

**CORRECTIONAL
EDUCATION
COUNCIL
ACTIVITY REPORT
2017**



MARYLAND DEPARTMENT
OF PUBLIC SAFETY AND
CORRECTIONAL SERVICES



STATE OF MARYLAND
DLLR

DEPARTMENT OF LABOR, LICENSING AND REGULATION



MARYLAND DEPARTMENT OF
PUBLIC SAFETY AND
CORRECTIONAL SERVICES

CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121

October 2017

The Honorable Larry Hogan
Governor
State House
100 State Circle
Annapolis, Maryland 21401 – 1925

Dear Governor Hogan:

The Council is pleased to send a copy of the FY 2017 Report of Activities of the Correctional Education Council (CEC) as required by the, Labor and Employment Article, §11-902 (d) of the Maryland Annotated Code. Correctional Education continues to make a difference in the lives of those inmates who participate in the academic, occupational, and transitional programs at Maryland's correctional institutions. With every high school diploma awarded and with every occupational certificate received, inmates are being placed on a path towards a brighter future. In greater collaboration with Maryland's businesses, the Correctional Education Council continues to work to provide avenues for returning citizens to use the skills they obtained while incarcerated.

In FY 2017, the Correctional Education Program awarded 493 students a Maryland State High School Diploma. In addition, 860 students received occupational certificates, preparing them for productive employment upon their release. In the academic program 2,114 received certificates, documenting increased literacy skills. Students in transitional classes earned 2,511 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.

Sincerely,

Secretary Kelly M. Schulz
Department of Labor, Licensing and Regulation
500 North Calvert St. 4th Floor
Baltimore, MD 21202

Secretary Stephen T. Moyer
Department of Public Safety and Correctional Services
300 East Joppa Road, Suite 1000
Towson, MD 21286

Attachment

this page intentionally left blank

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY2017
CORRECTIONAL EDUCATION COUNCIL (CEC)

Table of Contents

I About the CEC	1
1.1 CEC Members	2
1.2 CEC Responsibilities	2
1.3 CEC Council and Agencies	3
1.4 CEC Council and Committees	4
2 Department of Public Safety and Correctional Services Highlights	6
3 Correctional Education Overview	7
3.1 Correctional Education Mission Statement	7
3.2 FY2016 Programs / Overview	7
• Occupational Success	8
3.3 Programs at a Glance	9
3.4	9
4 FY2016 Program Outcomes	10
4.1 Academic Programs	11
4.2 Postsecondary Education Programs	12
4.3 Occupational Programs	13
4.4 Transition Services	17
4.5 Special Education	19
4.6 Library Services	20
4.7 GED® Testing	22
5 Success Stories	23
6 Services for Under 21	26
7 Correctional Education and Workforce Development Services	27
8 Unique Programs	28
“Making It On the Outside”	28
Tablets	28
Justice Reinvestment Act	29
9 Summary	31

1 ABOUT THE CEC

Recognizing the importance of adult and Correctional Education's role in furthering employment opportunities for offenders, the Correctional Education Council (CEC) was established by Chapter 134 of the Acts of 2008 to oversee the implementation of DLLR's Correctional Education Program. The Council continues to provide important oversight to CE programming in Maryland. Meetings of the Council were held in September and December of 2016 and March and June of 2017.

At each Council meeting DLLR's Correctional Education program staff, in conjunction with the Department of Public Safety and Correctional Services (DPSCS), informed the Council on changes to the curriculum, resources, and services available to inmates at the various locations. Topics of discussion included classroom instruction, occupational programs, special education, implementation of the more rigorous 2014 GED® Test, library resources, transition services, and postsecondary education.

Additionally, in 2017 the CEC worked with DLLR to foster progress of the Correctional Education comprehensive program. An emphasis focused on linking education level and training of inmates to productive re-entry and employment opportunities in the community. We strive to ensure that all Correctional Education students are provided educational opportunities enabling them to become independent and productive workers, citizens, and parents.



CEC 2017 ACTIVITY REPORT

1.1 Correctional Education Council Members

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

Member Name	Professional Affiliation	Type of Member
Stephen Moyer	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Kelly M. Schulz	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
John Danko	Danko Arlington, Inc.	General Public
Antoine Payne	Maryland Correctional Enterprises	Former Offender
Karen B. Salmon	State Superintendent of Schools	Ex Officio
R. Michael Gill	Secretary of the Department of Business and Economic Development	Ex Officio
Dawn Lindsay / Faith Harland-White, designee	President, Anne Arundel Community College	Ex Officio
Louis M. Dubin	Board Chair, Governor's Workforce Investment Board and Managing Partner of Redbrick LMD	Ex Officio
James Fielder	Secretary of Higher Education	Ex Officio
Alice Wirth	Director of Correctional Education	Ex Officio
Deborah Richardson	Director of Baltimore County Detention Center	Ex Officio
VACANT	Local Representative, County Superintendent of School	Ex Officio

1.2 Correctional Education Council Responsibilities

The Council is charged with the following responsibilities:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population.
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs.
- Actively advocate and promote 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.

1.3 Correctional Education Council and the Agencies

The Council met four times during the year. The major focus of the meetings was the many changes occurring within DPSCS and Correctional Education.

CHANGES IN REVIEW

- **Implementation of the Justice Reinvestment Act (SB 1005 (2016))** continued, with key provisions of the Act set to take effect October 1, 2017. The Maryland Justice Reinvestment Act seeks to reduce Maryland's inmate population and use the savings to provide for more effective treatment to offenders, before, during, and after incarceration. This is intended to reduce the likelihood of reoffending, as well as to benefit victims and families. Through this bill, the Governor's Office of Crime Control & Prevention will fund projects that support the bill through IT improvements, training, and equipment.
- **Implementation of the Workforce Innovation and Opportunity Act (WIOA)** – The State continues to be a national leader in implementing WIOA. The Act, passed by Congress in 2014, was the first major reauthorization of the workforce development system since 1998. While the Act went into effect July 1, 2015, states had until July 1, 2017 to enact many of key changes outlined in the Act. Maryland's Combined State Workforce Plan was approved by the United States Department of Labor and other federal partners on October 1, 2016. The plan is the first time in the State's history that the workforce plans of three separate workforce agencies were combined into one document. The plan also outlines how the State will coordinate services to connect businesses with jobseekers through meaningful partnerships between workforce, education, human services and economic development entities. As WIOA requires a deeper focus on addressing barriers to employment, Correctional Education and re-entry initiatives are vital to ensuring that jobseekers who are justice involved receive effective services through the State's workforce system.
- The **One Baltimore for Jobs (1B4J)** grant program was jointly established by the United States Department of Labor, DLLR, and the Baltimore City Mayor's Office of Employment Development to serve unemployed and underemployed individuals in predominately African-American, low-income neighborhoods in Baltimore City. The program was created as a response to the uprising in Baltimore City in 2015. This demonstration grant focuses on increased access to occupational skills, and seeks to reduce barriers to employment and training (including barriers related to criminal backgrounds) through community based supports. As of March 2017, 1100 participants were enrolled in the grant.
- The **Maryland Benchmarks for Success** were approved by the Governor's Workforce Development Board and are focused around a central vision of increasing the earning capacity of Marylanders by maximizing access to employment, skills and credentialing, life management skills, and supportive services. The Benchmarks for Success include five strategic goals, each with coinciding benchmarks. The benchmarks establish a shared

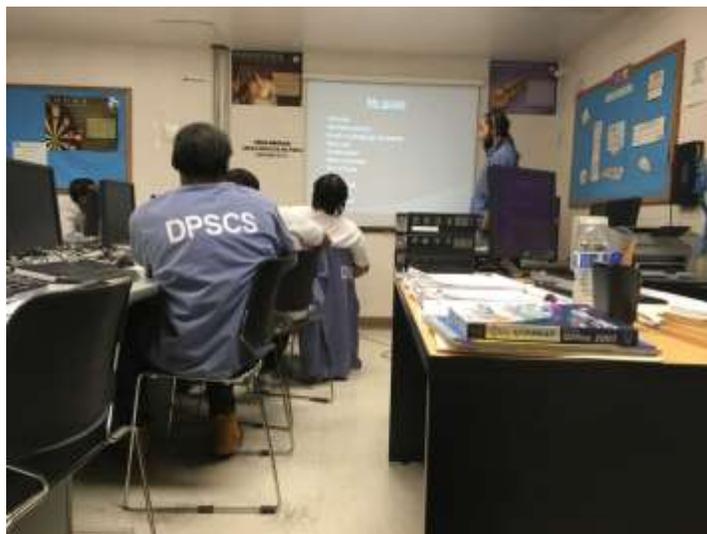
vision for Maryland's workforce system by developing a system responsive to the needs of Maryland's jobseekers and businesses.

- **Structured Employment and Economic Development Corporation (SEEDCO)** in partnership with **Bon Secours Community Works** has received Second Chance Act of 2007 Grant funds, making it the first Reintegration of Ex-Offenders Program (RExO) partner under the Workforce Innovation and Opportunity Act. Under the grant, SEEDCO and Bon Secours Community Works will establish the West Baltimore Career Pathways Collaborative to (1) prepare participants for career pathways in local demand sectors by providing access to training, education, job placement, and career development services; (2) address basic needs and life issues that are barriers for success; and (3) place participants in long-term, well-paying jobs. The West Baltimore Career Pathways Collaborative will conduct this training-to-work adult reentry project in Baltimore City and West Baltimore within Baltimore County. SEEDCO/Bon Secours will focus on the demand sectors and career pathways of: (1) Healthcare/Social Assistance, (2) Transportation/Warehousing/Logistics, (3) Manufacturing/Advanced Manufacturing, and (4) Construction.

COUNCIL ACTIVITIES

The Council had an active and productive year. Committees met regularly to advance the work of Correctional Education. Council members examined issues involving the recidivism rate, the potential opportunities through the EARN Maryland program, partnered with Vehicles for Change to successfully implement a diesel component to Correctional Education occupational program offerings, reestablished a barbering/stylist program, continued to examine challenges faced with computerized GED® testing, as well as legislation affecting Public Safety, Correctional Education, and inmates.

Reducing recidivism and providing college courses behind the fence continue to be two major topics of interest to the CEC. In addition, the committee was able to implement a pilot program to integrate tablets into educational offerings for inmates. The pilot seeks to supplement instruction inmates currently receive and to increase national certification testing online. The committee also increased the presence of potential employers for our returning citizens through resource fairs that included companies in construction, automotive, and printing industries, respectively.



CEC 2017 ACTIVITY REPORT

1.4 Correctional Education Council and Committees

During FY2017, the committees supported the mission and work of CEC. Each committee member serves for two years. All CEC members or their designee are encouraged to serve on a committee. Non-council members may serve on committees to allow for a greater range of expertise and staff to assist with the endeavors of each group.

Participants on the committees include:

CEC Employer Engagement Committee

Alice Wirth (CE Director)	Tamara Barron
Jack Weber (Chair)	Erica N. DuBose
Dr. Jack Cunning	Charlene Templeton
Brandon Butler	John Danko
Deborah Monroe	Kathryn Holmes
Chris Hadfield	Elaine Carroll
Dr. Kathleen White	Ken Weeden
Mark Vernaelli	Ryan Huether
Terri Hicks	Yariela Kerr-Donovan
Lamon Harris	Thomas Lane

Tablet Committee for Tablet Implementation

Alice Wirth	Dr. Kathleen White
Erica N. DuBose	Kevin Combs
Danielle Cox	Edward Schwabeland
Tamara Barron	Art Ray
Dr. Sarah Pogell	Orion Jones
Matthew Hoover	Martha Danner



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

EMPLOYER ENGAGEMENT AND OCCUPATIONAL/APPRENTICESHIP/ ACADEMIC COMMITTEE

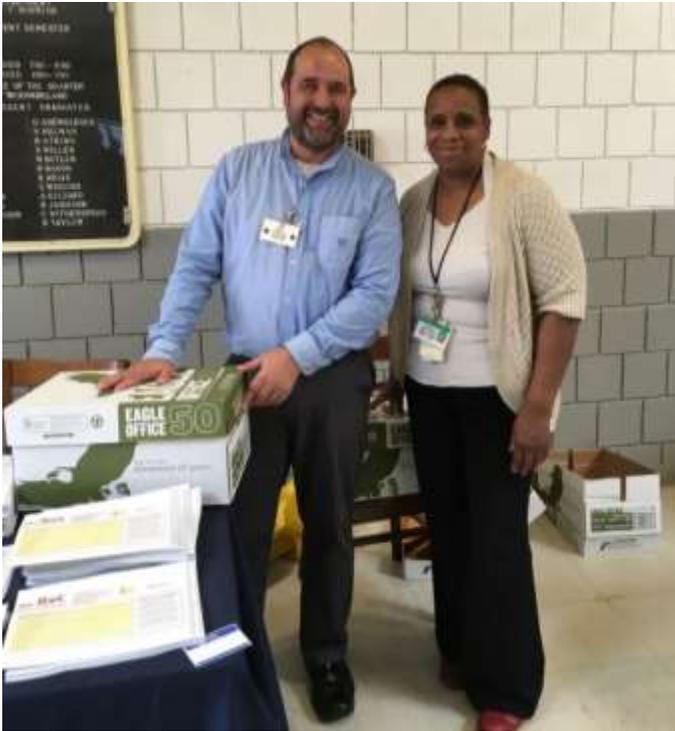
- Evaluate current occupational programs.
- Evaluate teacher's score card.
- Review of occupational programs by employers.
- Expand employer advisory committees as required by federal funding.
- Develop an occupational skills assessment for students prior to entering occupational training programs.

TABLET COMMITTEE FOR TABLET IMPLEMENTATION

- Evaluate several tablets and how they can best be used in within correctional facilities.
- Evaluate existing software that supports inmate education.
- Job training and tools for transitioning.
- Create access to programs to reduce recidivism.



2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)



The work of the CEC is integral to the Department of Public Safety and Correctional Services' overall effort to help offenders under its supervision successfully re-enter the community. As part of its overall reentry efforts, the Department has made Public Safety Works (PSW) a key priority to help inmates learn valuable skills and give back to the community. In FY 2017, PSW gave back over 550,000 hours of work to communities throughout the state. Key projects included:

- Assisted **Farming for Hunger** with farming and harvesting 6.5 million lbs. of food for non-profit organization. Farming for Hunger is the largest farm to Food Bank donor in the last three years due to assistance from DPSCS.
- Assisted **Tuckahoe Habitat for Humanity** with building seven new houses, assisted with rehabbing 2 houses, assisted in repairs and weatherizing, for Caroline and Queen Anne County resident with low to moderate incomes (LMI).
- Assisted several counties (Baltimore City, Queen Anne's, Washington, Fruitland, and Wicomico, Town of Hancock) Recreation and Parks Departments with grounds maintenance services.
- Inmates at EPRU made oyster cages used to harvest oysters. An inmate crew also collects the oysters for a sanctuary at Glebe Bay. Inmates assist the **Maryland Department of Natural Resources** with the germination of oysters by moving oyster shells, washing and bagging oyster shell.

The Department entered into an agreement with **Community Mediation Maryland (CMM)** to deliver mediation services to inmates and their families for the purpose of mending relationships that may have been damaged due to incarceration. A total of 513 mediation sessions were completed in FY 2017. The Department renewed the relationship with CMM for the coming year. Through the Department's continued agreement with the **Motor Vehicle Administration (MVA)**, a total of 1,724 MVA ID's were processed prior to release or within 60 days of release from incarceration. This effort represents a crucial step in the ability of individuals to access much-needed services and employment upon returning to the community.

3 CORRECTIONAL EDUCATION OVERVIEW

The Council works collaboratively with the Correctional Education 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 FY2017 Programs Overview

Correctional Education provides academic, library, occupational, and transitional services to incarcerated students in state correctional institutions. The academic program includes Adult Basic Education, GED® Preparation, Special Education, English for Speakers of Other Languages, and a Postsecondary Education Program.

The Library Services Program provides informational, research, and recreational reading services. The Occupational Program offers a variety of vocational programs with twelve nationally-recognized certifications. Transitional classes include life skills, financial literacy, introduction to computers, employment readiness and workforce development, and career exploration.

Specific attention is given to academic, transitional and occupational students who are under 21 years of age to address their unique needs. Correctional Education prepares incarcerated students to become responsible members of their communities.



Occupational Success-Vehicles for Change



Alfred is a husband, father, and a mechanic who works in Harford County. To look at him, with his pleasant smile and good-humored personality, it is hard to imagine that he was imprisoned at the age of 17 and sentenced to 35 years in prison.

Alfred is the first to admit that he had a solid upbringing. He was raised in a two-parent home with family who loved and supported him. Despite this, he was drawn to the streets at an early age. At 14, he began spending time with older kids who were selling drugs. Over time, he soon began selling drugs as well, which led him to dreadful consequences.

Alfred took both academic and occupational classes at Maryland Correctional Institution Jessup (MCIJ). Through academic classes, he earned his Maryland High School Diploma by passing the GED test. Following the advice of his academic advisors, he decided to study

Automotive Maintenance and Inspection with respected long-time instructor, Jeff Woodlon. Alfred's rough exterior and tough attitude was nothing that Woodlon had not experienced. Woodlon began to break down some of Alfred's barriers and helped him to see all of the potential he possessed. In time, Alfred became one of the hardest working students in the class.

After completing his automotive class at MCIJ, Alfred began coming to nonprofit organization Vehicles for Change (VFC) on pre-release. Taking the bus in the mornings and returning to prison in the evening, his days were filled with learning hands-on maintenance and repair. He gained valuable experience working on all makes and models of cars. Application of skills was essential to his growth. The kindness of the VFC mechanics that recognized his talent and nurtured was also a large part of his success.

Although, the automotive program was not officially up and running, Alfred laid the groundwork as he was trained as VFC's first auto tech coming directly from the prison system. VFC now has a thriving prison reentry internship program through its auto repair shop, Full Circle Service Center, which opened in June of 2015. Alfred was eventually offered the opportunity to come on as a full-time employee, working at VFC for four years before moving on to another position at an auto repair and body shop in Bel Air, MD.

3.3 Program at a Glance

Educational programming for offenders has been found to be one of the most effective tools in reducing recidivism rates. A study by The Rand Institute found that inmates who earn their GED® were more likely to find a job and less likely to return to prison once released. Correctional Education has 229 positions dedicated to offender instruction and educational support; the educational program offers more than fifty academic, occupational, and workforce skills classes.

The need for Correctional Education in Maryland is well documented. The average reading level of the 19,332 inmates currently in the Maryland prison system is between the 5th and 8th grade. Less than half of these inmates have a high school diploma when they enter the correctional system. Correctional Education provides a comprehensive education program designed to meet the needs of students at all educational levels.

Average numbers of students served per day	3,000
Approximate number of students served per year	12,000
Number of full-time state CE employees	147.5
Number of part-time contractual employees	81
Number of schools	21

3.4 Mandatory Education

Pursuant to COMAR 09.37.02, education for certain inmates is a requirement. The law mandates that inmates must enroll in educational or workforce skills classes if the individual does not have a high school diploma or GED®, has at least 18 months remaining on their sentence, and is not exempt due to medical, developmental, or learning disabilities. Inmates must participate for a minimum of 120 days.

3.5 Community College Partnerships

As part of its mission to serve incarcerated students, Correctional Education has established Memoranda of Understanding with Anne Arundel Community College, Hagerstown Community College, and Wor-Wic Community College to enhance the educational program statewide. Using funds from grants and other reimbursable sources, this partnership enables Correctional Education to provide additional continuing education, workforce skills training, and transition classes in facilities across the state. As a result, Correctional Education was able to expand the number of classes for students.



4 FY2017 PROGRAM OUTCOMES

In 2016, the Council reviewed the program outcomes for all sectors of Correctional Education. As a result of these evaluations and the ongoing work of the Council, the following goals were accomplished for FY2017:

- The council secured/ utilized funding that assisted with the upgrade of occupational training equipment for national certifications to improve employment possibilities:

The Council secured potential funding sources to assist in the upgrade of occupational training equipment and support for national certifications to improve employment possibilities.

- The council, along with partnership from DPSCS, and a grant through GOCCP supported the development of a new Diesel Training Program to train inmates interested in becoming a Diesel Technician, which is in high demand right now. Also, Correctional Education has submitted a grant proposal to begin two new Barbering Stylist Programs which will offer the State's new Barbering Stylist Limited License to both incarcerated men and women. 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.
- DLLR Life Skills Curriculum rewritten to support DPSCS' role in the implementation of the Justice Reinvestment Act.

Leadership and Accountability Highlights

The following CEC legislative mandates are evidenced by FY2017 outcomes:

- Agencies worked in concert to implement the Justice Reinvestment Act, which will reduce unnecessary and costly incarceration for low-risk and nonviolent offenders. It will reduce allowable sentences for many drug-related and other nonviolent offenses, as well as permitting fair sentence reductions retroactively for inmates serving time on the same offenses. It will also expand alternatives to incarceration in the sentencing guidelines, and provide grant funding for a statewide network of local reentry programs to help returning citizens.
- Strengthened relationships with employers and identified employment opportunities based on specialized training of returning citizens through occupational programs.
- Reviewed educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction.
- Continued to provide professional development offerings to strengthen individualized and differentiated instruction.

4.1 Academic Programs

Comprehensive Academic Programs were delivered at 21 institutions through the dedicated work of 69 Position Identification Numbers (PIN) and 26 contractual instructors.

- Academic grade level completions (see chart).
- ESOL (English for Speakers of Other Languages) – approximately 158 students served in nine institutions.
- Services to the under 21 population led to 34

high school diplomas earned by this population group and 75% of the lowest level readers showing a gain in reading skills.

0.0 - 3.9	558	Completions
4.0 - 5.9	759	Completions
6.0 - 8.9	797	Completions
9.0 - 12.9	493	GED® Completions

4.2 Strategies to Develop Social and Emotional Competence in Youth

Over the last two years, needs assessments conducted at the school level expressed concern about the motivation and academic interest level of the under 21 youth population served in Correctional Education. Educators recognize that social and emotional wellness helps students form positive relationships, make responsible decisions, and learn to manage emotions. To address these needs, Dr. Fran Tracy-Mumford, Academic Project Manager, led a team composed of Suzan Powell, Intermediate Teacher at Maryland Correctional Institution for Women, and Rene Terry, Special Education Teacher at Brockbridge Correctional Facility, to review current best practices and write a guide for teachers listing effective strategies to teach students social-emotional skills.

Social-emotional skill deficits in our students can translate to long-term difficulties in life. Many of the youth enrolled in school have limited pro-social life experiences resulting in lack of emotional management and responsible decision-making. This newly developed guide provides a variety of teaching strategies that will help youth develop the fundamental skills to interact positively with people, manage emotions, and handle challenging situations constructively and ethically.

Extensive research indicates that social and emotional skills can be systematically developed. Ultimately, student motivation improves and their concern for others changes their overall behavior in a positive way. Educationally, their learning also improves significantly



4.3 Postsecondary Education Programs

The postsecondary education self-pay programs continued to be held at three prisons, MCTC, JCI, and ECI-E in conjunction with Hagerstown Community College (HCC), Anne Arundel Community College (AACC), and Wor-Wic Community College (WWCC) respectively. Goucher College, through a private grant, continued to offer courses at two institutions, MCI-J and MCI-W that may be applied to a Bachelor's of Arts degree.

ANNE ARUNDEL COLLEGE SELF-PAY PROGRAM

Cohort 2 of the Anne Arundel Community College program at JCI completed its program of study in July 2017. The five remaining students are expected to graduate, each with 20 college credits and a certificate in Business Management in October 2017. The students also earned the Microsoft Office Specialist certifications in Word and Excel. These students and their families paid their own tuition and books. Anne Arundel Community College Foundation generously granted awards for the last class.

Anne Arundel Community College was awarded the Second Chance Pell Grant in Fall 2016. There were three information sessions that were attended by over 200 men at JCI who were interested in being a part of the program. Student applications were reviewed to determine if they met the requirements of the grant. The college placement was administered to those who appeared eligible to determine if they met the academic criteria of the program. Nearly 50 students completed the FAFSA. With the support of the Anne Arundel Community College Foundation, 24 students started last Fall as Cohort 3. There are 20 students who are now enrolled and taking classes toward either a Certificate in Business Management or a Certificate in Entrepreneurship. Several students were withdrawn from the program because they were moved to other institutions. The Cohort 3 students in both programs are expected to complete their programs of study in July 2018.

GOUCHER COLLEGE PROGRAM

The Goucher Prison Education Partnership (GPEP), a division of Goucher College, offers an excellent college education to students at the Maryland Correctional Institution for Women (MCI-W) and Maryland Correctional Institution - Jessup (MCI-J). GPEP has enrolled men and women incarcerated in Maryland State prisons as Goucher students since 2012 and has offered 96 courses to date. Just a few of the Goucher college courses offered at the prisons include academic writing, Pre-Calculus, Calculus, Statistics, The Sociological Imagination, Media Criticism, Political Philosophy, Understanding Politics, Cultural Psychology, Latin American History, U.S. History, American Religion and Social Reform, Introduction to Theatre, and The Hebrew Scriptures. Last academic year, approximately 100 students studied with Goucher College through GPEP, about half at MCI-W and half at MCI-J. The division's goal is to offer students the opportunity to

earn an excellent college education. In support of that goal, in addition to college classes, GPEP offers college preparatory courses for students needing additional support to be ready for rigorous college work. The college also offers academic advising, office hours with professors, and twice-weekly academic tutoring to all GPEP students.

Staff members at MCIW and MCIJ can apply to study with Goucher through GPEP. GPEP has offered up to two spots in each GPEP cohort to men and women who work at MCI-W and MCI-J and who do not yet have an undergraduate degree.

Last summer, Goucher College was one of four colleges in Maryland, and 67 colleges and universities nationwide, named by the United States Department of Education as Second Chance Pell Grant pilot sites. While Pell grant funding will not be available to all students, will not cover all expenses for students who are eligible, and may be available for only a limited term, this public support together with the generosity of private funders will allow Goucher to deepen and expand its work with students in Maryland State Prisons.

More recently, in November 2016, GPEP received the college, state, and regional approvals needed to confer a Goucher College bachelor's degree on students who complete the relevant Goucher coursework at the prisons. Goucher is the only college in Maryland and one of just a few nationally where students can complete a bachelor's degree while incarcerated. Goucher students who complete the necessary coursework while at MCIW or MCIJ will be eligible to earn a Bachelor of Arts in American Studies; an interdisciplinary major also offered to undergraduates on Goucher's main campus. Goucher College is proud and honored to offer this profound

credential to Goucher students in Jessup.

In addition, classes are available for staff members at the prison to access higher education. GPEP has offered up to two spots in each GPEP cohort to men and women who work at MCI-W and MCI-J and who do not yet have an undergraduate degree.



4.4 Occupational Programs

OVERVIEW

During the 2016-2017 school year, 860 students received Occupational Certificates in the career programs offered below:

- Architectural CADD (1) *
- Auto Body Repair (1)
- Automotive Maintenance and Inspection (5)
- Building Maintenance (1)
- Diesel Automotive Technology * NEW (3)
- Fabric and Upholstery Cleaning (1)
- Furniture Upholstery (1)
- 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 Maintenance. (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, 616 students were awarded 860 national certificates, offered by 5 national certification organizations.

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	17
	Automotive Service Excellence	74
	Medium & Heavy Trucks (Brakes)	3
Diesel Technology Program (an extension of the Automotive Program) (NEW)		
Construction Programs: CORE, and Pre-Apprenticeship courses listed above	National Center for Construction Education and Research (NCCER)	CORE: 322 Trades: 278
Fabric Cleaning	Pro Clean College	27
HVAC	Environmental Protection Agency	139
	Total	860
*Online testing not permitted		

NEW PROGRAMMING

During the 2016-2017 school year, DLLR was awarded the Edward J. Byrne Memorial Justice Assistance Grant in the amount of \$41,425 through the Governor's Office of Crime Control and Prevention (GOCCP). This grant was awarded to create a Diesel Automotive Technology component to the already existing Automotive Program behind the fence. The funds supported the purchase of resources such as Diesel textbooks for students, as well as various instructional materials and equipment needed to implement a Diesel Training Program. The premise is to train incarcerated men at 3 schools (Maryland Correctional Training Center, Roxbury Correctional Institution and Maryland Correctional Institution-Jessup) so that they will be employable as entry level Diesel Service Technicians upon their release. Diesel Service Technicians and Mechanics inspect, repair, and overhaul buses and trucks. In addition, they maintain and repair any type of diesel engine.

Correctional Education is also in the process of working to establish a new Barbering Stylist Program during the 2017-2018 school year at two schools. We have applied again for the Edward J. Byrne Memorial Justice Assistance Grant through the Governor's Office of Crime Control and Prevention (GOCCP). Through this grant funding we are proposing to implement a Barbering Stylist Program for male inmates at Roxbury Correctional Institution (RCI) located in Hagerstown, MD and a program for female inmates at the Maryland

Correctional Institution for Women (MCIW) in Jessup, MD. This new programming is of high interest among the students and will provide them with an opportunity to earn the new Barbering Stylist License which is currently offered to both men and women. The proposed budget will allow each host school to purchase equipment and educational materials, provide training for the new barbering instructors, as well as assist each location with program set up and offer ongoing support to trouble shoot issues that may occur while training the inmates within the correctional facilities.

OCCUPATIONAL PRIORITIES

For the 2016-2017 school year priorities, Correctional Education focused on hiring staff for vacant positions, increasing the number of national certifications offered, certifying staff to issue national certifications in their specialty area, and promoting the partnership with Vehicles for Change (VFC) to train automotive mechanics for possible employment as paid VFC interns and eventually employment in the private sector. CE also partnered with other agencies and partners to increase opportunities for employment upon students' release and return to their communities.

1. Hiring Staff for Vacant Positions

Over the course of the 2016-2017 school year, CE hired instructors for the following positions:

- Carpentry at OSTC
- Carpentry at ECI-E
- Plumbing at WCI

2. Training and Certifying Staff to Issue National Certifications

In FY17, the occupational coordinator continued to provide support to the five automotive instructors on the procedures used to register students for ASE testing. The coordinator also continues to serve as the statewide proctor for all ASE testing. In addition, all NCCER construction pathway instructors were trained on accessing the new registry system and all of the on-line resources available to them while implementing the nationally accredited program.

3. Providing Online Student Testing for National Certifications

A major goal of Correctional Education's occupational programs is to offer on-line national certification testing (for all programs that offer it). The 5 Automotive Maintenance and Inspection training programs continue to achieve this goal. Each site continues to closely follow testing procedures and offers third party on-line testing students throughout the school year. The new Diesel Program, which began on March 1, 2017, has also had success with students taking the ASE Medium and Heavy Truck Testing Series. As of July 1,

2017, three Diesel students have passed the Medium and Heavy Trucks Brakes examination. They are well on their way to becoming qualified Diesel Service Technicians and Mechanics.

Correctional Education is also working closely with The Department of Public Safety and Correctional Service's (DPSCS) Information Technology Department to look into offering national testing for the Microsoft Office, CADD, or Adobe-based programs which have recently moved from paper-pencil based testing to third party on-line testing. Due to security reasons, DPSCS' Information Technology Department is working with each vendor's security team to resolve how these tests can be administered behind the fence securely.

4. The "Joint Skills Training Partnership" (JSTP) in Jessup and Hagerstown Facilities

Correctional Education continues to support its JSTP programs in the Jessup facilities (MCI-J, Brockbridge, MCI-W, and CMCF) and in the Hagerstown facilities (MCIH, MCTC and RCI) this past school year. Its purpose is to document the skills inmates, working in various prison jobs, and master "on the job." Normally, inmates work in these various jobs without realizing that they are learning some very significant job skills as well as gaining employability skills that will translate to employment once released. In the Hagerstown facilities (MCTC, MCI-H and RCI), 230 inmate workers received Certificates of Completion documenting skills attained in over 25 jobs. This year Correctional Education expanded its partnership with MCE (Maryland Correctional Enterprises) to document on-the-job training skills earned by inmate workers while working in various MCE plants in the Hagerstown Area and as a result, 205 inmate workers earned Certificates of Completion in over 9 MCE jobs. At the Jessup facilities 83 inmate workers received Certificates of Completion in more than 17 prison jobs.

5. Expanding the Partnership with Vehicles for Change (VFC)

CE and VFC have established an efficient well run partnership that provides paid internship and possible private sector employment for motivated inmate students who complete the Automotive Maintenance and Inspection program and are then released back to the Baltimore area. They are interviewed and if hired by VFC's Full Circle automotive repair business, expand their knowledge and skills in repairing automobiles. VFC has developed partnerships with many private sector employers who hire these interns as needed. Since 2015, VFC hired **62** interns; 47 of whom were employed. **10** are current interns and **6** dropped out or were incarcerated. Of those employed in the private sector, **10** have been employed for at least 2 years, and **21** have been employed for at least 1 year. **16** entered into the private sector in 2017. The average starting salary is \$18/hr. In addition, Correctional Education began the process of implementing a diesel

component to the automotive shops because as the interns were hired, it became evident that there is also a great need for auto mechanics that understand Diesel technology and have skills to work on light, medium and heavy trucks as well as cars.

4.5 Transition Services

During the 2016-17 school year, the Correctional Education Transition Program curriculum is offered at 20 sites by 25 instructors with 2511 participants successfully completing courses during FY2016.



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 Re-entry
- Internet Job Search
- Re-entry and Employment Resource Skills Training



Transition Program Initiatives and Partnerships:

- Limited Internet Lab for Job Search continued operations at facilities throughout the State;
- Increased offerings from Career Development Facilitators across institutions to offer additional services to transitioning individuals;
- Increased number of returning citizens going into facilities to offer advice and knowledge of tools needed for successful reentry;
- Delivered professional development workshops to Correctional Education Transitions Instructors on the

topics of:

- Governor’s Office of Crime Control and Prevention of Maryland (GOCCP) Re-entry Program Initiatives,
- Second Chance Act Grant Best Practices,
- Maryland DHR Benefits Overview
- Sharped Dress Man and Catholic Charities Opportunities
- Continued the partnership with the Maryland Re-entry Initiative. Provided technical assistance and staff training on offender employment issues;
- Participated in the Re-entry Center Partnership Network, a multiagency partnership developed and initiated the Second Annual Re-entry Practitioners Symposium; over 170 re-entry professionals attended the event;
- OSTC held an Entrepreneurship Workshop in collaboration with the Greater Urban League of Baltimore;
- Participated in the One Stop Reentry Fair. It was a networking event for reentry professionals to collaborate and share best practices;
- Partnered with the University of Maryland Center for Substance Abuse Research to collect feedback from inmates that have used MDCSL site in transitional programming classes in order to strengthen the resources available for incarcerated individuals;
- Partnered with Library Services to offer “Makin’ it on the Outside” series to returning citizens;
- Developed certificate program in collaboration with Special Education services for under 21 students who successfully complete a transitional plan. Distribution of certificates will begin in FY17; and
- Resource Fair held at MCI-J. Over 30 community partners provided resources to approximately 500 inmates. Areas of focus included:

Housing	Apprenticeship Opportunities
Rehabilitation	Counseling
Post-Secondary Opportunities	Entrepreneurship
Expungement	Counseling
Federal Bonding	SSA/Disability
Support Groups	Financial Literacy

Institution-Level Employment and Re-entry Efforts:

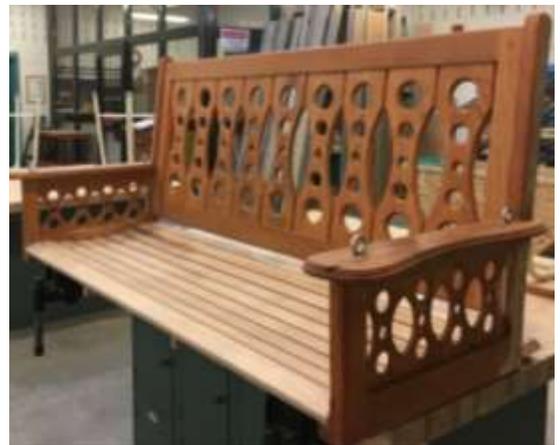
- Supported Re-entry Resource Fairs for Community Supervision;
- Provided updated DWDAL publications regarding one stops and employment to the DPSCS Transition Team, Correctional Education Libraries, and Correctional Education Transition Instructors;
- Participated in the Re-entry Council Symposium to support professionals in re-entry; and
- Revised, rewrote and aligned life skills curriculum to be used as a part of the Justice Reinvestment Act. Curriculum was aligned to Maryland State Department of Education objectives as well as to the end goals of JRA.

4.6 Special Education Services

The Correctional Education Council works collaboratively with partners to implement Part B of the Individuals with Disabilities Education Act (IDEA), 34 CFR 300 and the Education Article, Title 8, Subtitles 3 and 4, Annotated Code of Maryland, which assure a Free Appropriate Public Education (FAPE) for all students with disabilities birth through the end of the school year in which the student turns 21 years old, in accordance with the student's Individualized Education Program (IEP). These academic and related services are provided within the parameters of security and public safety within the Department of Public Safety and Correctional Services.

Outcomes of the Special Education Program included:

- Continuous collaboration among public school system personnel, Department of Public Safety and Correctional Services, Department of Juvenile Services, and Maryland State Department of Education to provide adequate special education services to students through the age of 21;
- All the adult institutions are fully staffed with special education teachers;
- Dr. Miguel Reyes, Lead School Psychologist, was hired to provide psychological services to students in Correctional Education, as assigned, in compliance with individuals with Disabilities Education Act, (IDEA), and (P.L. 105-17). In addition, he provides diagnostic assessments, participates in psychotherapeutic activities



and special education interdisciplinary meetings;

- Purchased Woodcock-Johnson IV Test Manuals for each special educator;
- Services were provided in 12 state institutions including Maryland Metropolitan Transition Center (formerly Baltimore City Detention Center);
- Students with special needs obtained Transition and Occupational certificate;
- Special education teachers conducted IEP meetings year-round and identified and served an average of over 100 students on a monthly basis;
- The department integrated technology into the classroom to enhance teaching and learning by equipping each special education teacher with a new laptop computer;
- Collaborated with DPSCS with incorporating interpreters in the education setting for students who are hearing impaired; and,
- In an effort to inform IEP decisions, the process that involves requesting students' records has been centralized in an effort to obtain students' records within 24 hours of the request.

Professional Development Opportunities included:

- Maryland Online Professional Development Modules that included best practices for identifying present levels of performance for each student with an IEP as a means of informing instruction and related services;
- Best practices for administering Woodcock Johnson IV assessments and for interpreting the results;
- Maryland On-Line IEP training through Johns Hopkins University;
- Adult Corrections: Maryland Online IEP Train the Trainers session will include five special education teachers as a means of building a pool of experts who will be able to provide training for other special education teachers; especially newly hired teachers who may not be familiar with Maryland Online tools; and,
- Adult Corrections: A leadership team will include 4 volunteer special education teachers who will model best practices for newly hired teachers and/or as needed.

4.7 Library Services

Maryland Correctional Libraries continued to serve as information centers for the entire incarcerated community living in correctional facilities across the State. The library is used for book circulations, legal information and



research, employment exploration and readiness, health information, book discussions and other reading and writing centered programs. This has been a year of transition as we sought to hire and train three new librarians to replace long time veteran Correctional Education librarians who retired the previous year. We provide full library service to ten main correctional facilities and limited satellite service to seven minimum / pre-release facilities across the state. Our main libraries provide the additional services to their satellite libraries. For inmates in segregated units, the librarians or library clerks visit weekly with reading material where allowable or use the institutional mail to provide services. Several of our libraries work in cooperation with local community colleges to share space for classroom instruction and provide supplemental support for higher education classes. All of our libraries maintain reading materials for inmates across all reading levels.

This year our library patrons had the opportunity to:

- Seek, locate, and retrieve library resources in various print and electronic formats to meet their information needs,
- Receive instruction regarding the use of technology and other resources to find general and specific information,
- Choose from a collection of materials that meet their recreational reading needs and lifelong learning and transitional goals,
- Review legal documents about their cases via CD's and DVD's from the Court,
- Research information related to careers and transitional services using up-to-date materials,
- Study and practice foreign languages using recorded. print and computer program formats, participate in a variety of book discussion groups, poetry slams, creative writing workshops, health and financial workshops and attend guest speaker programs, view educational and career videos, and
- Access Limited Internet Career websites; create resumes, practice typing skills and complete career certificate programs in the library Career Center.

Special project highlights this year included:

- DRCF sponsored three book discussion groups.
- Several libraries provide support and assistance to Goucher College inmate students.
- MCTC provided a program on How to Open a Business in MD.
- ECI-W Library has maintained a book/topic discussion series in partnership with Salisbury University since 2000 and held nine book discussion groups during the year. ECI-W also sponsored a semester long book discussion on Social Policy facilitated by a Salisbury University professor to give participants a view of what a college Social Work class would be like.

- One librarian presented a workshop at the 2017 Maryland Library Association Conference held at the Hyatt in Cambridge MD. The workshop targeted how public libraries can work with correctional libraries to help ex-offenders successfully find their way back into society.
- ECI-E Library held two book discussions and a program on How to Read Well. They also are providing interested patrons with access to several donated “Great Courses” programs.
- RCI held four workshops on Self-publishing for budding authors. The RCI library also sponsored three art contests, an art project on symbols and a poetry contest with Enoch Pratt Library. Two guest speakers presented “Making it on the Outside” and they began a weekly library newsletter.
- Five of our libraries participated in the Maryland Humanities 2016 One Maryland, One Book reading project, [All American Boys](#).



LIBRARY SERVICES OUTCOMES FOR FY2017

Patron visits	131,057
Book circulations	176,160
General reference questions answered	23,787
Legal reference questions answered	53,625
Inter / Intra Library Loans	89
Magazine circulation	28,083
Media circulation	2,616
Educational Programs	93
Internet Job Searches	1,427

4.8 Computer Based GED® Testing

The GED® ® Testing Service continues to utilize computerized assessment to allow adults to earn a high school credential. Each Correctional Education school has become an official Pearson-Vue

Testing Center with 4 to 8 individual testing stations for privacy and security. Students take the GED® Ready test prior to taking the GED® Test to determine if they are likely pass the GED® Test.

To date, students testing in the Correctional Education testing centers are passing the 2014 GED® Test at a significantly higher rate than the national average. The pass rate for Correctional Education on the GED® Test is 86%. Teachers have adjusted their classroom instruction to address the new skills assessed by the 2014 GED® Test. Students who pass the GED® Test earn a Maryland High School Diploma.

5 SUCCESS STORIES

Marvin has been in and out of the education program at MCTC since October 28, 2011. Over a period of five years, Marvin persevered and worked through all levels of Adult Basic Education and attained all certificates. He earned a literacy certificate on April, 23, 2012, his ASC#3 certificate on 10/25/12, and his ASC#4 on April 24, 2013. Mr. Dow started the GED that April. When Marvin started the GED program, he felt pressured to earn a GED because he was worried he couldn't pass the newer version of the test that was coming out January 2014. He became frustrated when he didn't pass it the last time it was offered and felt he lost his chance at ever earning a Maryland GED. Marvin fell back into a feeling of despair and desperation. Out of frustration, he fell back into some of the same patterns of behavior that got him incarcerated and went on segregation. While on segregation, Marvin had time to think about his missed opportunity. When Marvin came off segregation, he made a decision that he wasn't going to give up. He signed up for school again and got his name on a shop waiting list. It was not easy for Marvin. At times he wanted to give up, but he did not. He persevered and on November 30, 2016 Marvin passed the final test (RLA) and earned his Maryland high school diploma.

In addition, Marvin earned a Level 1 certification in the plumbing program. Today, Marvin is right back where he started; however, he is no longer a student in the program, he is a tutor. One of Marvin's teachers promised him that if he earned his GED, she would hire him as an aide in her class. And today, that is where Marvin sits, passing on the knowledge that was passed on to him. This is his way of saying, "Thank you," and giving back to a program that didn't give up on him.



After some bumps in the road, Kelly, the valedictorian at the 2016 graduation at the Maryland Correctional Institution for Women, left prison with her GED and the goal attending college and getting a degree. In her extremely thoughtful and moving speech, Kelly spoke of how she not only changed her own mindset, but that of others as well.

When Kelly first came into the institution, she felt like she had hit rock bottom. It was as if everything she knew had been stripped away from her, including her dignity and freedom. She could no longer hold her children, hug her family members, or celebrate holidays with them. Her family was her rock, her whole world. While her motivation may have come from them, her inspiration came from the women at MCI-W.

Kelly had been out of school for nearly 15 years and didn't think it was possible for her to graduate after all that time. She would stay up in her room for hours on end, sacrificing her recreation time and visits with friends, just to study. She prioritized her life and thought about what was truly important to her. Kelly believed that "...your journeys do not stop here (in prison); you must continue to push forward and take whatever steps necessary to live your dreams."

Kelly quoted Oprah Winfrey in her speech, saying "A strong woman in her essence is a gift to the world; and there is no greater gift you can give or receive than to honor your calling. It's why you were born and how you become most truly alive." Kelly took it one step further by believing that, "We are all successful women who can build a firm foundation with the "bricks" other people may have thrown at us. This journey you may be on together is also a part of your own individual stories, and we can't begin the next chapter in our life's story if we keep re-reading the last one.



Always look forward; you can't allow anyone to steal your joy or lead you to believe that you cannot accomplish something. Life's not always going to be easy, and unfortunately it's not meant to be, it's all in how you perceive it."

One of the main things that held her back was something as simple as believing in herself; however, the support of her family, teachers, and the women at MCI-W helped her push aside her own disbelief. Kelly went on to become a valuable inmate aide, tutor, and clerk within the education department before her departure from MCI-W. Her memorable speech that touched so many will always be remembered: "You are all beautiful butterflies, and just like a butterfly, you've all grown into your beauty by first evolving out of a dark place in your lives."

Prison to One Stop Success

Tyrone started his journey with the Mayor's Office of Employment Development in March of 2017. He was recently returning home from completing a prison sentence. Tyrone initially met Mrs. Shaborah Marshall while taking an Employment Readiness Workshop while incarcerated. Upon release, he scheduled an appointment at the Prison to One Stop Career Center. After assessing Tyrone and his obstacles to employment, Mrs. Marshall referred him to the Department of Social Services for financial/food assistance. She also referred him to become federally bonded with the State. Mrs. Marshall conducted one on one job readiness in the form of Resume Building, Interviewing Techniques and referred him to Mr. Bill Carnes and Mr. Stanley Boone for Job Services. Once jobs were identified, Mrs. Marshall took time to fill out job applications with Mr. Arrington.

One of the applications was with Whole Foods, and Tyrone was accepted for an interview. Thanks to the preparation received from Mrs. Marshall, Tyrone aced the interview and was offered employment. He started with Whole Foods as a Meat. A short time later, Tyrone came back to the NWCC concerned about losing his job. As he was doing an excellent job in his current position, he was encouraged to apply for a supervisory position after working only 1 month with Whole Foods. He stated he was getting great reviews from supervisors, staff and customers up to that point and was excited about his potential future. However, supervisory positions are subject to a more thorough screening and Tyrone's background was brought to the forefront. Because of his incarceration, the Regional Office of Whole Foods had a challenge with him being at the store. He was placed on paid leave until further notice. In the midst of his despair, he sought out those who helped him to this point, the staff at the ReC.

Tyrone explained the situation to Mrs. Marshall and they set out a game plan to overcome the reluctance of Whole Foods hiring someone with Mr. Arrington's background. After a conference call with the Corporate Chairman, Tyrone was requested to send references to assist them with their decision making. Mr. Carnes and Mrs. Marshall began to encourage Tyrone as well as guiding him to reach out to his supervisor at Maryland Correctional Enterprises (MCE) at the Jessup Correctional Facility to help craft letters of support.

Tyrone secured 19 reference letters along with a letter from MCE. After seeing his determination and dedication to get and retain employment the staff banded together to provide all that we could to appease the employer.

He is now the Supervisor of his department making \$16/hour. We are extremely proud of Tyrone and excited for his future.

From Juvenile GED Recipients:

- ✓ I wanted to be better and thought about how my future would be better if I had my GED®. The GED® has opened doors for me. Now I am able to enroll in HVAC classes and will hopefully own a business of my own when I go home.
- ✓ I have learned to never give up on yourself, that all things are possible when you put your mind to it. Keep faith in yourself!
- ✓ I always wanted to get my GED® or graduate from high school because my parents do not have a diploma and I wanted to make a change. Now that I have my GED®, I want to study mechanical engineering.
- ✓ I want to thank the people that helped me get my GED®. I also want to thank my family for the support.
- ✓ I was motivated by my mother to get my GED® because she wanted me to graduate. I was also motivated by myself. I started working on my GED® in December and finally completed the task in April. I plan to take community college classes and get a good job when I get released.
- ✓ The future and support from the staff in the Education Department at Patuxent Institution are what motivated me to get my GED®. Some days I felt low and that made me not want to do school work. The teachers helped me and little by little I was able to pass.
- ✓ I wanted to get my GED® because I want to educate my kids. Having my GED® is one of the best things I could have done. Because of things going on in my life, I was never focused. I dropped out of school in the 6th grade. Education is a key to success and you have to stay focused and believe in yourself. Teachers are there to help, but it only works if you put in the work.
- ✓ I knew if I wanted to do anything in life that I would have to have at least a GED®. I wanted to get my GED® for myself and also for my mother. I want to go back to school for bookkeeping. I want to learn how to manage my money. I want to thank the teachers for giving me the push I needed to get my GED®.



6 SERVICES FOR UNDER 21

There are between 300 and 600 youth under the age of 21 incarcerated in adult prisons. These students receive priority services by Correctional Education. All inmates under the age of 21, who do not have a high school diploma, are placed in class within 30 days of arrival in the prison system. While in class, students develop academic and social skills. Students also receive transitional planning services from a Transition Specialist. Transitional planning is designed to help the under 21 population to return to the community and continue their education.

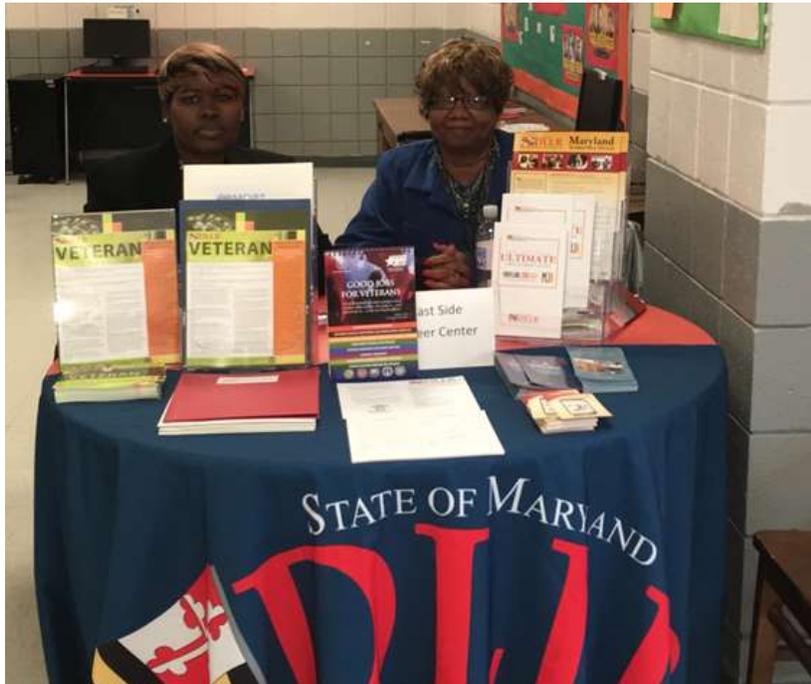
Additionally, many students complete their high school education while incarcerated. In FY 2017, fifty-five students under the age of 21 attained their GED® while enrolled in Correctional Education classes. Postsecondary options are discussed with those who receive a high school diploma and will be released in 18 months or less. Students also receive career planning in the institution. The O*Net assessments are administered at intake to assist in career and transition planning. A path to return to their high school or adult education program is outlined for those who are released from the institution prior to completing their high school education.

Employment Readiness Workshops address the unique needs of this population group. Transition Specialists link students to the One Stop centers and assist them to find employment before being released. While incarcerated, these students are encouraged to participate in other programs offered in the prison. The additional opportunities help them with cognitive decision making, anger management, parenting, spiritual growth, gang reduction, and drug abuse avoidance. Several of the under 21 population are also eligible for and receive services under the Individuals with Disabilities Education Act. Students receiving these services are explained in another section of this report.

7 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT SERVICES

Correctional Education continues to work with local American Job Centers to share employment information regarding how incarcerated individuals can access employment services. Correctional Education supports the continuation and expansion of this partnership to aid in the successful Re-entry of inmates following release. While the transition starts behind the fence, an indicator of the success of Correctional Education's Transition program occurs once individuals are connected 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 American Job Center System. The Maryland Re-entry Initiative, a Division of Workforce Development and Adult Learning (DWDAL) program works collaboratively with Correctional Education to bring workforce development resources and services to CEC's programs behind the fence and to connect released individuals to these resources/services.



Part of these efforts to support the linkages to the workforce development system include information on employability skills and workforce development programs presented at annual resource fairs and Employment Readiness Workshop (ERW) classes inside the prisons by American Job Center staff.

In addition, The Re-entry Center located at the Northwest American Job Center in Baltimore maintains a unique partnership with

Correctional Education that began while Correctional Education was located at MSDE and has continued at DLLR.

WORKFORCE DEVELOPMENT INITIATIVES:

CORRECTIONAL EDUCATION/RE-ENTRY CENTER PARTNERSHIP

In its 8th year of operation, the Baltimore City American Job Center in Baltimore, Maryland provided outreach services to inmates in the Maryland prison system. The Prison to One Stop Project provides pre and post-release services to eligible offenders who return to several Baltimore communities and the tools to build a positive and productive life after prison. As a result of these services:

- 952 inmates received services, exceeding the goal of 750;
- 65 inmates received assessment services;
- 56 received barrier removal services; and
- 130 were placed in subsidized employment.

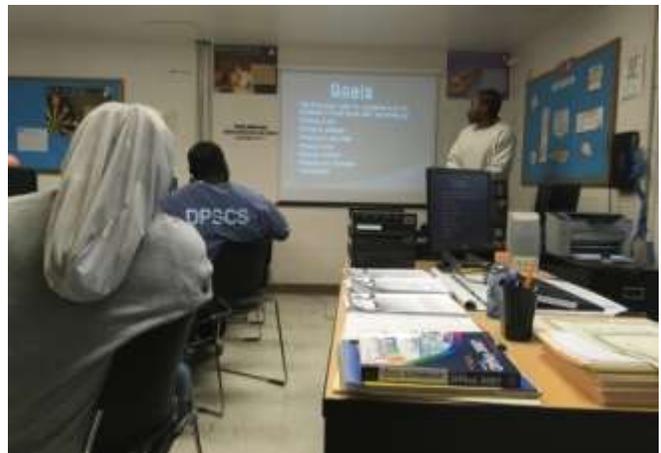
The average wage for the individuals in receipt of these services was \$12.84 per hour. Within DLLR's Division of Workforce Development and Adult Learning, The Maryland Re-entry Initiative (MRI) and Correctional Education Transition Services successfully collaborated to bring evidence-based best practices in Re-entry to Corrections, Workforce Development and community/faith-based staff throughout the state. As part of the collaboration they have designed and implemented workforce development programs to serve individuals with criminal histories. The American Job Centers, throughout the state, serve incarcerated individuals and individuals living in the community who have criminal backgrounds in varying capacities. Services to ex-offenders in American Job Centers include core services such as orientation, assessment, job development, job search, job referral, and job placement.

Intensive services are available at the American Job Centers and those services available to former offenders include:

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

The 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, and
- Outreach to local detention centers.



8 UNIQUE PROGRAMS: “MAKING IT ON THE OUTSIDE”

Librarian Patricia Smart (RCI) developed a series entitled, “Making it on the Outside.” This is a joint collaboration between the Library and Transition departments at DLLR. Guest speakers are invited to

present on a bi-monthly basis to speak to inmates in the general population as well as to those attending school here in the process of earning their GED and completing transitional courses.

Current statewide statistics indicate that most inmates, approximately 80% will be returned to society and, more than half will return to prison having committed additional crimes. Our goal is to contribute to the overall efforts via having honest dialogue with those who are still incarcerated and those who are experiencing life outside of prison after being released.

These guest speakers offer not only their services to let the men here know that it is possible to start fresh, obtain a good job and become a valuable citizen, but also provide strategic contacts who can help them prepare for the transition on the outside. They each emphasize that "...education, preparation (taking advantage of the services offered here at RCI, i.e., school, anger management, drug rehab related services, seeking a higher power, being honest with self to correct what needs to be corrected) and, focusing on what your talents and gifts are all critical to becoming ready for the "new" journey.

Thus far, the series has invited four guest speakers, all ex-offenders who are enjoying their freedom, their families, their work and their second chances. The attendees have the opportunity to ask questions and many stay after the program to continue that dialogue. It has been very gratifying to see men supporting men in this environment.



UNIQUE PROGRAMS: TABLETS

A 2013 study by the RAND Corporation found that inmates who participated in educational programming were 43 percent less likely to return to prison than those who did not. DLLR, in collaboration with the Department of Public Safety and Correctional Services will be piloting the use of electronic tablets in both academic and transition courses. The tablets are provided by American Prison Data Systems. APDS tablets provide inmates with secure monitored access to digital education, rehabilitation, and job

training and job placement resources in a secure network environment.

The tablets are tentatively scheduled to arrive during summer 2017, with implementation slated for early fall. These tablets will be used to supplement and differentiate instruction. The chosen sites for this pilot program are The Maryland Correctional Institution for Women (MCIW) Education Department and The Brockbridge Correctional Facility (BCF). Both offer academic and transitional classes. These tablets were funded by a grant from the Governor's Office of Crime Control and Prevention submitted by the Department of Public Safety and Correctional Services.

UNIQUE PROGRAMS: JUSTICE REINVESTMENT ACT

The Justice Reinvestment Initiative (JRI) is a nationwide, data-driven approach to improve public safety, reduce corrections spending and reinvest that savings in strategies that can decrease crime and reduce recidivism.

In 2015 the Maryland General Assembly passed Senate Bill 602 which was signed by Governor Hogan establishing a bipartisan Justice Reinvestment Coordinating Council (Council). The Council was charged with developing recommendations for statewide changes in policy and practices to reduce the State's incarcerated population thus reducing spending on corrections, and reinvesting monies saved in strategies to increase public safety and reduce recidivism.

The findings of the Council were:

- More than half of the prison admissions (58%) were for nonviolent offenses;
- Nearly 60 percent of all prison admissions were because of failures on probation, parole, or mandatory release supervision, and many were due to technical violations of supervision conditions.
- Community supervision resources were not sufficiently focused on those individuals most likely to commit new crimes in the future.

The Council's recommendations were translated into the Justice Reinvestment Act (JRA), signed by Governor Hogan May 2016. JRA seeks to reduce Maryland's prison population thus reducing taxpayers' costs to maintain the current correctional system and use the savings to provide more effective mental health and substance abuse treatment to offenders, before, during, and after incarceration. This is intended to reduce the likelihood of reoffending, as well as to benefit victims and families.

The goal is not to exonerate those convicted of crimes, but to recognize that for many alternative sentencing may be more effective in helping individuals receive treatment, services, and programming that will increase their probability of not being re-incarcerated.

In summary JRA includes:

- 1. TAXPAYER SAVINGS / REDUCTIONS IN INCARCERATION**
- 2. EX-OFFENDERS' TREATMENT / ASSISTANCE TO AVOID NEW OFFENSES**
- 3. VICTIM ASSISTANCE / OTHER / FUTURE CONCERNS**

JRA establishes the twenty-five-member Justice Reinvestment Oversight Board to ensure the implementation of the provisions within the act. Representing Secretary Schulz and the Department of Labor, Licensing, and Regulation (DLLR), the DWDAL Manager of the Maryland Reentry Initiative (MRI) has been appointed to serve on the JRA Oversight Board. As the Agency representative, the Manager of MRI works with the Board to assure effective implementation and compliance with JRA. The Board meets quarterly to:

- Monitor progress and compliance with the implementation of JRA;
- Consider recommendations of the Local Government Justice Reinvestment Commission and any legislation, regulations, rules budgetary changes, etc. taken to implement JRA;
- Make recommendations for future data-driven, fiscally sound justice policy changes;
- Collaborate with Department of Public Safety and Correctional Services (DPSCS), the Maryland Parole Commission, the Administrative Office of the Courts, and the Maryland State Commission on Criminal Sentencing Policy to create performance measures to track and assess the outcomes of the laws related to JRA;
- Collaborate with the Maryland Parole Commission to monitor administrative release and determine whether to adjust eligibility considering the effectiveness of administrative release and evidence-based practices;
- Create performance measures to assess the effectiveness of the grants administered through JRA; and
- Consult and coordinate with the Local Government Justice Reinvestment Commission and other units of the state and local jurisdictions concerning justice reinvestment issues.

Implementation of the Act goes into effect October 1, 2017.

9 SUMMARY

CEC met regularly with the staff of Correctional Education to ensure that quality education and workforce skills training were available to inmate students in the Correctional Education program. The Council accomplished recommended several actions to strengthen and improve program service delivery and employment opportunities for inmates upon their release. These items included:

- Upgraded equipment for occupational programming;
- Additional desktop computers for transitional classes
- And upgraded computer systems.

Both DPSCS and DLLR noted these concerns and indicated that they would provide additional support. CEC is uniquely positioned to promote Correctional Education programs and employment opportunities for the inmate student population. CEC will continue its commitment to the vision and mission of Correctional Education. CEC will strengthen its partnerships in the prison system and throughout the state to further enhance employment opportunities for inmate students. CEC will continue to support the efforts of the Governor to ensure that quality education and training programs are available to inmates across the Maryland Correctional System.

