



MARYLAND DEPARTMENT
OF PUBLIC SAFETY AND
CORRECTIONAL SERVICES



STATE OF MARYLAND

DLLR

DEPARTMENT OF LABOR, LICENSING AND REGULATION

EDUCATION AND WORKFORCE TRAINING COORDINATING
COUNCIL FOR CORRECTIONAL INSTITUTIONS

EWTCCCI

ACTIVITY REPORT **2014**



in
Partnership
With



MARYLAND DEPARTMENT OF
PUBLIC SAFETY AND
CORRECTIONAL SERVICES

EDUCATION AND WORKFORCE TRAINING COORDINATING
COUNCIL FOR CORRECTIONAL INSTITUTIONS
1100 N. Eutaw Street, Room 121

October 25, 2014

The Honorable Martin O'Malley
Governor
State House
100 State Circle
Annapolis, Maryland 21401-1925

Dear Governor O'Malley:

Attached please find the Fiscal Year 2014 Report of Activities of the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI) as required by MD Code, Labor and Employment, §11-902 (d).

Pursuant to § 11-902, the EWTCCCI shall develop and recommend an educational and workforce training program for each correctional institution in the Division of Corrections; Adopt regulations for all correctional institutions in the Division of Corrections for the implementation of a mandatory education program for qualifying inmates, requiring the standard of attainment of a GED or verified high school diploma; and Adopt regulations for all correctional institutions in the Division of Corrections for the implementation of a mandatory workforce skills training program for any inmate who has 18 months or more remaining to be served and is not exempted due to a medical, developmental, or learning disability.

In FY 2014, the Correctional Education Program awarded 482 students a Maryland State High School Diploma. In addition, 990 students received occupational certificates preparing them for productive employment upon their release. In the academic program 2,156 received certificates, documenting increased literacy skills. Students in transitional classes earned 3,179 certificates for completing courses such as the Employment Readiness Workshop and Introduction to Computers.

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

Thank you for your consideration.

Sincerely,

Handwritten signature of Leonard J. Howie in blue ink.

Secretary Leonard J. Howie
Department of Labor, Licensing and Regulation
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Attachment

Sincerely,

Handwritten signature of Gregg L. Hershberger in blue ink.

Secretary Gregg L. Hershberger
Department of Public Safety
and Correctional Services
300 East Joppa Road, Suite 1000
Towson, MD 21286

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ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY2014

EDUCATION AND WORKFORCE TRAINING

COORDINATING COUNCIL FOR CORRECTIONAL INSTITUTIONS (EWTCCCI)

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I ABOUT THE EWTCCCI

Recognizing the importance of adult and correctional education's role in furthering employment opportunities for offenders, and pursuant to Labor and Employment §11-901-902, MD Code Ann., the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI) was created to oversee the implementation of DLLR's Correctional Education Program. In the FY2014 year, meetings of the Council were held in September, December, March, and July.

At each Council meeting DLLR's Correctional Education Program, in conjunction with the Department of Public Safety and Correctional Services (DPSCS), presented an overview of changes to the curriculum, resources, and services available to inmates at the various locations. Topics of discussion included classroom instruction, occupational programs, special education, preparation for the 2014 GED Test, library resources, transition services, and postsecondary education.

Additionally, in 2014 the EWTCCCI worked with Correctional Education to foster progress of the correctional education comprehensive program. An emphasis was to link an increase in education level and training of inmates to productive reentry and employment opportunities in the community. A focus on recidivism rates provided insight to the Council. DPSCS is pleased that the state rate is at the lowest rate in fifteen years, 40.5%.

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I.1 EWTCCCI Members

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

| Member Name | Professional Affiliation | Type of Member |
|-----------------------------|---|--------------------|
| Gregg L. Hershberger | Secretary, Department of Public Safety and Correctional Services, Co-Chair | Ex Officio |
| Leonard J. Howie III | Secretary, Department of Labor, Licensing and Regulation, Co-Chair | Ex Officio |
| Jack Weber | Uptown Printing | Business Community |
| Yariela Kerr-Donovan | Johns Hopkins Hospital | Business Community |
| Rick Silber | City Group, Inc. | General Public |
| Thomas Lane | Maryland Correctional Enterprises | Former Offender |
| Lillian Lowery | State Superintendent of Schools | Ex Officio |
| Dominick Murray | Secretary of the Department of Business and Economic Development | Ex Officio |
| Dawn Lindsay | President, Anne Arundel Community College | Ex Officio |
| Martin G. Knott, Jr. | Chair, Governor's Workforce Investment Board | Ex Officio |
| Jack Kavanagh | Superintendent of Howard County Detention Center | Ex Officio |
| Catherine Shultz | Acting Secretary of Higher Education | Ex Officio |
| Alice Wirth | Director of Correctional Education | Ex Officio |
| Vacant | Local Representative, County Superintendent of School | Ex Officio |

I.2 EWTCCCI Responsibilities

The Council is charged with the following responsibilities:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs
- Actively advocate and promote interests of education and workforce skills training opportunities in correctional institutions
- Ensure quality education and workforce skills training are available to inmates
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction
- Recommend and advocate improvements to the educational and workforce skills training programs
- Meet quarterly
- Submit an annual activities report to the Governor on or before October 30

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I.3 EWTCCCI Council and the Agencies

The Council met four times during the year. Each meeting had committee reports, focused on a major topic, and provided an update on Correctional Education and other major activities at DLLR. Many changes took place at each agency and within the correctional program. We acknowledge the loss of a long time staff member of DPSCS, Paula Matthews. She passed away suddenly and is missed.

CHANGES IN REVIEW

The greatest change for Correctional Education is the implementation of the computerized 2014 GED Test. Not only is testing done by computer, but the rigor of the test has increased. Correctional Education is adapting well. The pass rate is 75%.

Vehicles for Change is a new program, still in the planning stage, that offers paid internships in automotive mechanics for former offenders to work on cars. These cars are then marketed for individuals who need a car to get to work but cannot afford to buy one.

A new Academic Program Coordinator, Cynthia Roe, joined Correctional Education on April 30, 2014. Ms. Roe was a former Instructional Specialist for Carroll Community College for five years. She has taught Adult Education and helped many students earn a high school diploma through a written test process.

National Institute of Corrections and DLLR partnered to offer a Train-the-Trainer opportunity in Offender Workforce Development Specialist (OWDS) for Maryland staff at DLLR, DPSCS and other state agencies. During the fall 2013, 25 participants completed the OWDS course and 12 graduates completed the Instructor level course thereafter.

A major push to ensure that all teaching positions are filled yielded success. DPSCS has many new faces from the Secretary to local institutional wardens and assistant wardens. A new DPSCS Liaison will be hired in the near future to fill Paula Matthews' position.

COUNCIL ACTIVITIES

The Council embarked upon an active and productive year. Committees met regularly to advance the work of Correctional Education. They examined the recidivism rate, the EARN program, Vehicles for Change, Computerized GED Testing, Reentry, Transition, as well as Legislation affecting Public Safety, Correctional Education, and inmates. Community Mediation Maryland and college behind the fence were two major topics of interest to the EWTCCCI.

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I.4 EWTCCCI COUNCIL AND COMMITTEES

During FY2014, the committees supported the mission and work of EWTCCCI. Determined by a simple majority of those members appointed to the subcommittee, each committee member serves for two years. All EWTCCCI members or their designee will serve on a committee. Non-council members may serve on committees to allow for a greater range of expertise and staff to assist with the endeavors of each group. Participants on the committees include:

Occupational/Apprenticeship/Academics combined with Employer Engagement

Alice Wirth

Kenneth Weeden

Jack Weber (Chair)

Yariela Kerr-Donovan

Thomas Lane

John Danko

Charlene Templeton

Funding

M. Willis Gunther

Kathleen White

Jack Weber (Chair)

Workforce Transition/ Community Integration

Thomas Martin

Yariela Kerr-Donovan

Andree Duval (Co-Chair)

Constance Parker (Co-Chair)

Pam Skelding

Scot Pullen

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

Funding Committee

- Identify specific funding needs of Correctional Education, such as funding for GED 2014 computerized testing
- Research funding for a Post Secondary program

Workforce Transition/Community Integration Committee

- Continue to develop a series of DVDs to support the transition of inmates from the correctional system to the community statewide
- Support regional reentry coordination and regional reentry activities

Employer Engagement and Occupational/Apprenticeship/Academic Committee

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



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2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)

The last year has seen a lot of new faces at DPSCS. Secretary Gary D. Maynard retired at the end of 2013, and in January, Secretary Gregg L. Hershberger was confirmed as the next Secretary of the Department of Public Safety and Correctional Services. Secretary Hershberger has been with DPSCS since 1982, serving in case management roles for 22 years before becoming the facility administrator at MCTC's pre-release complex in 2005. Since then, he has served as an assistant warden, warden, regional executive director, and Deputy Secretary for Operations prior to his appointment as Secretary.

The new Deputy Secretary for Operations is Carroll A. Parrish. Mr. Parrish has spent 28 years in the Department, beginning as an officer at the Maryland House of Correction. Most recently, he was warden of the Maryland Correctional Institute for Women. He is also a licensed Clinical Professional Counselor in Maryland.

The new Deputy Secretary for Administration is Trish Donovan. Ms. Donovan has 25 years of experience in corporate and non-profit management, with a focus on human resources and logistics. She is also a veteran, serving in the United States Army on active duty for 3 years and 20 years in the Army Reserves, where she attained the rank of Major and was awarded the Bronze Star. Most recently, she served as the Director of Human Resources for the Department, coordinating hiring and personnel matters.

While many of the faces may be new, the Department's leadership team is excited and engaged in the work of the Department. Their focus remains the same: to protect the public, its employees, and the offenders under its supervision. The Department is currently working to continue the expansion and filling of educational and skills programs, treatment programs, and supporting the Department's Public Safety Works Program. The Department has also been engaged in assisting DLLR with expanding access to college-level programs in facilities. Classes at MCTC are expected to begin in the fall term of 2014.



The Department has always appreciated the input of its partners in the EWTCCCI and looks forward to another successful year of work.

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3 CORRECTIONAL EDUCATION OVERVIEW

The Council works collaboratively with the Correctional Education (CE) program at DLLR to advocate for and promote education and workforce skills training opportunities in correctional institutions.

3.1 Correctional Education Mission Statement

The Correctional Education program seeks to provide incarcerated individuals with high quality services that facilitate successful transition into Maryland's workforce and communities.

3.2 FY2014 Programs Overview

CE provides academic, library, occupational, and transitional services to incarcerated students in state correctional institutions. The academic program includes Adult Basic Education, GED Preparation, Special Education, English for Speakers of Other Languages, and the Postsecondary Education Program. The Library Program provides recreational, informational, and research services. The Occupational Program offers twenty-three vocational programs with twelve nationally-recognized certifications. Transitional classes include life skills, financial literacy, introduction to computers, employment readiness and workforce development, and career exploration. CE prepares incarcerated students to become responsible members of their communities.



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EWTCCCI Council and Committees: Occupational Program Highlight Occupational Program Employer Advisory Meeting for Printing and Graphics at OSTC

The 12th Annual Employer Advisory Board Meeting for Printing and Graphics was held on April 23, 2014 at the Occupational Skills Training Center (OSTC) in Baltimore. Secretary Leonard J. Howie III of DLLR and Secretary Gregg L. Hershberger of DPSCS welcomed the group and expressed their strong support for occupational skills programs for the offender population and their gratitude for the support of the printing industry. In attendance was Talmadge Branch, a member of the Maryland House of Delegates, 10 employers from the printing and communications industry, the executive director of the Printing and Graphics MidAtlantic Association, staff from MSDE and DLLR's Correctional Education, along with printing and graphics students from OSTC. Topics reported on and discussed included the changing nature of the printing and graphics industry in the digital age and the need for cross training of potential employees. OSTC has maintained the Printing Industry's national accreditation for over ten years. The meeting closed with a presentation of national accreditation for the Graphics Program at the Maryland Correctional Institution at Jessup (MCI-J) and its instructor Tariq Nuur. As a major goal, Correctional Education is working to complete national accreditation for other trade programs it offers.



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3.3 Program at a Glance

Studies have shown that academic instruction for offenders is one of the most effective tools in reducing recidivism rates. The Institute for Public Policy at the University of Missouri notes that data show that inmates who earn their GED are more likely to find a job and less likely to return to prison once released. Correctional Education has 237 positions dedicated to offender instruction or educational support and offer more than fifty academic, occupational, or workforce skills classes.

The need for correctional education in Maryland is well documented. For example, of the 23,000 inmates currently in the Maryland prison system, the average reading level is between 6th and 8th grade. In addition, less than half of these inmates have a high school diploma when they enter the correctional system. As such, Correctional Education provides a comprehensive education program designed to meet the needs of students at all academic levels.

| | |
|--|--------|
| Average numbers of students served per day | 3,000 |
| Approximate number of students served per year | 12,000 |
| Number of full-time state CE employees | 156.3 |
| Number of part-time contractual employees | 81 |
| Number of schools | 18 |

3.4 Mandatory Education

Pursuant to MD Code Ann. Labor and Employment §11-902, education for inmates is required. The law mandates that inmates must enroll in education 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.

3.5 Community College Partnerships

As part of its mission to serve incarcerated students, Correctional Education (CE) has established Memorandums of Understanding with Anne Arundel Community College, Hagerstown Community College, and WorWic Community College. Using funds from grants and other reimbursable sources, this partnership enables CE to provide additional continuing education, workforce skills training, and transition classes in facilities across the state. As a result, CE is able to provide classes for students who otherwise might not be served by this education department.

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4 FY2014 PROGRAM OUTCOMES

In 2014, the Council reviewed the program outcomes for all sectors of Correctional Education for FY2014. As a result of these evaluations and the ongoing work of the Council the following goals were established for FY2015:

- The Council Chairs and members will work with Community College Presidents to identify ways to expand current partnerships and strengthen Correctional Education programs within the prison system
- The Council will investigate potential funding sources to assist in the upgrade of occupational training equipment and support for national certifications
- The Council will explore ways to educate the private sector regarding hiring ex-offenders
- The Council will encourage and support the development of a mentoring/volunteer network to assist ex-offenders as they transition back into the community

During FY2014, the Council worked on several initiatives to strengthen and improve the mission and efforts of the Correctional Education Program. Those initiatives included the continuation of three working committees whose scope of work was outlined in Section 1.3 of this report. The council supported the development and work of Employer Advisory Boards, expansion of the limited internet computer labs, the development of several new occupational training programs, and the establishment of a regional reentry demonstration project funded through GOCCP. Finally, EWTCCCI initiated the development of a partnership with the community colleges to strengthen and expand the capability of the academic, post secondary, occupational and transitional service programs. All of these efforts worked in concert to support the mission of CE.

4.1 Academic Programs

Comprehensive Academic Programs were delivered at 18 institutions through the dedicated work of 80 Position Identification Numbers (PIN) and 31 contractual instructors.

- Academic grade level completions (see chart)
- ESOL (English for Speakers of Other Languages) - approximately 120 students served in three institutions

| | | |
|------------|-----|-----------------|
| 0.0 - 3.9 | 614 | Completions |
| 4.0 - 5.9 | 885 | Completions |
| 6.0 - 8.9 | 657 | Completions |
| 9.0 - 12.9 | 482 | GED Completions |

Leadership and Accountability Highlights

The following EWTCCCI legislative mandates are evidenced by FY2014 outcomes:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population.
- 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 changes based on the 2014 GED test.

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4.2 Postsecondary Education Programs

In FY2014, no new postsecondary education classes were held at MCTC. The Desktop User Specialist program, offered through Hagerstown Community College, had the following outcomes since its inception.:

| | |
|------------------------------------|----|
| Certificate | 54 |
| Letters of Endorsement/Recognition | 49 |

Goucher College offered courses that may be applied to a degree at MCI-J and MCI-W.

Planning was initiated to offer a self-pay college program in two prison facilities. Pilot programs are scheduled to begin in FY15.

SECOND CHANCE CAREER TECHNOLOGY GRANT (2011 - 2014)

The Second Chance Career Technology grant is a one-time competitive grant award of \$645,552 from the Bureau of Justice to DLLR Correctional Education. The program provided a Desktop Users Specialist Certificate Program to men at the Maryland Correctional Training Center. This 19 college credit program was offered through Hagerstown Community College. While the program was designed for 50 men, we exceeded that number with 85 men enrolling in the college program. After their release, they are able to participate in a paid internship in a career technology position. Our Daily Bread Employment Center in Baltimore is working with men after their release to find an internship, offer wrap-around services and mentoring, and to assist them in securing permanent full time employment. The grant began in October 2011 and will end in September 2014. The success of this program includes:

- 85 men completed two or more college credits
- 85 men received peer mentoring
- 49 men earned a Letter of Recognition from Hagerstown Community College
- 54 men obtained a Desktop User Specialist Certificate from Hagerstown Community College
- 57 national Microsoft Word and/or Excel Certifications were attained
- 13 men were released and placed in an internship
- 14 men have obtained full time permanent employment
- 4 men were provided community housing
- 3 men voluntarily enrolled in drug rehabilitation
- 4 men have obtained written commendations from their supervisors during their internships

GOUCHER COLLEGE PROGRAM

In FY2014, thirty-seven (37) students completed individual college courses at MCI-W. Sixty-six (66) students completed college level courses at MCI-J during the same time period.

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4.3 Occupational Programs

OVERVIEW:

In order to provide quality education and workforce skills training to inmates in FY2014, CE offered 23 occupational training programs taught by 39 instructors in 10 institutions. Total student enrollment for FY 2014 was 2,174 (an increase of 147 from FY2013) with 990 graduates (an increase of 115 from FY2013) earning state certificates in the following career fields:

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

*Indicates the number of schools offering this program.

NATIONAL CERTIFICATES

In addition, 437 students (an increase of 25) challenged themselves by meeting national standards and were awarded 852 national certificates in the following programs:

| OCCUPATIONAL PROGRAM | NATIONAL CERTIFICATE | NUMBER AWARDED |
|--|---|--------------------------|
| Automotive Maintenance and Inspection | Automotive Services Excellence (Refrigerant Test) | 10 |
| Construction Programs: CORE, and Pre-Apprenticeship courses listed above | National Center for Construction Education and Research (NCCER) | CORE: 313 Trades: 287 |
| Fabric Cleaning | Pro Clean College | 18 |
| HVAC | Environmental Protection Agency | 160 |
| Office Technology | Microsoft Office Specialist | 58 |
| Print Communication | Graphic Arts Education, Research Foundation (PrintEd) | 6 |
| Total | | 852 |

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PRIORITIES

For the priorities for the 2013-2014 school year, we focused on: hiring staff for vacant positions, increasing the number of national certifications offered, certifying staff to issue national certifications in their specialty, and developing a partnership with “Vehicles For Change” to train automotive mechanics for possible employment as paid VFC interns and eventually employment in the private sector.

1. Hiring Staff for Vacant Positions

Over the course of the 2013-2014 school year, we hired instructors for the following positions:

Introduction to Word and Excel at MCTC.

Introduction to Word and Excel at Patuxent

Pre-Apprenticeship Masonry at MCTC

Pre-Apprenticeship Plumbing at OSTC

Print Communication at WCI

2. Increasing the number of National Certifications Offered

In the Spring of 2014, the Graphic Arts Education Research Foundation (GAERF) awarded the Graphics and Design program at MCI-J PrintEd Certification. This is the second CE program to be so certified. Maryland has the third largest number of PrintEd certifications in the country. Internet security issues, for the moment, have delayed plans to expand internet testing for Microsoft Office Specialist certification, and to begin Adobe Creative Suite and CADD national certification testing.

3. Training and Certifying Staff to Issue National Certifications

New instructors in Pre-Apprenticeship Masonry and Plumbing completed 2 week training programs and were made certified NCCER instructors. In addition, the Graphic Arts and Design instructor at ECI-W is completing his work in preparation for PrintEd certification for his program and should be so awarded in FY15.

4. Developing a Partnership with “Vehicles for Change”

Vehicles for Change is a nonprofit organization that repairs donated cars and sells them at very low prices to individuals who need a car to get to work but cannot afford to buy one. As a next step, VFC is setting up an automotive mechanics paid internship training program that will lead to employment in the private sector. CE will identify motivated inmates nearing release, enroll them in our “Automotive Maintenance and Inspections” program at 5 schools and prepare them for the ASE examination. VFC will interview and employ selected graduates upon release. Moreover, private sector employers have agreed to interview and hire selected interns. Project designs and buy-ins from necessary parties were completed in May and June, and the program will begin in the Fall of 2014.

4.4 Transition Services

The Council's Workforce Transition and Community Engagement sub-committee is continuing its efforts to evaluate and make recommendations regarding the curriculum and instruction provided to inmates in preparation for employment and re-entry into the community. Transition Program curriculum is offered at 18 facilities by 22 instructors with 3,179 participants successfully completing courses during FY2014.

Courses of instruction in the Transition Program:

- Personal Assessment and Career Exploration
- Employment Readiness Workshop
- Financial Literacy
- Health and Nutrition
- Parenting
- Introduction to Computers
- Basic Keyboarding
- Success at Work
- Life Skills for Reentry

Institution-level employment and reentry efforts:

- Supported DPSCS Reentry Conference at Brockbridge Correctional Facility
- Supported Reentry Resource Fairs for Community Supervision
- Provided updated DWDAL publications regarding one stops and employment to the DPSCS Transition Team, CE Libraries, and CE Transition Instructors

Transition Program initiatives:

- Limited Internet Lab for Job Search continued operations at facilities throughout the state
- Worked closely with Maryland Community Services Locator staff to ensure proper usage behind the fence
- Delivered professional development workshops to CE Transitions Instructors. Topics included Maryland Workforce Exchange, Maryland Community Services Locator, Community Mediation Maryland, and 21st Century job skills
- Continued partnership with the Maryland Reentry Initiative. Provided staff training on offender employment issues at MAACCE, the Maryland Library Association Workforce Development Conference, and for the Baltimore County One Stop Career Center Staff
- National Institute of Corrections/Maryland Offender Workforce Development Specialist Partnership delivered an Offender Workforce Development Specialist certificate course for 25 participants including staff members of Correctional Education, DPSCS, One Stop Career Centers, and community-based organizations

4.5 Special Education

Collaboratively, the Council has worked to ensure the active support of the interests of all populations incarcerated and serve the needs of all inmate populations. During FY2014, the Special Education Coordinator and Staff worked to ensure that the program operates within the parameters of security and public safety ensuring the delivery of special education services and operates within the legal mandates of IDEA 2004, COMAR 13A.05.01 and NCLB 2001.

Outcomes of the special education programs included:

- Service delivery to incarcerated through the age of 21
- Services offered at 11 institutions and the Baltimore City Detention Center
- Approximately 120 students were enrolled
- Over 650 IEP meetings were held
- Over 975 screening intakes administered
- Appropriate Fiscal Monitoring and the Location Application of Federal Funds
- Maryland On Line IEP services at all institutions
- Increased number of Special Education students received High School Diplomas

Professional Development opportunities initiated:

- Brain-Based Teaching Model for 21st Century Schools
- Response to Intervention Model
- Maryland Common Core Standards
- Maryland On Line IEP Service Development Training
- GED updates for curriculum
- Technology use for Instruction

4.6 Library Services

Libraries continued to serve as information centers for the entire incarcerated community living in prison institutions across the state. Library patrons had the opportunity to:

- Access resources that meet their information needs
- Seek, locate, and retrieve library resources in different formats that are appropriate to meet the broad range of literacy needs
- Receive instruction regarding the use of technology and other resources to find general as well as specific information to fulfill their self-education, personal development, and reentry aims and objectives
- Research information related to careers and transitional services using up-to-date materials
- Participate in monthly book discussion groups and view educational videos
- Choose from a collection of materials that meet recreational reading needs, lifelong learning, and transitional aspirations

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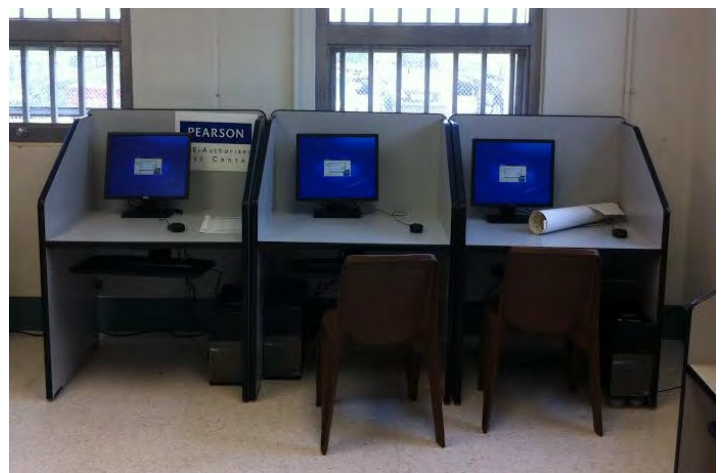
Library Services Outcomes for FY2014

| | |
|--------------------------------------|---------|
| Patron visits | 181,416 |
| Book circulation | 164,680 |
| General reference questions answered | 45,292 |
| Legal reference questions answered | 75,406 |
| Intra library loans | 271 |
| Magazine circulation | 56,651 |
| Media circulation | 3,869 |
| Educational Programs | 165 |

4.7 Computer Based GED Testing

In January 2014, the GED® Testing Service rolled out a new assessment test to allow adult learners to earn a high school credential. The 2014 GED® Test is aligned with the Common Core State Standards and OCTAE's (Office of Career, Technical and Adult Education) College and Career Readiness Standards. The new test is significantly more rigorous than the 2002 GED Test to promote among test-takers better preparation for the workplace and post-secondary education training. Correctional Education instructors have trained laboriously to be able to prepare their students to pass this more demanding test. They have attended over 30 local trainings and a state and national conference. Many have taken the GED® Ready, the GED Practice test, so that they might experience the test in much the same way as their students will.

Testing candidates register for and schedule the 2014 GED® test online and take the test on computers in Pearson-Vue Certified Testing Centers. In order to continue to offer GED® testing to students in correctional education, computer labs were installed in 13 institutions in line with the stringent criteria of Pearson-Vue. This criteria is so stringent that several U.S. states and Canadian provinces were granted waivers to temporarily continue to administer the 2002 paper-based GED exam. Each lab was equipped with 4 to 8 individual testing stations for privacy and security. Test centers are up and running and students are taking the GED® Ready and the GED®. To date, students testing in the correctional education testing centers are passing the 2014 GED® at a significantly higher rate than the national average.



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5 SUCCESS STORIES

COLLEGE AND INTERNSHIP SUCCESS STORY

“Will I be able to get a job?” was the most important question that Harold R. asked when he was informed of the paid internship and job placement services offered by Our Daily Bread Employment Center (ODBEC) after his release. He went on to say, “I haven’t had a job in the community for more than ten years.” Needless to say, Harold R. was nervous and excited about being released in the next month. While at the Maryland Correctional Training Center, he earned a Letter of Recognition and a Certificate as a Desktop User Specialist from the college career training program offered by Hagerstown Community College. Harold went from being the “tough guy” who spent more time than he could remember in segregation to a “model inmate” participating in a college program offered with federal funding through a Second Chance Grant to the Department of Labor, Licensing and Regulation from the Bureau of Justice. The grant is designed to offer demonstration projects showing successful ways to improve transition to the community.

Harold R. turned into a conscientious college student who earned the respect of many educational and correctional staff within the institution. “I grew up while I was here [at MCTC]. I learned that I had to make something of myself if I was going to get out of here and stay out of here.”

Harold R. went from a model inmate and student to a model intern. He soon learned what it was like to face a very different world from the previous decade when he was placed in prison. When he was released, he had the support of his family, but still it was difficult on him. Living with his sister and her family provided the assistance he needed to get back on his feet.

Harold R. was a favorite at ODBEC for his outreach to others. He knew computers and helped the other men locate the information they needed on the computer. Soon he was receiving accolades from staff at ODBEC for his helpfulness. Harold gained the skills and confidence to be a good employee. He was then placed into an internship at a graphic arts firm.

His world changed. “While my immediate supervisor knew my past; the other employees didn’t know. I was just a new worker to them. I had to prove myself as a good employee. I worked extra hours. I helped my co-workers when my work was slack. I got to work early and stayed late.” It wasn’t long before Harold received commendations from his employer as feedback to the ODBEC Job Developer and Mentor.

“It wasn’t easy,” Harold says. “I quickly learned not to get involved in office gossip. I had a job to do and I did it.” This attitude and his hard work paid off. Harold obtained a full time job with benefits at the graphic arts firm. After nine months on the job, he is still thrilled with his job and doing an outstanding job according to his supervisor.

“It was the happiest day of my life when they told me I got the job. Without the help of Mr. P, my job developer, and Mr. C., my mentor, I would not have gotten this job. My employer took a risk in hiring me. I can’t let him down. I love my job. I am happy with my new life. My past is behind me.”

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TRANSITION FOR THE UNDER 21 POPULATION

Mr. Ramsey is the Transition Specialist in the Central Region helping the Under 21 Population transition smoothly to the community. One of his students was Lashawn P. Lashawn's success story begins when he enrolled in the education department at Baltimore City Correctional Center where he quickly earned a high school diploma by taking the GED. Lashawn saw Mr. Ramsey on a regular basis while in education to formulate a Transition Plan for his return to the community. One of the goals in Lashawn's transition plan was to get a job, preferably in plumbing. Lashawn was going home soon to Prince George's County. Mr. Ramsey communicated with the Prince George's County One Stop Career Center Reentry counselor where doors were opened for Lashawn.

When Lashawn was released, he went to the Prince George's County One Stop Career Center where with the assistance of the One Stop staff, he was enrolled into a plumbing apprenticeship program. His goal of becoming a licensed plumber is being turned into a reality. Lashawn is currently attending the apprenticeship program and also works a part time job. In the fall he plans to enroll in the college. Lashawn will tell you, "I never thought that I could live my dream."

GRADUATE OF THE NEW 2014 SERIES GED TEST

In 2013 Ronald D., age 32, enrolled in the Academic Education Program in the Intermediate class at the Maryland Correctional Institution at Hagerstown. He had been out of school since 1998. His first thought when he started class was, "This work is easy for me." Despite the fact that he had been out of school for over 15 years, he worried more about the other men than himself. He tells us, "They were struggling, so I began helping them." He once thought about becoming a teacher because he likes helping others.

After much hard work and promotion to the GED preparation class, a group of men were ready to take the GED Test. On his first attempt Ronald scored high on the GED Ready test, the official practice test for the GED. It was evident that he could pass the GED Test if he remained calm on testing day. Ronald says, "We knew it (the GED Test) would be hard because the new test is more difficult. After I finished the GED Test, I knew I passed" He felt good and was thrilled when he got his scores. "The GED Test was more difficult than I expected, but it wasn't overwhelming to me. Math was the most difficult." He should be thrilled because his total score was 690 out of 800, earning him Honors on his high school diploma. A passing score on the test is 150 per module. His scores were exceptional—Reasoning through Language Arts, 176; Social Studies, 170; Science, 169; and Reasoning through Mathematics, 167. In Maryland only 8% of all test takers earn Honors in Social Studies and only 7% earn Honors in Reasoning through Language Arts.

His teacher brags, "Ronald was an outstanding student in class. After passing the test, he immediately became a school tutor in the intermediate classroom." As a tutor, he works with students one-on-one, helping them learn new skills.

When Ronald told his family of his success, they told him how proud they are of him. They are especially pleased that he is giving back and helping others. He is using his new high school diploma to develop a track record of positive accomplishments while incarcerated. This is a major step for him to return home. He has truly taken the negative downturn of incarceration and made it a positive situation.

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FROM SPECIAL EDUCATION TO HIGH SCHOOL DIPLOMA PREPARATION

Charles D. started education in 2010 with an active IEP. He had been moved from three other institutions before settling into ECI-E. He brought low self esteem, low frustration level, lack of hope, and hyperactivity with him. With special assistance Charles was able to attain basic skills moving from Adult Skills Certificate I, II, III, and IV to being ready to take GED Ready, the official practice test. As his skills improved, his attitude and behavior improved. At first he would say, "I can't do that." Now he knows that he can. He no longer spends more time on Play Station than working for a high school diploma. What a journey it has been for him. He is choosing to do the right things to make his stay at ECI-E more productive so that he will have a high school diploma when he is released.

AUTOMOTIVE MAINTENANCE AND INSPECTION TRAINEE SUCCEEDS IN THE COMMUNITY

AJ was incarcerated for many years, most recently at MCI-J. He enrolled in that school's "Automotive Maintenance and Inspection" program. He quickly stood out as an exceptional student having never worked on cars before. His instructor said that in addition to exceeding in his occupational courses, AJ was a academic tutor and later a trainer of academic tutors.



In 2013, AJ was hired by Vehicles for Change (VFC), not as an automotive technician, but as a general handyman while on work release from BPRU. He stood out because of how hard he worked, and once again because he did whatever he was asked to do. Later that year, he was promoted to automotive technician at VFC. Today he does tune-ups, brakes and suspension work, tire and muffler replacements.

When AJ completed his parole sentence in May 2014, the staff gave him a celebratory party.

AJ is helping VFC design its soon-to-be-opened auto repair shop that will employ men and women recently released from prison through paid internships. AJ has spoken to the media, address work groups, and appeared on the Dan Rodrick's Midday Show on WYPR to promote second chances for former offenders.

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6 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT SERVICES

Historically, CE has worked with local One Stop Career Centers to share employment information regarding how incarcerated individuals can access employment services. EWTCCCI supports the continuation and expansion of this partnership to aid in the successful reentry of inmates following release. While the transition starts behind the gate, the true indicator of the success of our Transition program occurs once we have successfully connected individuals to employment opportunities in their communities. This practice is an effort to encourage individuals to make use of the myriad number of services provided through our Maryland Once Stop Career Center system. Efforts such as annual resource fairs and Employment Readiness Workshop (ERW) class presentations inside the prisons by One Stop Career Center staff have been important activities to support the linkages to the workforce development system. In addition, The Reentry Center located at the Northwest One Stop Career Center in Baltimore has formulated a unique partnership with CE that began while CE was located at MSDE and continues now at DLLR.

Workforce Development Initiatives:

CORRECTIONAL EDUCATION/REENTRY CENTER PARTNERSHIP

In its 7th year of operation, Correctional Education, DLLR and the City of Baltimore's Northwest One Stop Career Center and Reentry Center provide outreach services to inmates in the Maryland prison system. During FY2014, two Career Development Facilitators (CDF) completed 152 prison visits (an increase of 33 more visits over the previous year) where they met with 2,044 inmates. Presentations of the One Stop Career Center services are offered in the Employment Readiness Workshop classes as well as at the DPSCS Exit Orientation sessions. The CDFs provide post-release case management services to 265 ex-offenders with whom they completed 193 assessments, 154 job readiness services, and 160 barrier removal services. These intensive services support the efforts of ex-offenders to get prepared for successful employment.

OCCUPATIONAL PROGRAM INITIATIVES

Under the direction of the Occupational Coordinator, the Correctional Education employment training programs continued to grow and expand. The Occupational Coordinator set up new training programs including PreApprenticeship Plumbing, PreApprenticeship Masonry, and a new Printing and Graphics Program. Equally important, the Occupational Coordinator ensured that the construction related occupational programs were recertified by the National Center for Construction, Education and Research (NCCER) for the next three years. In addition, the Occupational Coordinator worked on a new partnership with Vehicles for Change to train automotive technicians who can be employed by VFC as paid interns for 6 months before being hired by the automotive industry.

OFFENDER WORKFORCE DEVELOPMENT SPECIALIST TRAINING (OWDS)

The Maryland OWDS Partnership along with the National Institute of Corrections worked with DPSCS and DLLR to offer a full 160-hour OWDS training course during the fall of 2013. The course, held at the DPSCS Public Safety Training Center, resulted in 25 staff graduating from the course representing DLLR One Stop Career Centers, DPSCS, DLLR's Correctional Education, community based reentry programs, faith based reentry programs and others. Plans to offer an OWDS Instructor certification class are underway. This will support the train-the-trainer effort to provide a greater reach to the workforce development professionals who work with ex-offenders throughout Maryland.

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RE-ENTRY PROGRAMS AND SERVICES IN THE WORKFORCE DEVELOPMENT SYSTEM

Studies have shown that employment upon release significantly reduces the likelihood that the formerly incarcerated will re-offend. A recent National Institute of Correction study (March 2006) notes that an unemployed offender is three times more likely to return to prison than an offender who has a job. Connections to the workforce development system and employment services are a critical component of release planning, and strengthening these important partnerships is an ongoing effort. In the coming year, EWTCCCI subcommittees will guide much of the work to improve these outcomes.

Consistent with EWTCCCI's goals, CE staff has engaged in other activities to strengthen correctional education programs aligned with the workforce development system. These activities include CE efforts to:

- Operate computer labs with job search capabilities and limited Internet access for inmates who are identified as soon-to-be-released. Inmates are trained to complete web-based job search and to learn to navigate and query web-based resources that assist in transition and employment planning.
- Provide DLLR workforce development training for CE Transition and Employment Readiness instructors. During FY14 topics included Community Mediation Maryland, Maryland Workforce Exchange, Maryland Community Services Locator, Our Daily Bread and Christopher's Place services, and 21st century job skills.
- Prepare staff and students for instruction, administration and delivery of the 2104 GED ® test through Pearson-Vue Certified Testing Centers established in the prison schools this year.
- Increase the number of skills training program offered behind the fence and ensure that the coursework aligns with labor market data and provides an opportunity for students to attain national certifications in their occupational training field.



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DLLR's Division of Workforce Development and Adult Learning and the Maryland Re-entry Initiative of the Office of Workforce Development have had a long and successful history of designing and implementing workforce development programs to serve individuals with criminal histories. The Maryland One-Stop Career Centers throughout the state serve incarcerated and/or previously incarcerated individuals in varying capacities. Examples of services to ex-offenders in One Stop Career Centers include core services such as Orientation, Assessment, Job Development, Job Search, Job Referral, and Job Placement.

Intensive services are available at the One Stop Career Centers and those services available to former offenders include:

- Educational Programs
- Workforce Training
- Case Management and referral to Support Services
- Follow up Services

The Department of Labor, Licensing and Regulation also supports the delivery of services that are of particular relevance to the offender population entering the workforce. These services include:

- Federal Bonding
- Documents for Employment
- Staff Training
- Outreach to Prisons
- Outreach to Local Detention Centers
- Mobile Career Centers Site Visits



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7 GOVERNOR'S OFFICE OF CRIME CONTROL PREVENTION (GOCCP)

In the fall of 2013 DLLR received a GOCCP Safe Streets grant to do a multi-county Re-entry Project. With the grant award two contractual Re-entry Coordinators were hired for Washington County (Hagerstown) and Wicomico County (Salisbury) respectively and the project is subsidizing the salary of an existing Re-entry Coordinator in Howard County (Howard County Detention Center). The purpose of the project is to demonstrate the impact of providing coordinated wrap-around services through interagency collaboration to Maryland citizens with criminal backgrounds including both those released and soon-to-be-released. Two main outcomes to be evaluated are: a) establishment of an interagency collaborative service providers' network and b) development of a Re-entry Community Service Resource Guide for each of the three areas.

To that end, each area has established an interagency collaborative services network. The Re-entry Coordinator located in Hagerstown has established an active network of 20 service providers, including state and local government agencies as well as community and faith-based organizations, resulting in a Job Club for re-entry job seekers and employment workshops being offered in the local detention center and state correctional facilities.

Since January 2014, 31 job seekers participating in the Job Club or working directly with the coordinator have been employed in jobs offering from \$7.25 per hour to \$14.75 per hour. This has been due to the shared resources and expertise of the network organizations and agencies. In Salisbury, the Re-entry Coordinator, who started in May 2014, has established a network of 15 agencies and organizations including the Police Department, Goodwill Industries, Community Mediation Maryland, and DLLR Wicomico County Workforce Development One Stop Job Market, DPSCS and local Division of Corrections (DOC) resulting in workshops developed for the Wicomico County Detention Center (WCDC). The Coordinator also participates in the Safe Streets Coalition which now has Re-entry as a major focus aligning with their focus on law enforcement. Howard County has a network of over 34 agencies and an Employer Advisory Board. The Howard County Re-entry Coordinator also provides a Re-entry Workshop series and was key in establishing the Laurel Regional Workforce Center Re-entry Program. Howard County reported 35 job seekers have been employed since January.

SUCCESS STORY

Here is one example of the many successes that has been accomplished through this demonstration program. In April 2014, Arnold was referred to the Hagerstown Re-entry Coordinator by his parole officer because he was having "great difficulty" finding employment and was becoming very frustrated. After meeting with Arnold the coordinator discovered that Arnold had worked as an Emergency Medical Tech (EMT) and had a passion for doing that type of work. Arnold was invited to attend the Job Club where he would receive job leads, coaching, skills building and mentoring. Arnold understood that although he wanted to find something in his field, he was willing to work any job that would be offered. He was diligent in attending and doing his part to find work. An agency located in the same building as the Job Club had an opening for in-home critical care services. He was referred to this agency, and based on his experience and his references, Arnold was offered a full time position with benefits doing a job he likes.

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8 SUMMARY

EWTCCCI has met regularly with the staff of Correctional Education to ensure that quality education and work-force skills training is available to all inmates in the prison system. The Council has recommended several actions to strengthen and improve both program service delivery and inmate employment opportunities upon release.

Three subcommittees have established priorities and action steps during FY2014 to support the mission and mandates of EWTCCCI and that of Correctional Education. Action items developed for continued work in FY 2015 include investigation of potential funding sources to assist in carrying out the mission of correctional education with a special focus on occupational training and equipment, reentry services, post secondary training and more. EWTCCCI will explore the need to educate the private sector on hiring ex-offenders, and will support the expansion of Employer Advisory Councils for the occupational programs. Finally, the Council will support the implementation of the 2014 GED ® Test.

EWTCCCI is committed to the mission and programs of Correctional Education and is uniquely positioned to promote correctional education and employment opportunities for this population. EWTCCCI will support the efforts of the Governor to ensure that quality education and training programs are available to all inmates and will work to strengthen partnerships both in the prison system and throughout the state to enhance the employment opportunities for the students served.

With a focus on student success, Jack Weber, President of Uptown Press and longstanding member of the EWTCCCI, spoke at the Employer Advisory Meeting for Printing and Graphics at the Occupational Skills Training Center (OSTC) on April 23, 2014. He addressed students in the printing and graphics training program outlining the effort it takes to prepare for a successful transition from incarceration to employment in the community. Mr. Weber discussed the “*FOUR Ls*” for success. These elements form the backbone of successful change and should be shared with all correctional education students as they strive to improve their skills and knowledge through participation in the correctional education program:

1. Look to improve yourself,
2. Learn all you can while you can,
3. Leave bad habits behind and focus on the new you, and
4. Love what you choose to do.

