![Maryland Department of Labor logo]

Maryland
DEPARTMENT OF LABOR

2024
ANNUAL
REPORT

CORRECTIONAL EDUCATION COUNCIL

Maryland Department of Labor
Correctional Education Council

The Role of Maryland's Correctional Education Council (CEC)

Adult and Correctional Education services play a critical role in furthering employment opportunities for justice involved individuals. Pursuant to Maryland Annotated Code, Labor and Employment Art. §§ 11–901–902, the Correctional Education Council (CEC) was established in 2008 to oversee the implementation of the Maryland Department of Labor (MD Labor)'s Correctional Education (CE) Program.

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 and Employment Art. §11–901.

CEC Member (as Required By Statute)	Appointment Length	Name	Professional Affiliation	Date of Most Recent Appointment	Designee (if Applicable)
Business Community Representative #1	4 years	Jack Weber	Uptown Printing	7/1/2020	
Business Community Representative #2	4 years	Vacant	Vacant	pending	
Former Offender	4 years	Vacant	Vacant	pending	
Member of the General Public	4 years	Jennifer Gauthier	Lead4Life, Inc	7/1/2020	
Secretary of the Department of Public Safety and Correctional Services (DPSCS)	N/A – Ex-Officio	Carolyn J. Scruggs	DPSCS	1/18/2023	
Secretary of MD Labor	N/A – Ex-Officio	Portia Wu	MD Labor	1/18/2023	Jason Perkins-Cohen
Director of Correctional Education	N/A – Ex-Officio	Ruschelle Reuben	MD Labor – Correctional Education	6/1/2023	
Secretary of the Department of Commerce	N/A – Ex-Officio	Kevin Anderson	Commerce	2/13/2023	Sarah Sheppard
Secretary of Higher Education	N/A – Ex-Officio	Sanjay K. Rai, Ph.D., Acting Secretary of Higher Education	Maryland Higher Education Commission	7/24/2023	Trish Gordon-McCown
Governor's Workforce Development Board	N/A – Ex-Officio	Carim Khozaimi	Governor's Workforce Development Board	7/1/2021	Rachael Stephens Parker
President, Community College	N/A – Ex-Officio	James S. Klauber	Hagerstown Community College	5/17/2022	Theresa M. Shank
State Superintendent of Schools	N/A – Ex-Officio	Dr Carey Wright	Maryland State Department of Education	7/1/2021	Dr. Sylvia Lawson
Director of Local Detention Center	N/A – Ex-Officio	Mary Ann Thompson	St. Mary's County Corrections	N/A	Monica Thomas
County Superintendent of School where a correctional institution is located, who shall be selected by the State Superintendent or the county superintendent's designee	N/A – Ex-Officio		Howard County School System	N/A	

Maryland Department of Labor
Correctional Education Council

The CEC is charged with the following 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; and Submit an annual activities report to the Governor on or before October 30.

CEC Goals Accomplished in 2023-2024

The CEC made significant strides in 2023 and 2024. A new leadership team, framework, and meeting structure were developed and implemented. The CEC successfully met its requirement of holding four meetings in 2023, with sessions in March, November, and two in December. In 2024, a meeting was held in March, and all meeting information, including agendas and minutes, are available online: https://www.labor.maryland.gov/ce/. Two sub-committees were established, focusing on data-driven tracking systems and employment for returning citizens, with outcomes to be reported in the 2025 annual report. To generate interest in new programming, the MD Labor collaborated with DPSCS to air education program videos in housing units. For FY25, The CEC also explored innovations such as Saturday school, evening school, and a consideration for DPSCS and CE tablets to share educational software. Throughout this period, the CEC reviewed reporting highlights from each CE program coordinator whom together provided a comprehensive overview of CE programming.

Correctional Education
Vision and Mission Statements

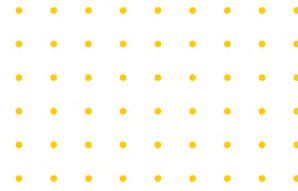## Correctional Education Vision Statement

We envision the CE Program as providing Incarcerated Individuals (IIs) with exceptional education and support services that equip them to succeed upon reentry and transition into Maryland's communities and workforce. CE is composed of 17 schools, 12 principals, 139 full-time employees, and 56 contractual employees, all eager to carry out the mission of CE. On average, we service 1,408 academic, 455 occupational, and 280 transition students per month (including 75 special education students per day). CE offers 49 occupational programs across the state, many of which offer nationally recognized certifications. CE also offers 12 transition programs to educate and support IIs to succeed upon reentry and transition into Maryland's communities and workforce. CE also has 12 full-time libraries and three satellite libraries which will serve over 67,204 patrons in 2024.

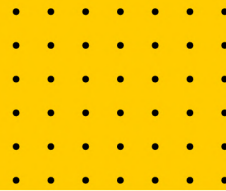## Correctional Education Mission Statement

The Mission of Correctional Education is to be the driving force for the continued supply of academic, special education, occupational, transition, and re-entry services that enables justice-involved citizens to obtain Maryland High School diplomas and occupational credentials. These will serve to provide a living wage and reduce the impact of recidivism on our citizens and our communities.

Message From Our Director

Excellence is Everything!

Dear Colleagues,

We're witnessing a new era in educational strategies for correctional education at the Maryland Department of Labor. Our mission is clear, our vision is bold, and our commitment is unshakeable. We are not just changing lives; we are reshaping futures and strengthening communities. We are setting new standards in teaching methods, customer service, and student outcomes. Our goal extends beyond traditional teaching; we're facilitators of personal transformation, equipping students with the tools and skills they need for success while guiding them to uncover their potential and confidently pursue their ambitions. We're building a system that doesn't just teach but inspires, motivates, and equips our students with the tools they need to thrive upon reentry. Our focus is laser-sharp, and our determination is unwavering.

Our comprehensive programs are designed to break down barriers and open doors to opportunities. As we stride into the future, we're not just keeping pace; we are leading the charge. We're modernizing our methods, updating our curricula, and pioneering innovative programs that prepare our students for the demands of the 21st-century job market. Together, we're not just building an education system; we're creating a powerhouse for transformation. Our work is a beacon of hope and a catalyst for positive change that will resonate throughout Maryland and beyond. With steadfast resolve, passionate dedication, and a relentless pursuit of excellence, let's wholeheartedly embrace this mission. Our collective efforts will illuminate an already promising future, making it even more radiant.

Ruschelle Reuben
Director, Correctional Education

Correctional Education
Our Team

Ruschelle Reuben
Director

Stacey Hoffman
Deputy Director

Katharine Lander
Special Education Coordinator

Dr. Erica DuBose
Transition Coordinator

Patrick Hruz
Academic Coordinator

Dr. Tamara Barron
Occupational Coordinator

Advancing Correctional Education:
Data-Driven Decision Making

Maryland's CE Program is entering a new era driven by data-based decision-making. This annual report highlights our program's role in this transformation, advancing our services into the 21st century, and identifying where we have run into challenges.

This report details how we are adapting to modern educational trends through the oversight of the CEC. We examine the metrics that measure our impact, the decisions they inform, and the future they predict. Data must be a crucial element that drives our progress and improvement.

We focus on how data analytics enhance learning outcomes, reduce recidivism, and support successful reintegration into society. Join us as we begin our data-driven transformation to exceed standards in educational excellence, operational efficiency, and positive societal impact in correctional education.

Academic

Special Education

Occupational

Transitional

Library

Academic Programming Report

The Academic Program of Maryland CE continues to evolve to meet modern educational standards and prepare students for a technology-driven world; with the overall goal to equip students with transferable academic skills for life during and after reentry. Key developments include:

01. Technology Integration

- Educational tablets supplement instruction in most classrooms.

- Desktop computers are used for GED® Ready and GED® Exams.

02. Curriculum Updates

- The Maryland Correctional Education Curriculum was revised in 2016 and 2020.

- The curriculum revisions were prompted by:

  - The new GED® Test implementation in 2014.

  - The Workforce Innovation and Opportunities Act.

  - Alignment with Common Core Standards.

  - The US Department of Education Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness Standards for Adult Education.

  - Maryland Digital Literacy Framework for Adult Learning.

03. Assessment and Instructional Materials

- Significant changes were made to the Tests of Adult Basic Education (TABE) assessment and Adult Basic Education materials.

- Webb's Depth of Knowledge is incorporated to align with GED® Test rigor and better prepare students for college and careers.

- Career Preparation: Students complete the O*NET Career Interest Inventory upon enrollment.

- A Student Career and Learning Plan is developed and monitored throughout the educational experience.

- Access to the Occupational Outlook Handbook is provided for career research.

Decision Driven Data
Academic Programming Report

Student performance data assists in the creation of professional development programming and resource allocations. Student and teacher feedback are also important sources of qualitative data. Data is accessed through the CE Student Database, the LACES Federal Reporting Database, and the Data Recognition Corporation (DRC) TABE Testing portal. Compliance continues to be monitored annually through both the Title I and Title II providers to ensure fidelity and accuracy.

Student Performance Data
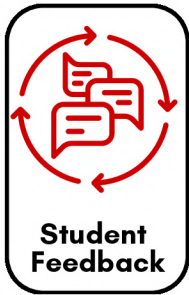
Student Feedback

Teacher Feedback

Program Metrics

The Academic Program has shown modest improvement in FY24. GED® pass rates remain about 10% above the National average, with more high school diplomas earned than in FY23. As of June 20, 2024 (with 1+ weeks remaining), FY24 has generated 17 more high school diplomas (HSD) than FY23 (264 total).

The Adult Basic Education Program consistently surpasses State and Federal Measurable Skills Gain projections by 10% or more, typically meeting or exceeding State and National averages.

↑% 6.9

264 GED

Seventeen more high school diplomas earned in FY24 (6.9% increase, 264 total) compared to FY23

National Average CE   Projection Actual

10%   10%

GED Pass Rates   Measurable Skills Gain

Compliance continues to be monitored annually through both the Title I and Title II providers to ensure fidelity and accuracy.
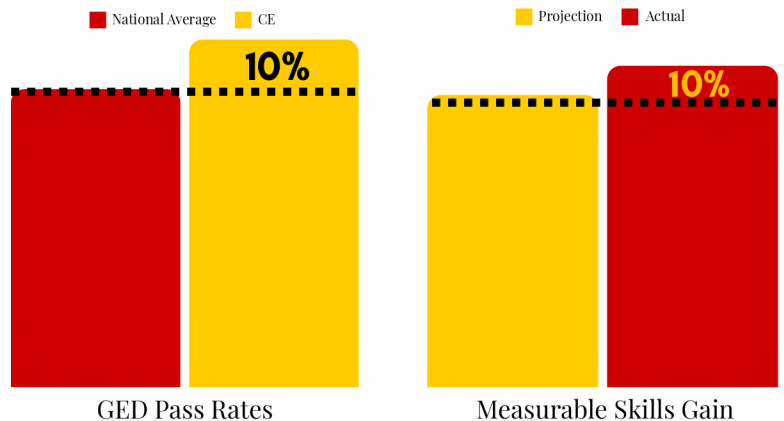
Future of
Academic Programming in Correctional Education

Data-Driven Excellence: Shaping the Future of Academic Programs

The Academic Program is constantly searching for resources, programming, and support to improve student outcomes. The educational foundation is the springboard to reentry success and future opportunities.

The program uses data to analyze best practices and areas of need, cultivating leaders and instructors so that our schools can function at the highest levels. Access to modern technology is our greatest need. This includes internet access, smartboards, and tablets.

Data Analysis

Resources and efforts will follow the continual data analysis, down to the teacher, student and school level.
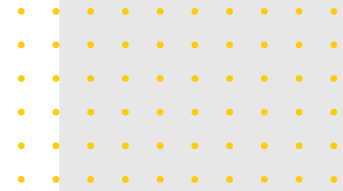

Student Level

Teacher Level

School Level

Data

Academic Programming in Correctional Education

Grade Level ABE	NRS Level	ABE Completions FY 23	ABE Completions FY 24	Achievement
0.0 – 1.9	1	89	124	Certificate
2.0 – 3.9	2	389	496	Certificate
4.0 – 5.9	3	359	335	Certificate
6.0 – 7.9	4	90	113	Certificate
8.0	GED®	225	264	GED®/High School Diploma

ESL – NRS Level	ESL Completions FY 23	ESL Completions FY 24	Achievement
1 & 2	49	58	Certificate
3 & 4	23	17	Certificate

Special Education Programming Report

The MD Labor CE Special Education (SPED) Program provides services to students with disabilities in DPSCS adult correctional facilities, adhering to the Individuals with Disability Education Act (IDEA) Part B and the Code of Maryland Regulations (COMAR). Students receive a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE), in which, to the maximum extent appropriate, they are educated with students who are not disabled by highly qualified SPED teachers.

Aggregating

Aggregating the TABE data, which assesses students' progress towards earning their high school diploma, to identify performance trends for students in SPED and overall student populations.

Leveraging

Leveraging educational technologies (e.g. Study Buddy devices, Reader Pens, Elmos) to improve educational outcomes for students with and without disabilities.

Contracting

Contracting with related service providers (e.g. School Psychologist, Social Worker, Speech Pathologist, Audiologist, Optometrist) through a Request for Proposal (RFP) to provide services outlined in a student's Individualized Education Program (IEP).

Developing

Developing IEP Transition Plans with students as they complete their career inventories, identify academic and employment goals, and enroll in transition activities.

Incorporating

Incorporating social-emotional learning within CE's professional development to create trauma-sensitive classrooms that promote emotional safety for students.

Introducing

Introducing students to CE transition classes and a re-entry navigator to encourage students' growth while incarcerated and prepare them for successful reentry into the community.

Funding

Funding CE staff to attend conferences with a focus on furthering the academic success of our students – particularly those of African descent at the National Alliance of Black School Educators Annual Conference; improving the educational success for students with disabilities (Council for Exceptional Children Conference); and promoting research, evaluation, and assessment within schools (Maryland Assessment Group).

Decision Driven Data
Special Education Programming Report

Our primary objective is to maintain up-to-date IEP documentation. We are committed to providing uninterrupted instruction for students in SPED, regardless of whether they are in the classroom or in segregation. This continuous educational support is crucial for students' progress towards earning their diplomas.

Additionally, we are developing a comprehensive CE Certificate Program as an alternative pathway for students who may not be able to attain a traditional high school diploma via the GED® test. This program is specifically designed for students who qualify based on their disability, IQ score, adaptive skills, and demonstrated difficulty in progressing through the Academic program. This initiative aims to ensure that all students can achieve a meaningful educational credential, tailored to their individual needs and abilities.

Program Metrics

Between May 2023 and May 2024, the SPED Program made notable progress. The percentage of SPED students requiring review of active Annual IEPs decreased from 59% to 38% (21%), while those needing Evaluation IEPs fell from 44% to 21% (23%). During this period, 10 SPED students successfully earned their high school diplomas.

The CE SPED Program's improvement in FY24 was attributed to:

- Full staffing of all 12 SPED teacher/case manager positions, benefiting students and decreasing outstanding IEPs requiring review.

- Hiring a full-time school psychologist, resulted in a 50% decrease in students awaiting Reevaluation IEP meetings.

Ten SPED students earned their high school diplomas in FY24.

Future of
Special Education in Correctional Education

Charting New Horizons: CE SPED's Innovative Strategies for FY25

CE SPED Program's FY25 goals:

- Increase high school diploma attainment.
- Reduce active annual and reevaluation/evaluation IEPs to 25% or less.
- Develop and submit the MD CE Certificate Program as a diploma alternative.
- Analyze TABE scores and high school diploma trends from prior to, during, and post-COVID-19 pandemic fiscal years.
- Fund second CE cohort to receive Offender Workforce Development Specialist (OWDS) certification.
- Provide professional development on differentiated instruction, social-emotional learning, MSDE changes, and transition services.

More high school diplomas earned	Substantially increased IEP compliance	Analyze TABE score trends	Develop and submit MD CE Certificate program	Fund CE cohort for OWDS certification	Provide PD for staff statewide

Occupational Programming Report

The Maryland Labor Correctional Education Occupational Program is a comprehensive model of collaboration involving:

- DPSCS
- Correctional institutions
- Educational bodies
- Employers
- Vocational training centers
- Non-profit organizations
- Trade unions

21 Occupational Programs

- Pre-Apprenticeship Electrical
- Auto Body Repair
- Pre-Apprenticeship Facilities Maintenance
- Automotive Maintenance & Inspection
- Pre-Apprenticeship HVAC/Refrigerant
- Barber Stylist
- Roofing
- Certified Peer Recovery Specialist
- Pre-Apprenticeship Masonry
- Building Maintenance
- Pre-Apprenticeship Plumbing
- Pre-Apprenticeship Sheet Metal
- Diesel Automotive Technology
- Pre-Apprenticeship Welding
- Woodworking/Finish Cabinetry
- Pre-Apprenticeship Carpentry
- Graphic Arts and Design
- Print Communication
- Architectural CADD
- Warehouse/Distribution
- Office Practice and Management

22 Industry Recognized Credentials

- Automotive Service Excellence (ASE) Entry Level Technician
- Diesel Engines
- PrintED
- National Center for Construction Education & Research (NCCER) Core
- Seven NCCER Construction Trade Certificates Including: HVAC, Masonry, Plumbing, Carpentry, Electrical, Welding, and Facilities Maintenance
- Refrigerant Safety Certification
- Forklift Operator
- HAZMAT Handler
- Connecticut Community for Addiction Recovery (CCAR) Recovery Coach
- Self Management and Recovery Training (SMART) Recovery Facilitator Certificate
- Certified Peer Recovery Specialist License
- Barber License
- Microsoft Office Specialist
- Traffic Control Technician
- OSHA 10

The Correctional Education program aims to expand its occupational training offerings whenever possible. New staffing and programs are funded by the State of Maryland, and two-thirds of all non-staffing costs are federally funded with approximately $300,000 per year through the Perkins V Grant.

Occupational Programming Report

Fiscal Year 2024 Accomplishments for the Program:

01 Infrastructure Improvements

- Collaborated with MD Labor DoIT and DPSCS HQ to build new and upgrade existing Occupational testing labs.
- Increased Industry Recognized Credential (IRC) testing capacity.
- Working to finalize the installation of the Maryland Correctional Institution-Women's (MCIW) Occupational testing lab in FY25.

02 Industry Certificates

- Ensured Construction trades students earn OSHA 10 credential through testing labs.
- Secured approval for asynchronous work (up to 10%) to count towards training hours.
- Expanded OSHA 10 training opportunities to other trades.

03 Program Management

- Created projections chart to track outcomes and address conditions for meeting Occupational goals.

04 Certified Peer Recovery Specialist (CPRS) Program Support:

- Updated CPRS program syllabus.
- Supported certification testing proctoring.
- Developed Labor CE Certification of Program completion process.
- Provided various supports to institutions and students.

05 Grant Management

- Implemented new Perkins Grant Memorandum of Understanding process in May 2024.
- Fully liquidated the grant despite external delays for receiving authorization to spend.

06 Automotive Program Support

- Increased Automotive Service Excellence (ASE) testing proctoring.

Decision Driven Data
Occupational Programming Report

Resilience in Action: Overcoming Challenges to Revitalize Occupational Programs

Recovery from post-pandemic conditions, criminal justice reform efforts, and staffing concerns have disrupted the continuity of CE's Occupational Programs. Despite these challenges, we collaborated with our partners (MSDE, employers, and various community organizations), as well as CE principals and teachers, to improve program outcomes for FY24. This included filling vacant positions to ensure the resumption of various training programs and working with DPSCS to work around a shortage of officers to keep school open.

A Year of Steady Growth

The department saw significant growth in occupational programming outcomes for FY24. Occupational program graduates increased by 17% from FY23, reaching a total of 445. Even more impressive was the 35% increase in attainment of IRCs, with a total of 1176 earned. These improvements reflect the department's commitment to enhancing vocational training and preparing students for successful reentry into the workforce.
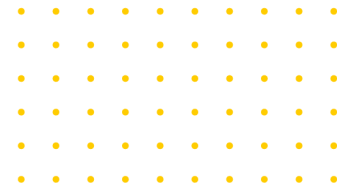
1176 IRCs

+306

%35

306 more IRCs earned FY24 (35% increase, 1176 total) compared to FY23

65 more occupational program graduates in FY24 (17% increase, 445 total) compared to FY23

+65

445 Certificate of Completion

%17

Occupational Programming in Correctional Education

Occupational Program	National Certificate	Number Awarded FY23	Number Awarded FY24
Automotive Maintenance and Inspection	ASE (Refrigerant Test)	57	29
	ASE (Entry Level Technician)	136	323
Automotive Body Repair	Collision Repair & Refinish Test	6	56
Certified Peer Recovery Specialist (CPRS)	CCAR Recovery Coach Academy	18	26
	SMART Recovery Facilitator Training	17	26
	3C Training	17	26
	CPRS	17	26
Construction Programs (CORE and Pre-Apprenticeship courses listed above)	NCCER	CORE: 154, Trades: 146	CORE: 227, Trades: 225
All Occupational Programs are eligible for OSHA and Flagger *OSHA numbers are not included in presented total.	American Traffic Safety Services Association (ATSSA) Traffic Control Technician	289	169
	The Occupational Safety and Health Administration – 10 Hour Course	54 (not included in total)	257 (not included in total)
Warehouse Distribution	Forklift Operator	7	18
	HAZMAT Handler	6	25
		Total: 870	**Total: 1176**

Transition Programming Report

Community Partnerships

The CE Transition Program is building a comprehensive network through partnerships with businesses, non-profits, and government agencies supporting reintegration. Partnering with Reentry service providers ensures post-release support in job placement, housing, healthcare, and education. We also collaborate with successful returning citizens like Lenell Watson (aka the Crab Boss) for relatable entrepreneurial guidance. This approach facilitates successful reintegration by leveraging an underused network of community resources.

Curriculum and Content Updates

We continuously update our curricula to align with industry standards and modern educational practices. Targeted workshops address specific skill gaps and interests, supplementing our core content. We incorporate student and teacher feedback to keep our materials relevant and engaging, ensuring our educational program evolves with workforce demands and student needs.

Technology Integration

There are foundational technology limitations impacting Maryland Workforce Exchange (MWE) functionality across the state. MWE offers career exploration and job application resources, though effectiveness is limited by outdated computers and internet challenges in some locations. We have been working with DPSCS on upgrading the technology so that students can utilize this service. New efforts from both agencies to improve this are on-going, especially from DPSCS in the last two years. This includes a feasibility study and active exploration into outside funding opportunities.

Expanding Staffing and Partnership

Recognizing the importance of transitional services for justice-involved individuals who are nearest release, Governor Moore invested $800,000 to support the creation of 7 new transition positions. Recruitment is underway and this new infusion of staff will improve CE's ability to expand access and service delivery to support successful reintegration.

Transition Programming Report

Tablet Usage Data and Completion Rates

MD Labor's transition team tracks two key metrics from usage data: Tablet Utilization and App Engagement. We monitor how often and when students use tablets, identifying peak times and inactivity periods. We also track which educational apps are most accessed, revealing student preferences and needs. This data helps us optimize resources and refine our digital education strategy.

We track completion rates to measure our program's success. This includes monitoring course and module completion to assess content effectiveness and certification achievement for high school diplomas and trade skills. As of May 31, 2024, we've achieved 660 certificate completions statewide compared to the 1,529 that were completed in FY23. This decline followed the loss of over half of the transition staff after returning from the COVID-19 Pandemic.

Feedback Surveys and Post-Release Outcomes

We conduct regular teacher and student surveys to gather feedback on our educational programs, helping us identify strengths and areas for improvement.

Lastly, we track post-release outcomes to measure our program's impact. This includes monitoring former students' employment rates, job retention, and career advancement. We also record enrollment in further education or training programs post-release. This data helps us assess our program's effectiveness in facilitating long-term success and guides ongoing improvements to better prepare students for reintegration.

660

-869
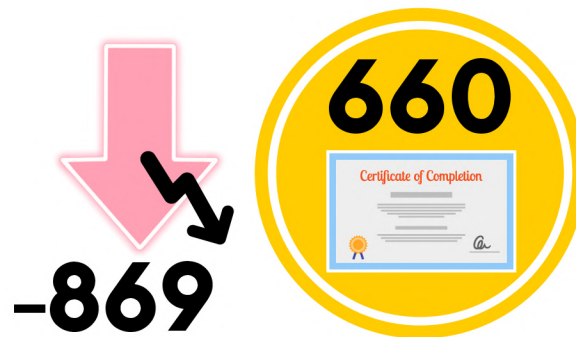
660 Certificate completions statewide FY24 compared to 1529 completions in FY23. This decline followed from losing more than half of the transition staff after returning from the COVID-19 Pandemic.
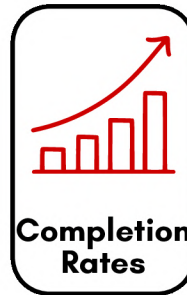
Usage Data | **Completion Rates** | **Feedback Surveys** | **Post-Release Outcomes**

Future of
Transitional Programming in Correctional Education

01 Staff Expansion

- Secured funding for new positions to enhance program delivery.
- Improving staff training for quality education and reintegration services.

02 Innovative Approaches

- Completed a brand new entrepreneurship curriculum to be implemented by the end of FY25.
- Implementing Financial Literacy programs and expanding via college streaming platforms.

03 Program Enhancements

- Updating curricula and introducing new courses based on industry standards and student needs.
- Expanding community partnerships to broaden student resources and support.

04 Data-Driven Improvements

- Using employment rates, completions, and feedback to guide enhancements.
- Tracking clear metrics throughout the fiscal year.
- Basing decisions on solid data and metrics.

05 Community Engagement

- Participating and hosting reentry events and job fairs to build connections between returning citizens, providers, and employers.
- Collaborating with providers for workshops and training sessions.

06 Future Outlook

- Increasing staff, enhancing training, and expanding partnerships.
- Focusing on continuous improvement and effective reintegration support.

Data
Transitional Programming in Correctional Education
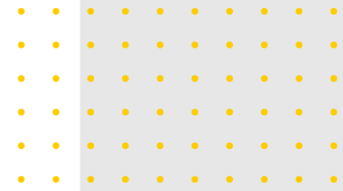
Course Name	Number of Certificates FY23	Number of Certificates FY24
Employment Readiness	503	232
Reentry and Employment Resources	46	42
Workshop Participation	179	110
Transition Plan	199	123
Introduction to Computers	53	8
Basic Keyboarding	67	25
Success at Work	35	33
Life Skills	235	57
Personal Assessment and Career Exploration (PACE)	84	26
Parenting	62	0
Financial Literacy	43	0
Shop Prep	1	0

Moving into the 21st Century
Library Programming Report

Maryland CE Libraries provide opportunities for incarcerated individuals to meet their personal, recreational and informational needs. In FY24, the CE Library Program operated 12 full-service libraries and three 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
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
MTC	Metropolitan Transitional Center	Baltimore
CMCF	Central Maryland Correctional Facility	Sykesville

Maryland Correctional Libraries: Empowering Incarcerated Individuals Through Education and Resources

Maryland Correctional Libraries serve as information centers for the incarcerated community, offering circulating books, legal information, employment resources, and various programs. Librarians assist patrons in developing research and critical thinking skills, encouraging lifelong learning. Many libraries collaborate with local colleges for higher education support.

FY24 has been transitional, with staffing challenges including retirements, resignations, and medical leaves. New librarians were hired for Eastern Correctional Institute - East (ECIW), Maryland Correctional Institute- Jessup (MCIJ), and Jessup Correctional Institute (JCI), bringing valuable experience. Recruitment continues for part-time evening librarians and a Library Services Manager.

Technology, Training, and Tenacity: Small Steps Forward to Modernize Maryland's Prison Libraries

All CE libraries received electronic upgrades, including new computers and a fully operational circulation system. Librarians adapted to the new system, which improved efficiency in updating legal resources. Some libraries are working to provide additional adaptive resources for sight and hearing-impaired patrons. While all libraries received some new equipment, small gaps still remain such as incarcerated individuals relying on typewriters to draft letters or computers that are so old that they no longer practically function. This outdated equipment is all slated to be replaced in FY25.

A new Library Coordinator position has been added beginning in FY25. This position will allow greater connection between institution libraries and other programs, most notably the academic and transition programs.

Decision Driven Data
Library Programming Report

The CE Library Program offers the following services:

- Patron-driven information services
- Research technology and database training
- Updated legal, general, and reentry resources
- Library Assistance to State Institutions (LASI) program services
- Recreational and educational reading materials
- Lifelong learning skills support
- Curriculum and reader's advisory services
- Reference and referral assistance
- Career preparation (resumes and interviews)
- Technology and electronic resource guidance
- Accessibility services for vision and hearing impaired
- Inter-library loans
- Public and special library collaborations
- Book discussions and literary programs
- Educational workshops and motivational speakers
- Financial literacy programs

Diverse and Engaging Programs: CE Librarians' Innovative Initiatives in FY24

The CE Librarians implemented various innovative library programs during FY24 with 197 unique programs! Including:

- **Book Discussion Groups:** Focused on classics like Educated, Just Mercy, The Paris Architect, Girl on the Train, and To Kill a Mockingbird
- **One Maryland One Book Project:** Engaging community reading initiatives
- **Legal Research Training Workshops:** Conducted with a Lexis/Nexis representative
- **Writing and Poetry Programs:** Including writing training sessions
- **Financial Literacy Workshops:** Featuring presentations from Industrial Bank
- **PREPARE Expansion:** The PREPARE program was enhanced this year with most libraries hosting monthly workshops facilitated by PREPARE volunteers
- **Ethics program and teams:** Partnered with Salisbury University's Ethics Team in ECIE and ECIW. Scrimmages were held twice this past year
- **Self-Improvement Series:** Led by director Reuben, covering various personal development topics
- **Workshops and Competitions:** Including trivia challenges, parole workshops, and a collaborative novel writing initiative

% 4.9

% 9.1

4.92% increase in patron visits (3,304 more visits) and a 9.12% increase in legal reference questions answered (2,760 more questions) in FY24 compared to FY23

In FY24, the libraries saw significant growth, with patron visits increasing by 4.92% (3,304 more visits) and legal reference questions answered rising by 9.12% (2,760 more questions) compared to FY23.

Data
Library Programming Report
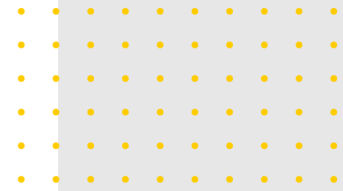
Service Provided	FY22	FY23	FY24
Patron Visits	62,162	67,204	70,508
Book Circulations	51,877	52,550	44,727
General Reference Questions Answered	18,795	18,889	18,693
Legal Reference Questions Answered	34,748	30,262	33,022
Inter / Intra Library Loans	77	315	267
LASI Requests	18,296	19,054	15,688
LASIs Processed	9,865	16,933	14,694
Magazine Circulation	9,714	10,449	10,427
Media Circulation	3,041	3,204	2,971
Educational Programs	81	139	197

Moving into the 21st Century

DPSCS Postsecondary Educational Programs

The mission of the DPSCS Office of Correctional and Postsecondary Education is to ensure that high quality educational programming is provided to incarcerated all students, behind the fence and beyond, that reduces recidivism and meets the needs of Maryland's workforce and communities. The post-secondary programs available to DPSCS's incarcerated population are a fundamental component of rehabilitative programming offered through collaborative partnerships with multiple institutions of higher education.

01 Goucher College

- Hosted at Maryland Correctional Institution (MCI)–Women and MCI–Jessup.
- Began in 2012 offering a Bachelor of Arts degree in American Studies.
- Admits 130 students every two years.

02 University of Baltimore

- Hosted at Jessup Correctional Institution
- Began in 2016 offering a six year Bachelor of Arts degree in Human Services Administration and an optional minor in Business Management.
- Admits 10–25 students per year.
- An Interdisciplinary Studies degree will be offered in Fall 2025

03 Wor-Wic Community College

- Hosted at Eastern Correctional Institution.
- Began in 2017 offering certificate programs in Business Management and Hotel–Motel Management. The program also offers general education courses for college admission post-release
- Admits 30–70 students every 3 years.

04 Georgetown University

- Hosted at Patuxent Institution.
- Began in 2022 offering a five year Bachelor of Arts in Liberal Arts. Including Cultural Humanities, Interdisciplinary Social Science, or Global Intellectual History as majors.
- Admits 25 students each year.
- First program for incarcerated individuals that admits students from across the state with men and women taking class together.

05 Bowie State University

- Hosted at Jessup Correctional Institution.
- Began in 2022 offering a five year Bachelor of Science in Sociology.
- Admits 9 students each year.
- Will offer Entrepreneurship Certification in Fall 2025.

Next Steps

Correctional Education Overview

Creating a clear and concise report from the multitude of data points we've identified is a challenge the CEC must address. To tackle this, our focus for FY25 is centered on understanding each student's journey from entry to release. By contextualizing data within individual stories, we aim to identify gaps, expand programs, and prioritize new investments. This comprehensive approach will enable us to better serve our students' needs and strengthen the overall effectiveness of our programming initiatives.