was characterized by a steep learning curve, productive relationships, and the need for agility. A year ago, I was submersed in training. I began meeting with justice-involved individuals at the AJC and reaching out to employers. By October, I met principals at MCIW and JCI, and attended two Reentry Resource Fairs in prisons. Over the coming months, I began meeting inmates, and even more walk-ins at the AJC. I presented at exit orientations, collaborated with DPSCS Transition Specialists, attended a ground-breaking Reentry Symposium, and joined my Navigator teammates in our official MD Labor orientation.”



Ellen Bredt
ReEntry Navigator
Anne Arundel County

Covid-19 has temporarily changed how we do business. I continue to assist customers by curating job lists to email to my AJC customers. We Navigators check in regularly as a team. Despite the pandemic-related changes, I look back and see amazing take-aways. In 12 months, I reached 152 inmates in my county, plus 81 reentrants at the AJC/remotely. I've seen 22 job placements and 3 training placements. Little by little, employers invite me to send them candidates. Maryland Correctional Enterprises and my county Department of Aging and Disability now send me customers that I would not otherwise have reached. And most recently, a representative of the Sheet Metal & Air Conditioning National Association put four of my customers' resumes in front of employers, leading to one pre-apprentice hire and more coming. I am excited about the work that we do on behalf of our returning citizens.”



Jarah Hall
ReEntry Navigator
Wicomico County

“My experience as a Navigator in the last year has been quite a learning experience. I have really enjoyed my time working with returning citizens. I am the Lower Shore Navigator, rotating between Eastern Correctional Institute- East, West, and the Annex and Eastern Pre-Release Unit. Typically, I have groups of 6-10 men. We have candid discussions about what to expect upon release, what they can do to prepare prior to being released, and what resources are available to them to help them re-enter the workforce. I provide them with contact information for Reentry Navigators in the area where they are being released, and/or their local American Job Center's address.

Since teleworking, I have done my best to stay connected with the prisons, Probation & Parole, and the Regional Transitional Coordinator. I have made many connections through assisting with the RESEA Workshops. I am working with individuals who need Federal Bonding and assistance finding long term employment. In the last year I have learned so much about my local community, state, and the resources available to ex-offenders. I have made great connections and friends with people who truly care about this population. The businesses that I have spoken with have been so supportive, and several are quite excited to work with our men and women. I am hopeful that as time goes on I will be able to build even more connections to better assist the individuals that we serve in their journey to become productive members of society.”

8 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 FY20 to deliver on the Governor's commitment through the CE Program and diverse partnerships. The counsel 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. The 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. With a strong commitment to the vision and mission of the CE Program, the CEC will build on its partnerships in the prison system and throughout the state to further enhance employment opportunities for inmate students.