

# CEC

CORRECTIONAL  
EDUCATION  
COUNCIL

# ACTIVITY REPORT 2023



Department of Public Safety  
and Correctional Services



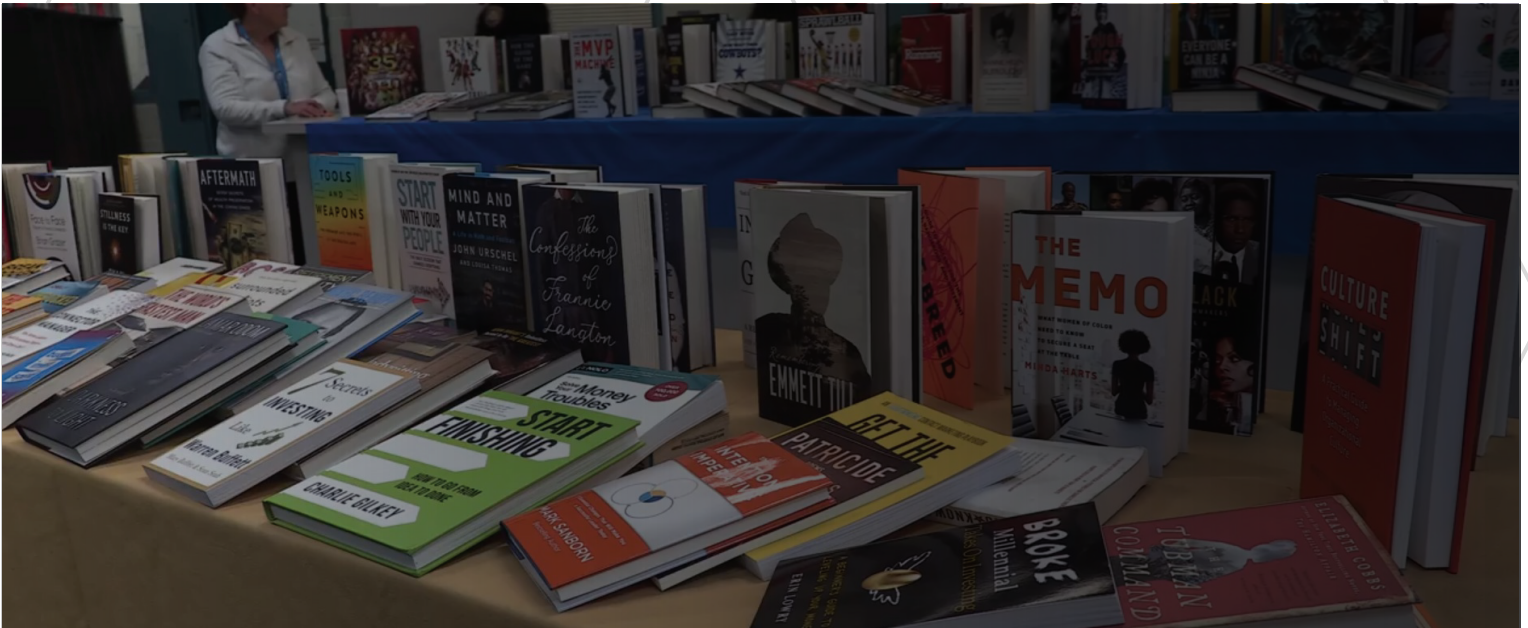
Maryland  
DEPARTMENT OF LABOR

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# CEC

CORRECTIONAL  
EDUCATION  
COUNCIL

## 2023 ACTIVITY REPORT



Department of Public Safety  
and Correctional Services



CORRECTIONAL EDUCATION COUNCIL

1100 N. Eutaw Street, Room 120  
Baltimore, MD 21201

November 2023

The Honorable Wes Moore, Governor  
State House 100 State Circle  
Annapolis, Maryland 21401

The Honorable Aruna Miller, Lieutenant Governor  
State House 100 State Circle  
Annapolis, Maryland 21401

The Honorable Bill Ferguson, President  
Senate of Maryland State House, H-107  
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones, Speaker  
Maryland House of Delegates State House, H-107  
Annapolis, Maryland 21401

*Re: 2023 Annual Report Correctional Education Council Activity - MSAR #11520*

Dear Governor Moore, Lieutenant Governor Miller, President Ferguson, and Speaker Jones:

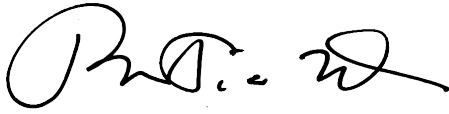
The Correctional Education Council (CEC) is pleased to submit the Fiscal Year 2023 Report of Activities, as required by Maryland Annotated Code, Labor and Employment Art., §11-902 (d). The report covers July 1, 2022-June 30, 2023, and provides a comprehensive description of the academic, occupational, and transitional programs, as well as special education services and resources provided to individuals incarcerated in Maryland state prisons.

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

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

- CE schools reopened in February 2022 after closures from the pandemic, and have maintained regular schedules for FY23. Successes within the classroom are reflected in the progress of the students:
  - 225 individuals earned a high school diploma;
  - 927 Adult Skills Certificates were earned;
  - 72 English as a Second Language Certificates were earned;
  - 371 Occupational Certificates were earned;
  - 896 Industry Recognized Credentials were earned; and
  - 1,529 Transition Certificates were issued to students.

Governor Moore's Administration is committed to leveraging the Correctional Education Council's outreach and activating the Council in new and innovative ways. The Council will continue to help Maryland's justice-involved citizens gain the skills and credentials needed to transition back into their communities and the workforce successfully. The leadership and members of the CEC thank you for your ongoing support as we work to prepare our students for successful release and employment in the community. We look forward to providing updates throughout the year.



Secretary Portia Wu  
Maryland Department of Labor



Secretary Carolyn J. Scruggs  
Department of Public Safety and  
Correctional Services



# FY23 ANNUAL ACTIVITY REPORT TO THE GOVERNOR CORRECTIONAL EDUCATION COUNCIL (CEC)

## TABLE OF CONTENTS

ACRONYMS.....	7
<b>1• About the CEC .....</b>	<b>10</b>
1.1 CEC Roster .....	11
1.2 CEC Responsibilities.....	11
1.3 CEC and the Agencies.....	12
1.4 CEC Committees .....	12
<b>2• Correctional Education Overview.....</b>	<b>15</b>
2.1 CE Mission Statement.....	15
2.2 FY 2023 Programs Overview .....	15
2.3 CE Highlights.....	15
2.4 The CE Program at a Glance.....	16
2.5 Mandatory Education.....	17
<b>3• Programs at a Glance: FY 2023 Program Outcomes.....</b>	<b>18</b>
3.1 Academic Programs .....	18
3.2 Student Tablet Program RFP.....	19
3.3 Special Education Services .....	19
3.4 Occupational Programs.....	20
3.5 Transition Services.....	24
3.6 Library Services.....	27
<b>4• Services for 21 and Under.....</b>	<b>31</b>
<b>5• Correctional Education and Workforce Development Services.....</b>	<b>32</b>
<b>6• Department of Public Safety and Correctional Services .....</b>	<b>34</b>
<b>7• Summary .....</b>	<b>37</b>

# ACRONYMS

ABC	Associated Builders and Contractors
ABE	Adult Basic Education
APDS	American Prison Data Systems
AJC	American Job Center
ARPA	American Rescue Plan Act of 2021
ASC	Adult Skills Certificate
ASE	Automotive Service Excellence
ATTSSA	American Traffic Safety Services
BA	Bachelor of Arts
BCCC	Baltimore City Community College
BSU	Bowie State University
CADD	Computer-Aided Design and Drafting
CDL	Commercial Driver's License
CE	Correctional Education
CEC	Correctional Education Council
CMCF	Central Maryland Correctional Facility
CPRS	Certified Peer Recovery Specialist
CTE	Career and Technical Education
COABE	Coalition on Adult Basic Education
COMAR	Code of Maryland Regulations
DPSCS	Department of Public Safety and Correctional Services
DRCF	Dorsey Run Correctional Facility
DWDAL	Department of Workforce Development and Adult Learning
EARN	Employment Advancement Right Nos
ECI-A	Eastern Correctional Institution-Annex
ECI-E	Eastern Correctional Institution-East
ECI-W	Eastern Correctional Institution-West
EPA	U.S. Environmental Protection Agency
ERW	Employment Readiness Workshop
ESI	Experimental Site Initiative
ESL	English as a Second Language
E&T	Employment and Training
FAPE	Free Appropriate Public Education

# ACRONYMS

FY	Fiscal Year
GED	General Education Diploma
HSD	High School Diploma
HVAC	Heating, Ventilation, and Air Conditioning
HQ	Headquarters
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
JSTP	Joint Skills and Training Program
LASI	Library Assistance to State Institutions
LINCS	Literacy Information and Communication System
LIR	Local Implementation for Results
LMS	Learning Management System
MAACE	Maryland Association for Adult, Community and Continuing Education
MCE	Maryland Correctional Enterprises
MCI-H	Maryland Correctional Institution-Hagerstown
MCI-J	Maryland Correctional Institution-Jessup
MCI-W	Maryland Correctional Institution for Women
MD Labor	Maryland Department of Labor
MHEC	Maryland Higher Education Commission
MSDE	Maryland State Department of Education
MTC	Metropolitan Transition Center
MWE	Maryland Workforce Exchange
NCCER	National Center for Construction Education and Research
NBCI	North Branch Correctional Institution
NIC	National Institute of Corrections
OSHA	Occupational Safety and Health Administration
OSTC	Occupational Skills Training Center
OWDS	Offender Workforce Development Specialist
OWDS	Offender Workforce Development Specialist
PATX	Patuxent Institution
RCI	Roxbury Correctional Institution
RESEA	Re-Employment Services and Eligibility Assessment
RFP	Request for Proposals



## ACRONYMS

SB	Senate Bill
SU	Salisbury University
SNAP	Supplemental Nutrition Assistance Program
SPED	Special Education
TABE	Test of Adult Basic Education
UB	University of Baltimore
USDOL ETA	United States Department of Labor Employment and Training Administration
UB	University of Baltimore
VFC	Vehicles for Change
WCI	Western Correctional Institution
WIOA	Workforce Innovation and Opportunity Act

# 1

## ABOUT THE **CORRECTIONAL EDUCATION COUNCIL (CEC)**

Adult and Correctional Education services play a critical role in furthering employment opportunities for justice involved individuals.

Pursuant to Maryland Annotated Code, Labor and Employment Art. §§ 11-901-902, the Correctional Education Council (CEC) was established in 2008 to oversee the implementation of the Maryland Department of Labor (MD Labor's) Correctional Education (CE) Program. The mission of the CE Program is to provide incarcerated individuals with high-quality services that facilitate a successful transition into Maryland's workforce and communities.

The CEC held meetings in September and December of 2022 and March of 2023, with various CE stakeholders in attendance, including those leading the CE Program and the Maryland Department of Public Safety and Correctional Services (DPSCS). At each meeting, staff provided the CEC with an overview of revisions and updates to the curriculum, resources, and services available to incarcerated persons.

Topics of discussion at CEC meetings included classroom instruction, implementation of the Tablet Program, Occupational Program expansion, Special Education initiatives, expanded library resources, increased occupational opportunities, transition services, and opportunities for post-secondary education.



## 1.1 CEC ROSTER

The CEC consists of 14 members. Four members are appointed by the Governor, and 10 Ex-Officio members are identified in the Maryland Annotated Code, Labor and Employment Art. §11-901. The current roster includes:

Secretary of the Department of Labor or the Secretary's Designee:	<i>The Honorable Portia Wu (beginning January 2023)</i> <i>Jason Perkins-Cohen (beginning October 2023)</i>
Secretary of the Department of Public Safety and Correctional Services or the Secretary's Designee:	<i>The Honorable Carolyn J. Scruggs (beginning January 2023)</i>
State Superintendent of Schools or the State Superintendent's Designee:	<i>Dr. Sylvia Lawson</i>
Secretary of Higher Education or Designee:	<i>James Fielder (until June 2023)</i> <i>Trish Gordon-McCown (beginning July 2023)</i>
Secretary of Commerce or Designee:	<i>Sarah Sheppard</i>
President of Community College or Designee:	<i>Theresa Shank (Hagerstown Community College)</i>
Chair of the Governor's Workforce Development Board Designee:	<i>Rachael Stevens Parker</i>
Director of Education and Workforce Skills Training for Correctional Institutions or Designee:	<i>Dr. Jack Cuning (until May 2023)</i> <i>Ruschelle Reuben (beginning June 2023)</i>
Official from Correctional Facility, or the Official's Designee:	<i>Mary Ann Thompson (St. Mary's Corrections)</i>
Two representatives of business community:	<i>Jack Weber (Uptown Printing)</i> <i>Jennifer Gauthier (Lead for Life)</i>
One representative who has experienced incarceration:	<i>Vacant</i>

## 1.2 CEC RESPONSIBILITIES

The CEC is charged with the following responsibilities:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the incarcerated person population;
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs;
- Actively advocate and promote interest in education and workforce skills training opportunities within correctional institutions;
- Ensure quality education and workforce skills training are available to incarcerated persons;

- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies, and instruction;
- Recommend and advocate for improvements to the educational and workforce skills training programs;
- Meet quarterly; and
- Submit an annual activities report to the Governor on or before October 30.

### 1.3 CEC AND THE AGENCIES

DPSCS and CE continue their collaboration through policy changes and program implementation. During FY23, the CEC continued to focus on the successful reentry of returning citizens through: tablet program training and implementation, differentiated instruction, and post-incarceration resources designed to reduce recidivism.

### 1.4 CEC COMMITTEES

Five committees supported the mission and work of the CEC during FY23:

- The Employer Engagement Committee;
- The Local Implementation for Results Committee(LIR);
- The Network Infrastructure Upgrade Committee;
- The Instructional Supports and Professional Development Committee; and,
- The Tablet Usage Committee.

According to Maryland Annotated Code, Labor and Employment Art., § 11-901, committee members serve four-year terms. All CEC members, or their designees, are encouraged to serve on a committee. Non-council members may serve on committees to allow for a greater range of expertise and support for the group’s work.

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

Employer Engagement Committee Membership	
Danielle Cox	Travis Alchin (Returning Citizen Co-Chair
Jack Weber (Chair)	Mark Vernarelli
Dr. Tamara Barron	Chris Hadfield
Dr. Erica N. Du bose	Thomas Lane
Dr. Jack Cunning	Ryan Huether
Deborah Monroe	Elaine Carroll
Terri Hicks	Lamon Harris
Yariela Kerr-Donovan	

**Activities:**

- Evaluate current occupational and CTE programs.
- Review occupational and training programs offered by employers in which returning citizens can participate.
- Create avenues for returning citizens to engage with employers for job and career opportunities.

**Local Implmentation for Results (LIR): Secondary Transition and Access, Equity & Progress Committee**

Katharine Lander	Dr. Jack Cunning
Dr. Erica N. DuBose	Dr. Fran Tracy-Mumford
Christina Sparr	Sara Dixon
Althea Parker	Dev Sharma
Courtney Jones	Ginger Wilson

**Activities:**

- Establish academic and transition practices and predictors with fidelity.
- Construct comprehensive Secondary Transition Systems.
- Identify and determine needs in which federal funds can be used.
- Engage stakeholder linkage and begin implementation.

**Network Infrastructure Upgrade Committee Membership**

Amaro S. Thiam	James Boden
Bill Crippen	Olubunmi Adeajayi
Danielle Cox	Travis K. Edwards
Stanley L. Lofton	Dr. Erica N. DuBose
Dr. Tamara L. Barron	

**Activities:**

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

**Instructional Supports and Professional Development**

Ruschelle Reuben	Katharine Lander
Dr. Fran Tracy-Mumford	Dr. Erica N. DuBose
Dr. Tamara Barron	Parick Hruz
Marnetta Sanders	

**Activities:**

- Evaluate the needs of staff and students and provide support as needed.
- Assist in providing alternative program supports during school shut-downs and closures.
- Develop professional development opportunities for teachers to gain knowledge of nontraditional program support.
- Improve educational outcomes for students within all programs: Academic, Special Education, Occupational, and Transitional.

The Tablet Implementation Committee	
Laura	Dr. Tamara Barron
Riecie Warren	Marnetta Sanders-Ennis
Matthew Hoover	Stanley Lofton
James Boden	Dr. Erica N. DuBose
Patrick Hruz	

**Activities:**

- Evaluate software designed to support incarcerated person education.
- Support teacher implementation and students’ tablet use.
- Identify additional areas where tablet use can be implemented within the correctional facilities.
- Create access to programs to reduce recidivism.
- Look for ways to continue to leverage tablet use to improve educational outcomes.
- Develop professional development offerings for instructors to learn strategies for closing the achievement gap.



# 2

## CORRECTIONAL EDUCATION OVERVIEW

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

### 2.1 CE PROGRAM MISSION STATEMENT

The CEC is charged with the following responsibilities:

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

### 2.2 FY 2023 PROGRAMS OVERVIEW

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

- CE's Academic program includes Adult Basic Education, GED® Preparation, Special Education, English for Speakers of Other Languages, and a Postsecondary Education Program (overseen by DPSCS).
- The CTE Program offers a variety of training programs, in addition to a number of nationally recognized certifications.
- The Transition Program provides students with re-entry services and courses focused on a successful transition back into the community.
- The Library Services Program supplies informational, research, and recreational reading services.

### 2.3 CE HIGHLIGHTS

The Correctional Education team had an active and productive year advancing programming to prepare incarcerated persons for post-release success by:

- Continuing to utilize American Job Center (AJC) Reentry Navigators to establish relationships with industry organizations, developing career pathways for returning citizens, creating referral processes to address and mitigate barriers, and facilitating employment placements to include Registered Apprenticeships. The number of AJC Reentry Navigators was increased to 12 across the state, addressing the needs of the citizens returning to their respective communities. The Reentry Navigators work closely with schools to provide resources to justice-involved citizens.
- Continuing to implement tablet usage across correctional education in the academic, occupational, and transition classrooms, and identifying additional ways that tablets can be used to support CE students and identifying how CE can overcome the technology challenges that remain.
- Leveraging our Reentry Navigators to identify qualified candidates for Registered Apprenticeship and pre-apprenticeship career opportunities.



- Continuing partnerships that provide a pipeline to employment through the Employment Advancement Right Now (EARN) Maryland and Vehicles for Change (VFC) programs.
- Expanding access to the Certified Peer Recovery Specialist Program across state correctional facilities.
- Creating additional opportunities for students in the Joint Skills and Training Program (JSTP).
- Continuing expansion of computerized GED® testing.
- Continuing to work with DPSCS to improve access to technology across the state; ensuring students were able to take assessments for ASE and OSHA credentials to add to their career portfolio.
- Providing incarcerated persons with access to secondary education through Georgetown University, University of Baltimore, Goucher College, Bowie State University and Wor-Wic Community College through our partnership with DPSCS.

## 2.4 THE CE PROGRAM AT A GLANCE

Educational programming for offenders has been found to be one of the most effective tools for reducing the recidivism rate. An extensive study by The Rand Institute (Lois M. Davis, Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That*

Provide Education to Incarcerated Adults, [https://www.rand.org/pubs/research\\_reports/RR266.html](https://www.rand.org/pubs/research_reports/RR266.html)), found that incarcerated individuals who earn their high school diploma via GED® and participate in CE programs are more likely than those who do not to find a job and less likely to return to prison once released.

The need for correctional education in Maryland is well documented. The average reading level of the 14,948 incarcerated persons in the Maryland prison system during FY23 was between 5th and 8th grade. Less than half of these incarcerated persons have a high school diploma upon entering the correctional system. The CE Program provides a comprehensive education program designed to meet the needs of students at all educational levels.

The CE Program has 244 positions dedicated to offender instruction. The professionals who fill these roles provide incarcerated students with essential educational support through more than 50 academic, occupational, and workforce skills classes. In addition, there were 29 support staff employed by MD Labor or contractually through strategic partnerships with Anne Arundel Community College, Hagerstown Community College, and Wor-Wic Community College.

### CE Program Statistics:

Approximate number of students served per year	4,283
Number of full-time state CE employees	171
Number of part-time contractual employees	56
Number of schools	19





## CE HIGHLIGHTS AT A GLANCE

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- Continuing to implement tablet usage across correctional education in the academic, occupational, and transition classrooms, and identifying additional ways that tablets can be used to support CE students and identifying how CE can overcome the technology challenges that remain.
- Leveraging our Reentry Navigators to identify qualified candidates for Registered Apprenticeship and pre-apprenticeship career opportunities.
- Continuing partnerships that provide a pipeline to employment through the Employment Advancement Right Now (EARN) Maryland and Vehicles for Change (VFC) programs.
- Expanding access to the Certified Peer Recovery Specialist Program across state correctional facilities.
- Creating additional opportunities for students in the Joint Skills and Training Program (JSTP).
- Continuing expansion of computerized GED® testing.
- Continuing to work with DPSCS to improve access to technology across the state; ensuring students were able to take assessments for ASE and OSHA credentials to add to their career portfolio.
- Providing incarcerated persons with access to secondary education through Georgetown University, University of Baltimore, Goucher College, Bowie State University and Wor-Wic Community College through our partnership with DPSCS.

## 2.5 MANDATORY EDUCATION

Pursuant to Maryland Annotated Code, Labor and Employment Art. §11-902(b), education for certain incarcerated persons is a requirement. The law mandates that incarcerated persons must enroll in educational or workforce skills classes if the individual does not have a high school diploma or GED®, has at least 18 months remaining on their sentence, and is not exempt due to medical, developmental, or learning disabilities. Federal law requires that students who are 21 years and under receive academic, transitional, and occupational training to address their unique needs.

# 3

## PROGRAMS AT A GLANCE FY 2023 PROGRAM OUTCOMES

### 3.1 ACADEMIC PROGRAMS

Comprehensive academic programs were delivered at all institutions, except the Occupational Skills Training Center, through the dedicated work of 12 Principals, 11 Teacher Supervisors, 68 PIN (Position Identification Number) teachers, and 51 contractual teachers.

Academic completions for the Adult Basic Education (ABE) and English as a Second Language (ESL) classes provided at the correctional institutions are illustrated in the table below. The table represents the total number of academic certificates and high school diplomas earned by grade level/National Reporting Systems (NRS) level through June 2023.

ESL - NRS Level	ESL Completions	Achievement
1 & 2	49	Certificate
3 & 4	23	Certificate

Grade Level ABE	NRS Level	ABE Completions	Achievement
0.0 - 1.9	1	89	Certificate
2.0 - 3.9	2	389	Certificate
4.0 - 5.9	3	359	Certificate
6.0 - 7.9	4	90	Certificate
9.0 - 12.9	5 & 6*	0	Certificate

\*Students complete the Academic Program and earn their GED®/High School Diploma prior to entering ABE-NRS Level 5 & 6.

GED®	GED®	Completions Achievement
	225**	GED®/High School Diploma

\*\*Maryland Correctional Education earned a GED® pass rate of 89%. The National GED® pass rate for FY22 was 75%.

### PROFESSIONAL DEVELOPMENT

CE leadership ensured CE program staff participated in professional development activities related to a variety of topics, such as:

- Student Tablets; including the Learning Management System
- Collaboration and Teamwork;
- TABE and GED® Testing;
- Data collection, analysis, and action planning;
- TABE and GED® testing process, procedures, and conditions; Instructional strategies; and
- Engaging in deliberate and courageous conversations about teaching and learning.

Professional development was delivered at a CE Systems' Meeting, as directed by the Academic Coordinator, and at the school site level, as directed by the principals.

The 2023 Maryland Association for Adult Community and Continuing Education (MAACCE) Conference was held completely in-person in May of 2023. Correctional Education had 18 teachers and administrators who attended the event.

### 3.2 STUDENT TABLET PROGRAM

The student tablet program continued to grow in FY23 as 236 additional tablets were purchased for use in transition and re-entry. The additional tablets will be utilized within the Transitional Program and the Occupational Program.

During FY23, tablet usage was expanded to 12 additional schools. It began with Group 1 of the implementation plan, which included 4 schools and concluded in July 2023 with the remaining eight schools. This implementation of the 474 tablets included extensive training for teachers and principals, with a focus on the hardware, software, and the Learning Management System (LMS). The LMS allows teachers to populate materials, resources, videos, and assessments that the students can access in the classroom.

As CE works towards best practices and full implementation of the student tablets, we continue to experience challenges with connectivity within the CE classrooms. Since wifi connection is not available within the schools, the student tablets have had to use cellular connection. The cellular connectivity is a challenge due to institutional design and construction and geographic proximity to cellular towers. In addition, classroom instructors do not have access to the internet in their classrooms, limiting their access to the Learning Management System and the administrative side of the student tablets.

Correctional Education will continue our efforts to ensure that we allow for equity in digital access, skill development, and providing equitable access to digital skill development. CE will continue to work cooperatively with the Department of Public Safety and Correctional Services and to explore funding sources to resolve these challenges.

### 3.3 SPECIAL EDUCATION SERVICES

MD Labor's CE Special Education (SPED) program provides services to students with disabilities incarcerated in adult correctional facilities under the jurisdiction of DPSCS. The SPED program upholds federal legislation, Individuals with Disability Education Act (IDEA) Part B, and the Code of Maryland Regulations (COMAR). Students receive a Free and Appropriate Public Education (FAPE) in his/her Least Restrictive Environment, in which to the maximum extent appropriate, students are educated with students who are not disabled.

The CE SPED program identifies students who may qualify for SPED services, who have an Individualized Education Program (IEP), or who have a prior 504 Plan. The SPED team at each school collaborates to determine if a student qualifies for SPED services, if a student's IEP needs to be revised and updated, and how a student's 504 Plan can be implemented. The SPED team includes related service providers, such as a school psychologist and speech pathologist, who provide services based on a student's IEP. Student's receive SPED services until the end of the school year in which they turn 21 years old.<sup>1</sup>

SPED services are provided within 12 state institutions, and there are 12 highly-qualified SPED teachers/case managers. On a given day, there may be 75 to 100 students with an IEP, 504 Plan, or who are being considered for SPED services. Students are enrolled in Adult Basic Education (ABE) programs and complete coursework in order to progress and earn their MD high school diplomas (MD HSD). Teachers also help students develop essential skills needed to meet their IEP goals and objectives, and provide social and emotional support.

#### FY23 EVENTS AND ACCOMPLISHMENTS:

- Schools were able to maintain a regular schedule, starting February 2022, after the pandemic led to repeat school closures.

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<sup>1</sup>The Individuals with Disabilities Education Act (IDEA) Regulations Part B. "Archives". Link here: <https://www2.ed.gov/policy/speced/reg/idea/part-b/index.html>

- Approximately 200 students were provided with SPED services.
- Approximately 150 IEP meetings were held.
- Ten students earned their MD HSD.
- In July 2023, the first in-person two day professional development event was conducted since 2019: Sessions included team building activities, a review of MD online IEP Version 18, a presentation from the School Psychologist, and a collaborative plan to identify and provide compensatory services for students who had a reduction of FAPE during school closures from the pandemic.
- Between November 2022 and March 2023, four staff from the SPED department participated in Offender Workforce Development Specialist (OWDS) training and earned certificates. OWDS-Instructor training will be planned for FY24 in hopes of the second OWDS cohort starting soon after.

### 3.4 CTE (OCCUPATIONAL) PROGRAMS

FY23 proved to be an exciting year for Occupational and CTE programming within Maryland’s prisons. Despite the challenges that arose from the COVID-19 international pandemic, the reduction in the inmate population due to various justice reform initiatives, and various institutional closures due to officer shortages, the CE CTE program expanded training program offerings and also increased industry recognized credential offerings for incarcerated students. Prior to the COVID-19 international pandemic, Maryland correctional facilities experienced an average of over 500 students participating in one of CE’s 25 adult CTE training programs. For FY22, CE programs returned to full operation in late February 2022 after several COVID-19 pauses. The CTE programs are offered in 10 institutions and are taught by 45 instructors. Various pilot programs are offered when possible at two pre-release facilities as space and staffing is very limited. Courses are typically between 400 and 900 hours in duration, and students learn through classroom instruction and hands-on practice.

Overall, Correctional Education grew from 237 Occupational Training Completions during FY22, to 370 Occupational Training Completions in FY23 (a 56% increase in program completion), and from 406 industry recognized credentials attained in FY22 to 896 industry recognized credentials obtained during FY23 (a 120.5% increase in credentials attainment). Some trades offer students the opportunity to earn multiple credentials as a

part of their training. The CE program is not only working towards meeting pre-COVID performance levels, but in FY24, CE is striving to surpass prior levels of student achievement. The goal is for all Occupational and CTE students to earn an Industry Recognized Credential as a part of their continued education and training.

During FY23, CE launched an OSHA 10 training and certification program at MCI-J and the Occupational Skills Training Center (OSTC) in Baltimore, Maryland. CE also launched the Flagger (Traffic Control Technician) training and certification at OSTC, a small pilot program at the Dorsey Run Correctional Facility (DRCF), as well as MCI-W. Due to the success of initiatives such as these, we are excited to announce that for FY24, OSHA 10 training and certification will be required of all students in the construction trades as a part of their program completion and offered to additional trades when possible.

CE also proudly prepared students in the Barber Stylist training program to complete the 900 hour training program, ultimately working towards taking their Barber Stylist exam in the prison so that they could apply to become a Barber Stylist upon their release. For the first time in CE history, two students from OSTC successfully passed both their Barber Stylist Theory Examination and Practical Examination. Successful completion of both exams is required for program graduates to be eligible to apply for their license upon release. The examination has never been offered in Maryland’s prisons, so we are very proud of the collaboration between MD Labor’s CE CTE Staff, The Maryland Board of Barbers, as well as PSI Testing Corporation staff who worked tirelessly to make this testing opportunity a reality for CE students. CE anticipates that Barbering students who are near graduation at both the Roxbury Correctional Institution (RCI) and MCI-W will also participate in licensure testing during FY24. Many of the CE students have aspirations to become entrepreneurs in their selected trades, so through Barbering as an example, students are also taught various Entrepreneurial skills during their training so that they are prepared to also operate as independent business owners in the Barbering industry upon their return to the community.

The overarching goal for FY24 for the Occupational and CTE Program is to continue to restore, build, and expand programmatic offerings and credentials for CE students when possible. For FY24, the Flagger Training and Certification Program will be expanded for CTE students from merely being offered in the Central Region to being offered to students in the construction and Auto trades in all three regions where CTE programming is offered,

which includes the Central Region, the Eastern Region, as well as in the Western Region. CE is very proud of the Flagger Training Program as it provides an immediate pathway to entry level employment for inmates upon their release from incarceration. CE is working to partner with various construction companies, trade unions and organizations, as well as traffic control safety employers to ensure that returning citizens have an immediate opportunity to begin their careers and support their families upon their release.

Their training is evaluated by written and performance-based testing. CTE Program graduates receive a MD Labor certificate as well as nationally recognized certifications (when offered), indicating that they have met minimal entry-level industry standards. The primary goal of training is to prepare students to meet the needs of the public and private sector employers so that they can attain employment upon release. To that end, the CE program offers several national industry-recognized certifications and demonstrates superior competency, and CE works to expand program offerings when possible.

During the 2022-2023 school year, 370 students earned Occupational and CTE certificates of training completion in the career training programs offered in the prisons. This is a significant increase from FY22 students completion as previously highlighted. This number is still slightly less than annual averages prior to the COVID-19 pandemic; however, CE is on track to meet, if not exceed, program outcomes for FY24. The training programs offered were as follows:

Architectural CADD (1)	Pre-Apprenticeship Electrical (1)
Auto Body Repair (1)	Pre-Apprenticeship Facilities Maintenance (1)
Automotive Maintenance & Inspection (5)	Pre-Apprenticeship HVAC/R (2)
Barber Stylist (3)	Pre-Apprenticeship Masonry (3)
Building Maintenance (1)	Pre-Apprenticeship Plumbing (2)
Diesel Automotive Technology (3)	Pre-Apprenticeship Sheet Metal (1)
Graphic Arts and Design (3)	Pre-Apprenticeship Welding (1)
Hospitality (1)	Print Communication (2)
Introduction to Word and Excel (2)	Roofing (1)
Office Technology (5)	Small Engine Repair (1)
Office Practice and Management (1)	Warehouse/Distribution (2)
Pre-Apprenticeship Carpentry (3)	Woodworking/Finish Carpentry (1)
<b>ADDITIONAL OCCUPATIONAL PROGRAMMING OPPOTUNITIES</b>	
Certified Peer Recovery Specialist (1)	OSHA 10
Flagger (Traffic Control Technician) (3)	
(*) Indicates the number of schools offering this program National Certificate	

## NATIONAL CERTIFICATES

Students were awarded 896 credentials offered by national certification organizations in FY23. For FY24, the CE Program plans to continue to expand national certification and Industry Recognized Credential offerings to students, update training equipment as needed, enhance training opportunities for staff and students, and work towards strengthening on-the-job training opportunities through the Joint Skills Training Partnership (JSTP) Program. The CE program will continue to ensure that staff and students alike are kept abreast of industry demands so that students can be gainfully employed and become contributing members of their communities upon release from prison. Here are the industry recognized credentials that were earned during FY23:

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	57
	Automotive Service Excellence (Entry Level Technician)	117
Diesel Technology Program ( <i>an Extension of the Automotive Program</i> )	Medium & Heavy Trucks (ASE) (N/A due to rebuilding post COVID-19)	N/A
Automotive Body Repair Certified Peer Recovery specialist (CPRS)	Collision Repair & Refinish Test	6
	CCAR Recovery coach Academy	18
	SMART Recovery Facilitator Training 3C	18
	Training	17
	CPRS ( <i>from the Maryland Addiction and Behavioral-Health Professional Certification Board (MABPCB)</i> )	17
Construction Programs (CORE and Pre-Apprenticeship courses listed above)	National Center for Construction Education and Research (NCCER)	<b>CORE: 150</b> <b>Trades: 107</b>
Traffic Control Technician (Flagger)	American Traffic Safety Services Association (ATSSA)	283
Office Technology	Microsoft® Office Specialist (MOS) (Due to internet challenges)	N/A
OSHA 10	The Occupational Safety and Health Administration - 10 Hour Course (Training and Certification)	55
Warehouse Distribution	Forklift Operator	7
	HAZMAT Handler	6
		<b>TOTAL: 896</b>

*\*Due to Covid-19, CE is working to restore programming. We anticipate a rise in the number of students serviced as conditions continue to improve. In addition, CE is working very closely with DPSCS to improve technology behind the fence to support and increase online testing opportunities*

## NEW PROGRAMMING & PROGRAM EXPANSION

The CE Program continues to expand and support the development of training programs in Maryland’s prisons. As previously mentioned, the Barber Stylist Training Program, which is CE’s longest training program, is a 900 hour training program and experienced several pauses during the pandemic. During FY23, 17 students graduated from the training program. Three of these graduates have successfully passed their Barber Stylist Exam series, and during FY24, the schools will be preparing the remaining graduates for licensure testing. This program began with two training programs in FY19, one for male inmates at RCI in Hagerstown, and another for female inmates at MCI-W in Jessup. The goal of this program was to provide students with training in a highly sought out area of interest as well as to provide them with an opportunity to prepare for the new State of Maryland Barber Stylist License upon release.

During FY21, a third Barber Stylist Training Program was added at OSTC in Baltimore, and training began in July of FY21. Despite COVID-19, during FY22 the

programs continued to thrive, and finally in 2023, students have graduated from the program and have begun to take licensure testing. This has been quite a journey so CE thanks the staff and students for their dedication and tenacity. CE is looking forward to learning about their post-release accomplishments in FY24 for those who will be released.

## CERTIFIED PEER RECOVERY SPECIALIST (CPRS) TRAINING PROGRAM

In 2019, MD Labor received funding from the Opioid Operational Command Center to train individuals incarcerated at MCI-W, JCI, and DRCF to become CPRSs. A Peer Recovery Specialist is a person who uses their lived experience in recovery from a behavioral health disorder to help others in their recovery journey. Peers receive formal training to both facilitate support groups and work one-on-one with individuals who are either seeking or maintaining recovery from serious mental health issues, substance use disorders, or co-occurring behavioral health concerns. Since July of 2022, MD Labor, in partnership with DPSCS and the Behavioral Health Administration, have been

working to expand CPRS training to institutions across the state through funding from the Opioid Operational Command Center. The \$110,000 award has supported five new institutions (Maryland Correctional Training Center (MCTC), Eastern Correctional Institution East (ECI-E), Eastern Correctional Institution West (ECI-W), Western Correctional Institution (WCI), and MCI-J) providing CPRS training behind the fence.

As of March 2023, peers within the eight participating institutions had provided recovery support services to over 1,600 unique individuals. In April, JCI held its first testing date for students who were approved by the Maryland Addiction and Behavioral-health Professionals Certification

Board to take their peer credentialing exam. All 17 students who took the exam passed on their first attempt, with the majority of students having nearly perfect scores in several of the testing domains.

To further support the expansion of peer support behind the fence and to bolster the behavioral health workforce, MD Labor formally recognized the CPRS training as a CE Occupational Program. Students must engage in 600 hours of classroom instruction, gain practical experience, and engage in ongoing supervision to earn diminution credits. Students are also eligible to earn a certification conferred by the Maryland Addiction and Behavioral Health Professional Certification Board.

Institution	County
Dorsey Run Correctional Facility (DRCF)	Anne Arundel
Maryland Correctional Institution for Women (MCI-W)	Anne Arundel
Maryland Correctional Training Center (MCTC)	Washington
Western Correctional Institution (WCI)	Allegany
Eastern Correctional Institution (ECI-E) Eastern Correctional Institution (ECI-W)	Somerset
Maryland Correctional Institution - Jessup (MCI-J)	Anne Arundel

## THE JOINT SKILLS TRAINING PARTNERSHIP (JSTP) PROGRAM

The CE Occupational Coordinator directs the JSTP Program, which is a collaborative effort between MD Labor’s CE staff and various DPSCS staff members. The program documents on-the-job training for inmates who are near release and hold jobs in various departments within Maryland correctional facilities: the Dietary Departments, the Maintenance Departments, the Libraries, and the Education Department. Although inmates must acquire specific skills to be successful in these roles, they often fail to recognize that these skills are valuable assets toward finding employment post-release.

MD Labor staff train DPSCS staff, recruit participants, and work with both Occupational and Transitional staff to educate staff and students about the connection between employment during incarceration and lucrative career opportunities upon release.

During FY23, through the JSTP Program, 71 workers incarcerated in Jessup facilities (MCI-J, MCI-W, JCI, PATX, and DRCF) received 85 Certificates of Completion documenting skills in 23 job areas. In the Western

Region 368 incarcerated workers, at both Hagerstown and Cumberland facilities MCTC, MCI-H, RCI, WCI, and Regional Facilities such as Central Kitchen, Central Warehouse, and Regional Maintenance, received 368 Certificates of Completion documenting skills attained in 24 job areas. In the Eastern Shore Region, the JSTP Program provided support to incarcerated workers at ECI-E and ECI-W, where 122 workers received 172 Certificates of Completion documenting skills in 33 job areas.

During FY23, The CE Program continued the partnership with Maryland Correctional Enterprises (MCE) to document on-the-job training skills earned by MCE workers while working in various MCE plants and programs. Although the program is rebuilding from only operating on a limited basis due to COVID-19, in Hagerstown, MD, 295 incarcerated workers earned 295 Certificates of Completion in 10 MCE job areas.

In the Central Region, 171 incarcerated workers earned 171 Certificates of Completion in five MCE job areas through the JSTP program for MCE shops and plants located in Jessup,. This included MCE’s new Peer Leadership Program. This program was created to empower Shop/Plant employees

to become team leaders and to guide new program participants. This training program focuses on how to mentor others and how to be a leader within a correctional setting. In the Eastern Region located in Westover, 32 incarcerated workers earned 52 Certificates of Completion in 10 MCE job areas through the JSTP Program for three MCE shops and plants (the Textile, Laundry, and Furniture Restoration plants). These on-the-job training experiences help incarcerated persons be successful and dedicated employees upon their release. They bring with them a commendable skill set and unwavering commitment to improving their lives and communities.

### OCCUPATIONAL PROGRAM GOALS FOR FY 2023

Despite the ongoing impact of the COVID-19 pandemic on FY 21 & 22 goals, and the anticipated impact on FY 23 goals, the CE Program plans to build on expansion efforts already underway in Occupational training and JSTP programs. The CE Program will continue to:

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

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

### 3.5 TRANSITION SERVICES

During the 2022-23 school year, the CE Program's Transition Program curriculum was offered at 12 sites and supported by nine instructors, two Transition Specialists, and one Transition Program Assistant. Instructors facilitated the learning process, providing students with guidance towards goal-setting, transition planning, and the acquisition of soft skills and important resources needed for successful reentry. Instructors applied a wide range of principles and practices to evaluate and coordinate offender skill development and reentry initiatives. Additionally, they guided students in helping them to develop critical thinking skills in order to employ effective decision-making.

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

Students had the opportunity to complete courses and earn certificates. A total of 1,529 students successfully completed courses during FY23.



## CONTINUED PARTNERSHIP WITH VEHICLES FOR CHANGE (VFC)

The partnership between the CE Program and VFC has successfully provided opportunities to motivated incarcerated students who complete the Automotive Maintenance and Inspection Training Program while in prison.

Thanks to the support of various programs, such as MD Labor's EARN Maryland, SNAP E&T, WIOA, ARPA, and the Mayor's Office of Employment and Development, VFC was able to attract potential candidates from the CE Program at the institutions such as Roxbury Correctional Institution, OSTC/BCCC, MCI-W, ECI, DRCF, and MCI-H. In addition, the DPSCS Open House/Facility Tour enabled us to connect with Case Managers and

potentially recruit more justice-involved participants.

We are proud to announce that 26 interns have secured employment with our employer partners this fiscal year, and we are currently at enrollment capacity with a waiting list. The success of this program is evidence of the potential in everyone, regardless of their current circumstances, and the significance of second chances.

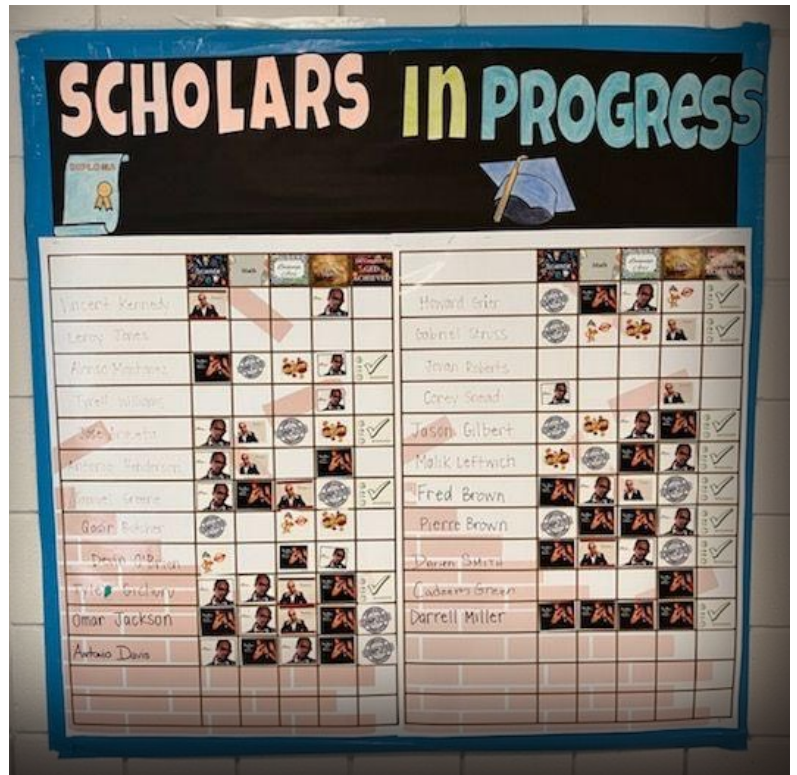
Let us introduce you to Bobbie, a person who embodies resilience and perseverance.

Despite spending ten years in Roxbury Correctional Institution, Bobbie refused to let his past dictate his future. Instead, he embraced education and excelled in the Automotive Technology course provided by the facility. Bobbie's dedication and hard work paid off, as he earned all ten entry-level ASE certifications and received a commendation from his instructor. Upon joining Full Circle's program, Bobbie excelled, attending classes enthusiastically, performing repairs precisely, and renewing his certifications. Today, we are proud to celebrate Bobbie's graduation from the program and his success in securing a job with Mazda, where he earns \$23 per hour - a well-deserved wage. Bobbie's story is truly inspiring, demonstrating that anything is possible with hard work and determination.



## COURSES OF INSTRUCTION

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



## TRANSITION PROGRAM PARTNERSHIPS

Delivered professional development workshops to CE Transition instructors and students on the topics of:

- AJC Services
- Pre-Apprenticeship and Registered Apprenticeship Programs
- Associated Builders and Contractors (ABC), VFC, Civic Works Partnerships
- Women in Apprenticeship Programs
- Reentry Navigator Services
- Training and technical assistance on offender employment issues
- Success at Work Updates
- Trauma-Informed Responses
- Continued partnership with the CE SPED department to revise and update Transition Planning content and services for 21 and under students as required by federal law

## INSTITUTION-LEVEL EMPLOYMENT AND REENTRY EFFORTS

- Collaborated with the Occupational Department and the AJC Reentry Navigators to offer professional development highlighting the resources available to returning citizens post-incarceration
- Facilitated training on reentry tablets
- Collaborated with school principals and teachers to ensure that students have access to National Corrections Works on the tablets
- Hosted workshops on topics of students' needs and interests

## ADDITIONAL CURRICULUM AND WORKSHOP TOPICS

Trauma Informed Instruction	American Job Center Resources
Social Emotional Learning	Transition Planning
Differentiated Instruction	Post-release Counseling Resources
Transportation Services	Pre/Apprenticeship Opportunities
Rehabilitation Services	Tablet Implementation
Post-Secondary Opportunities	Reentry Navigator Support
Expungement	Reducing Recidivism
SNAP Benefits/Food Banks	CDL and Class A Driver's License Information
Community Service Opportunities	Healthcare
Federal Bonding	Medicaid/Medicare Plans
Interviewing Sills	Tablet Implementation

## CURRICULUM UPDATES FOR TEACHERS AND STUDENTS

The Transition Department continues to update curriculum for students as needs arise. This year, the Success at Work and Parenting courses received a refresh.

Transition instructors also earned their Offender Workforce Development Specialist (OWDS) credential. The OWDS training is an intensive, 160-hour training that prepares individuals to assist the reentrant population in finding and maintaining employment. OWDS was developed by the National Institute of Corrections (NIC). OWDS participants complete 80 hours of in-person training; approximately 12 hours of online-based curriculum; practicum assignments totaling approximately 40-50 hours; and participate in various networking and other self-study opportunities. Participants became well-versed in twelve competencies:

Career Theory	Transition and Interventions
Facilitation Skills	Retention
Diversity	Ethics
Assessment	Job Seeking and Employability
Instruction and Group Facilitation	Career Information and Technology
Barriers	Designing and Implementing Training

### 3.6 LIBRARY SERVICES

Maryland CE Libraries provide opportunities for incarcerated persons to meet their personal, recreational, and informational needs. In FY23, the CE Library Program operated 12 full-service libraries and three satellite libraries at the following correctional facilities:

#### FULL SERVICE LIBRARIES

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

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

## SATELLITES

ECI-A	Eastern Correctional Institution – Annex	Westover
MTC	Metropolitan Transitional Center	Baltimore
CMCF	Central Maryland Correctional Facility	Sykesville

Under the direction of professional librarians, the Maryland Correctional Libraries serve as information centers for the incarcerated community living in prisons across the state. The libraries are used for circulating books, legal information, employment exploration and readiness, community, health, and other research. An emphasis is placed on providing high-demand materials in appropriate formats that meet the broad range of literacy needs of the incarcerated community. The librarians assist their patrons in developing research and critical thinking skills and encourage an interest in life-long learning and formal education. Several of our libraries work in cooperation with local community and four-year colleges to share space for class instruction and provide supplemental support for higher education.

As we began FY23, a new librarian was hired for the vacancy at MCI-J, making our CE libraries fully staffed. All libraries were fully operational and some of our librarians filled in where there was no evening librarian. Two newly created positions were posted by Anne Arundel Community College: one for an evening librarian at Jessup libraries and one as Library Services Manager. In February, candidates for both positions were hired and trained. Unfortunately, before the end of the fiscal year, both contractual employees had resigned their positions, which again created openings for the contractual positions. In March, the librarian from MCI-J resigned, creating another opening for a librarian. Interviews were conducted and the candidate is currently in the background-checking stage before hire. During these vacant months, the other librarians in Jessup covered some days to open the library and assisted in answering reference questions.

The ECI-W library joined the ECI/Salisbury University Ethics program by starting an Ethics program and team. The ECI-E and ECI-W libraries again hosted an Ethics scrimmage with the teams from Salisbury University (SU) to assist SU's team in preparation for the National Collegiate Ethics Bowl. They were recognized in articles from SU as associates of the school's Ethics Team. Several libraries teach the Financial Literacy Program and some have access to the Maryland Workforce Exchange enabling patrons to create resumes and upload their information for future job possibilities. All libraries received information packets about parole and several were able to host information workshops by the PREPARE group who sent in the parole packets. All the librarians initiated new and engaging programs this past year for their patrons.

During the year, the libraries began receiving new computers and wiring to network each library in an ongoing project to network all libraries. A new circulation system was developed in-house and rolled out to all librarians with the Hagerstown librarians beginning as the test sites. This project should be completed by mid FY24. In the spring, the representative from Lexis/Nexis came to the Jessup prisons to provide financial seminars and workshops for the patrons. These sessions were very well attended.

The librarians continued to work hard to provide in-print/non-contact programs along with holding book discussions, workshops, and new programs. Our libraries have been the recipients of several large book donations from community organizations and the public throughout the year. The statistics below show an increase this past year in patron visits, book circulations, reference questions, and programs in all of our libraries.

## LIBRARY SERVICES OUTCOMES FOR FY23:

	FY23	FY22	FY21
Patron visits	67,204	62,162	26,809
Book circulations	52,550	51,877	28,186
General reference questions answered	18,889	18,795	5,712
Legal reference questions answered	30,262	34,748	13,157
Inter / Intra Library Loans	315	77	109
LASI Requests	19,054	18,296	14,016
LASIs Processed	16,933	9,865	11,821
Magazine circulation	10,449	9,714	2,541
Media circulation	3,204	3,041	253
Educational Programs	139	81	11
Internet Job Searches	132	148	3

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

- Identifying each patron's information needs;
- Identifying existing resources and providing referrals;
- Maintaining access to a dedicated computer for patrons to review legal documents from their court proceedings;
- Using electronic resources and delivering information in a timely fashion;
- Providing reader's advisory;
- Training incarcerated patrons in use of databases for conducting research;
- Training incarcerated patrons to navigate limited Internet sites for community information and job searching;
- Assisting incarcerated patrons with vision and hearing difficulties in accessing legal and community information;
- Monitoring and updating electronic databases, as needed; and
- Processing and delivering LASI program cases to incarcerated patrons.

The CE Library Program offers the following services:

- Information and services based on patron requests and needs;
- Technology and database training for research;
- Updated legal, general, and reentry databases;
- LASI program services;
- Recreational and informational reading;
- Life-long learning skills training & support;
- Curriculum support and Reader's Advisory;
- Reference interview and referral services;
- Technology awareness and use of electronic resources;
- Special assistance to vision and hearing impaired patrons;
- Inter-library loans;

- Collaboration with public and special libraries;
- Book discussions;
- Educational programs and workshops; and
- Financial literacy programs.

The CE Librarians developed and executed several unique and exciting library programs during FY23. Below are highlights of their programs:

- Book discussion groups (classic books: Educated, Grapes of Wrath, Metamorphosis, The Pearl, The Yellow Wallpaper);
- One Maryland One Book Project;
- Legal research training workshops - with a Lexis/Nexis representative;
- Writing/poetry program with writing/incarcerated person displays;
- Reading programs and Book Reading competitions;
- Financial literacy workshop;
- National Poetry Month Open Mic;
- SURPRISE Book Program;
- VIBE (vocabulary word definitions contest);
- Trivia challenges/Bingo contests with library themes;
- Bookmark design contest;
- Civics Program Series;
- Apprenticeship Program speakers;
- Adult coloring stations;
- PREPARE - Parole workshops;
- Advertising workshop;
- Brain Teasers and Creative writing writing projects; and
- Ethics Group/Team with Salisbury University.



# 4

## SERVICES FOR STUDENTS 21 AND UNDER



On a given day, approximately 500 incarcerated adults aged 21-and-under are in Maryland adult prisons. Incarcerated adults who do not have a GED/HSD are identified by their DPSCS Case Manager, referred to the CE School Principal, and interviewed by a school staff member within approximately 30 days of the incarcerated adult's DPSCS entry. CE is given federal funds to provide resources and services for students aged 21-and-under as well as teachers and programs that work with these students.

Students are enrolled in school to attend Adult Basic Education (ABE). The student is first given a Test of Adult Basic Education (TABE) locator to determine the level of TABE test they will take which will determine the level of instruction in which the student will be enrolled. ABE helps develop a student's academic skills so he/she can advance through the TABE levels to prepare him/her to take and earn a GED/HSD.

Students within the 21-and-under population are eligible to receive Special Education services under IDEA (See Section 4.5 of this report) based on their IEP. CE also implements 504 Plans. If a student has an IEP, the Special Education teacher/case manager works in collaboration with the student and team members to create an annual Transition Plan that contains goals and activities.

Students 21-and-under meet with a CE Transition Specialist upon entry to school, to identify and develop short and long term goals while incarcerated and to prepare for release. Further, students complete the O\*Net career interest profiler at intake. A Transition Plan helps the 21-and-under population develop a plan to be successful when returning to the community, to continue education, and/or to secure gainful employment. Plans, goals, and action steps on a Transition Plan help the students reduce the likelihood to recidivate and return to prison.

Students can attend a Transition class when their sentence is 24 months or less. For example, they can enroll in Introduction to Computers, Employment Readiness Workshop (ERW), Success at Work, Parenting, and Health and Nutrition. Additionally, the Re-Entry Navigators schedule monthly visits with the under 21 students at each facility. Re-Entry Navigators provide continuity between CE and community programs, as students discuss their Transition Plan developed with the Transition Specialist, and if applicable, discuss the IEP Transition Plan.

A plethora of students 21-and-under participated in CE classes, advanced through the TABE levels, and earned one or more Adults Skills Certificate (ASC), or earned a GED/HSD during FY23. Eighty-one earned ASCs, and 36 students earned a GED/HSD.

# 5

## CORRECTIONAL EDUCATION AND **WORKFORCE DEVELOPMENT**

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

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

MD Labor's Reentry Navigators assist formerly incarcerated persons by increasing their employability and access to employment and training resources, employment assistance, referrals to job openings for which they qualify, technical assistance, referral to a wide range of government and community-based organizations, and information and incentives to businesses. They have been instrumental in providing students with the resources needed to successfully transition from incarceration to sustained employment. Additionally, as the pandemic changed how agencies provided services, the Reentry Navigators continue to provide support to individuals as they exit incarceration through referrals from DPSCS' Parole and Probation division. The Reentry Navigators, who are based within the AJC's across 13 local workforce areas, are located in: Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Howard County, Lower Shore (Somerset, Wicomico and Worcester), Montgomery County, Prince George's County, Southern Maryland ( Charles, Calvert and St. Mary's), Susquehanna (Cecil and Harford), Upper Shore (Kent, Queen Anne's, Dorchester, Talbot and Caroline) and Western Maryland (Allegany, Garrett and Washington).

### WORKFORCE DEVELOPMENT INITIATIVES

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

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

In addition to career services, eligible job seekers are able to access individualized career services. These services include the following services, as consistent with program requirements and federal cost principles:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include -



- (i) Diagnostic testing and use of other assessment tools; and
- (ii) In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers;
- Group counseling;
- Individual counseling;
- Career planning;
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- Internships and work experiences that are linked to careers;
- Workforce preparation activities;
- Financial literacy services;
- Out-of-area job search assistance and relocation assistance; and
- English language acquisition and integrated education and training programs.

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

- Federal bonding
- Tax Credits
- Outreach to correctional facilities; and
- Outreach to local detention centers



# 6

## DEPARTMENT OF PUBLIC SAFETY **AND CORRECTIONAL SERVICES**

### HIGHER EDUCATION PROGRAMS

The partnership between DPSCS and MD Labor provides incarcerated students with an educational foundation. It is with a high-level commitment from MD Labor that students pass their GED® tests and are awarded a Maryland High School Diploma (HSD). DPSCS and MD Labor continue to work collaboratively to bring robust programming and innovative opportunities to men and women as they prepare for release from incarceration.

DPSCS, in partnership with various Maryland colleges and universities, also provides higher education opportunities to incarcerated persons. Incarcerated individuals in DPSCS facilities who have earned a HSD are given an extended opportunity to access higher education through the United States Department of Education's Second Chance Pell Experiment, overseen by DPSCS in Maryland's state prisons. The Second Chance Pell Program allows incarcerated individuals to receive federal funding to enroll in prison education programs (PEP) offered by local colleges and universities or by distance learning providers.

DPSCS currently has five higher education institutions providing services to the incarcerated population. The higher education institutions providing programming as part of the Second Chance Pell Experiment are: Georgetown University, University of Baltimore, Goucher College, Bowie State University and Wor-Wic Community College. Each program provides robust, high-quality, and rigorous courses for students and are some of only a few programs nationally where students can complete a bachelor's degree through on-site coursework while incarcerated.

### UNIVERSITY OF BALTIMORE

The University of Baltimore (UB) program began in 2016, providing college courses to men incarcerated at Jessup Correctional Institution, a maximum-security prison in Anne Arundel County. UB's Second Chance College Program provides college courses that lead to an undergraduate bachelor's degree in Human Services Administration. Students start by taking general education requirements in the first two to three years and then move on to courses within the major. UB also offers a minor in Business Management. The typical timeframe to complete graduation requirements is six years based on the schedule of course offerings, which is an incredible accomplishment. To date, six students graduated in October 2023 (FY24) from the UB at JCI.

Each year the program admits 15-20 new students. The program operates on a hybrid model with the majority of instruction taking place in-person, with occasional virtual sessions. Tutoring and other campus support services are offered virtually. Academic advising and reentry services are provided in-person.

### GOUCHER COLLEGE

In 2012, Goucher College began offering a Bachelor of Arts (BA) degree in American Studies to students who complete the necessary coursework while at Maryland Correctional Institution for Women (MCI-W) or Maryland Correctional Institution-Jessup (MCI-J). Public support, together with the generosity of private funders, allowed Goucher to deepen and expand its work with students in Maryland state prisons. In 2016, Goucher College was named by the United States Department of Education as a Second Chance Pell Grant pilot site, allowing students to access Federal Pell Grant funding for their education. To date, 14 students have earned their degree while incarcerated from Goucher or post-release from various institutions of higher learning.

The Goucher Prison Education Partnership admits students every two years and aims to maintain an average of 130 students between MCI-J and . In a typical admission year, 50-70 new students will be added to maintain the average goal of 130. Goucher accepts participants at varying levels of college readiness. Many students require some or all of the noncredit college preparatory courses in order to fill gaps in college readiness. Goucher students take classes part-time while working full time institutional job assignments. If they demonstrate an ability to do so, students are permitted to double their course load. For these reasons, students reach graduation at different rates. The average time needed to earn their B.A. degree is 8-10 years.

## **WOR-WIC COMMUNITY COLLEGE**

The Wor-Wic Community College program introduced two post-secondary programs of study to incarcerated students in January of 2017: the Business Management Certificate and the Hospitality Management Certificate in partnership with DPSCS. The Business Management Certificate program provides students with the foundational business knowledge needed to obtain an entry-level position in a commercial, nonprofit, or governmental organization that requires a broad understanding of operations. The program is also valuable for people interested in self-employment. The Hospitality Management Certificate program prepares students for an entry-level position in the hospitality industry. Students learn customer service, leadership, and time management skills, alongside effective managerial behavior. This practical knowledge will help them personally and professionally and is applicable across various industries. The program is designed to require six semesters to complete. Prior to the pandemic, there were 68 participants (34 in each certificate program). The Hospitality Program runs two cohorts for each certificate program with a goal of 15 students enrolled in each program. Although the program paused during the pandemic, classes started again in January 2023.

## **GEORGETOWN UNIVERSITY**

Georgetown began its B.A. in Liberal Arts program with the first cohort of 25 students in January 2022 at Patuxent Institution (PATX). After completing the core requirements, students tailored their degree program to one of three majors: cultural humanities, interdisciplinary social science, or global intellectual history. The Georgetown program is unique in that it is offered full-time as the students' primary institutional assignment. Therefore, the program is designed so that students are anticipated to graduate within five years. The Georgetown program is also unique in that it offers a statewide application process as opposed to recruiting students solely from PATX. Over 300 individuals applied to Georgetown for its first semester in operation. With the current enrollment structure, after the first five years an average of 125 participants will be enrolled in the program with 25 students graduating and starting each year.

Despite having the typical challenges of launching a new program and piloting best practices for operation, the program has been successful enough that both Georgetown and the PATX administration agreed to start a new cohort in both the summer and fall semesters of 2022, instead of waiting until the spring semester of the next academic year. The summer cohort included men and women taking classes together in the same cohort.

## **BOWIE STATE UNIVERSITY**

Founded in 1865, Bowie State University (BSU) is the oldest Historically Black College/University (HBCU) in the state of Maryland and one of the ten oldest in the country. It is also a diverse university whose students, along with faculty and staff, represent many ethnic and cultural backgrounds. Bowie State provides high-quality and affordable educational opportunities for students with ambitions to achieve and succeed.

BSU's Second Chance Experimental Site Initiative (ESI) is located at Jessup Correctional Institution. The programs offered within the correctional facility are: 1) Bachelor of Sciences in Sociology (eight students are currently enrolled under ESI) and 2) Entrepreneurship Certificate Program (no students are currently enrolled under ESI, however BSU plans to enroll as they matriculate).

The Bachelor of Science in Sociology is a 120-credit hour degree program that focuses on liberal arts education. Included in the 120 credit hours are 46-47 general education courses (English, Math, Arts/Humanities, Natural Sciences and History); 36 credit hours in Sociology Core Requirements courses and 38 Free Electives. The Entrepreneurship Certificate

Program is an 18-credit hour certificate program designed for students in all majors and non-degree seeking students. All 18 credit hours will be offered in six 8-week sessions during the fall and spring semesters at Jessup Correctional Institution as part of the Second Chance Experimental Site Initiative. All courses are three credits. The program will equip students with the fundamental knowledge of what it takes to launch, fund, market, and successfully operate a sustainable social and commercially competitive business/enterprise in the real world, or function entrepreneurially in an existing venture.

## SB 800

Senate Bill 800<sup>2</sup>, which was passed during the 2021 legislative session, required DPSCS to work with the Maryland Higher Education Commission (MHEC) to develop a pilot program to provide educational and vocational training opportunities to individuals 12 months prior to release. The four-year pilot includes funding ranging from \$300K to \$363K per year. The four HBCUs: Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore, are named in the legislation as having funding priority. The colleges' proposals included: a point of contact, student mentors, and plans to provide housing services, counseling services, and job placement for program participants upon release. The MHEC, DPSCS, and MD Labor points of contact worked together to develop the Request For Proposal (RFP), which was released in July 2022. Bowie State University and Morgan State University were the only applicants. Bowie State University will begin a Restorative Justice certification program with 10 women participants in Fall 2023.



<sup>2</sup> Codified as Md. Ann. Code, Ed. Art. § 24-1301 et seq.

# 7 SUMMARY

Governor Moore's Administration is committed to ensuring that quality academic, training and transition programming is available to incarcerated persons across the Maryland Correctional System. The CEC worked diligently in FY23 to deliver on the Governor's commitment to reduce recidivism and increase employment opportunities through the CE Program and diverse partnerships in our local communities. The Council will continue to work to ensure that programming choices are shaped by the Labor Market and student needs and will work to provide sustainable middle income employment opportunities for returning citizens.

