

CEC

CORRECTIONAL
EDUCATION
COUNCIL



ACTIVITY
REPORT
2022



Department of Public Safety
and Correctional Services



Maryland
DEPARTMENT OF LABOR

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CEC

CORRECTIONAL
EDUCATION
COUNCIL



Department of Public Safety
and Correctional Services



CORRECTIONAL EDUCATION COUNCIL
1100 N. EUTAW STREET RM. 121
Baltimore, MD 21201

October 2022

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

The Honorable Boyd K. Rutherford, Lieutenant Governor
State House 100 State Circle
Annapolis, Maryland 21401

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

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

Re: 2022 Annual Report Correctional Education Council Activity - MSAR #11520

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

The Correctional Education Council (CEC) is pleased to submit the Fiscal Year 2022 Report of Activities, as required by Md. Annotated Code, Labor and Employment Art. §11-902 (d). The report provides a comprehensive description of the academic, occupational, and transitional programs, as well as services and resources provided to individuals incarcerated in Maryland 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 inmates in need of academic, occupational, and transitional program support to prepare them for a positive transition and employment when they are released. With every High School Diploma (HSD) awarded and every occupational certificate received, inmates 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.

Though the COVID-19 pandemic created unprecedented disruptions to CE Program services and activities throughout FY22, CE Program administrators and instructional staff worked tirelessly to maintain a meaningful connection to students. The CEC is proud to call special attention to the following achievements:

Expansion of The Tablet Program

MD Labor, Department of Public Safety and Correctional Services (DPSCS), and the Governor's Office of Crime Prevention, Youth, and Victim Services partnered to expand the successful CE Tablet Initiative. With a contract modification executed in January 2022, CE enhanced the classroom learning experience with the purchase of 236 additional tablets, all of which are

preloaded with curricula to support a diverse inmate population within CE Transition and Occupational classes. MD Labor anticipates that increased access to these powerful educational tools will support a larger number of students' success once released back to their communities.

Services Provided Following a Pandemic

Despite the pandemic's challenges requiring the pause of traditional CE classes in the interest of public health, CE Administration still found ways to allow educators to provide meaningful instruction across the state through Proxy Work. Once able to return to the facilities, staff used the lessons learned during many Professional Development opportunities to create a culturally inclusive classroom environment in which teachers used the new CE Instructional Framework to craft meaningful lessons and experiences for their students.

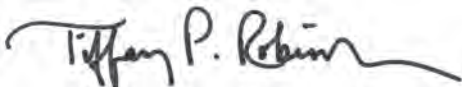
Integrate Education and Training (IET) Pilot Program

CE was chosen to participate in the U.S. Department of Education, Office of Career, Technical, and Adult Education's (OCTAE) IET in Corrections pilot project. Throughout FY22, OCTAE provided guidance in the form of virtual workshops, quarterly state staff discussions, and an end of program convening. CE's IET pilot program took place at MCTC through a partnership with Hagerstown Community College to provide students with college credit courses in advanced manufacturing in order to earn certification as a Certified Production Technician. In addition, CE also created an IET pilot in Hospitality for women at MCIW with the support of the Anne Arundel Workforce Development Corporation. Both pilot programs were a success, with students earning nationally recognized credentials and college credit.

These achievements reflect the CEC's dedication to helping Maryland's returning citizens gain the skills and credentials they need to successfully transition back into their communities and the workforce. The leadership and members of the CEC thank you for your ongoing support as we work to prepare our students for successful release and employment in the community.

Thank you for your support.

Sincerely,



Secretary Tiffany P. Robinson
State of Maryland Department of Labor
1100 N. Eutaw St., 6th Floor
Baltimore, MD 21201

Sincerely,



Secretary Robert Green
Department of Public Safety and
Correctional Services
East Joppa Road, Suite 1000
Towson, MD 21286

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY22 CORRECTIONAL EDUCATION COUNCIL (CEC)



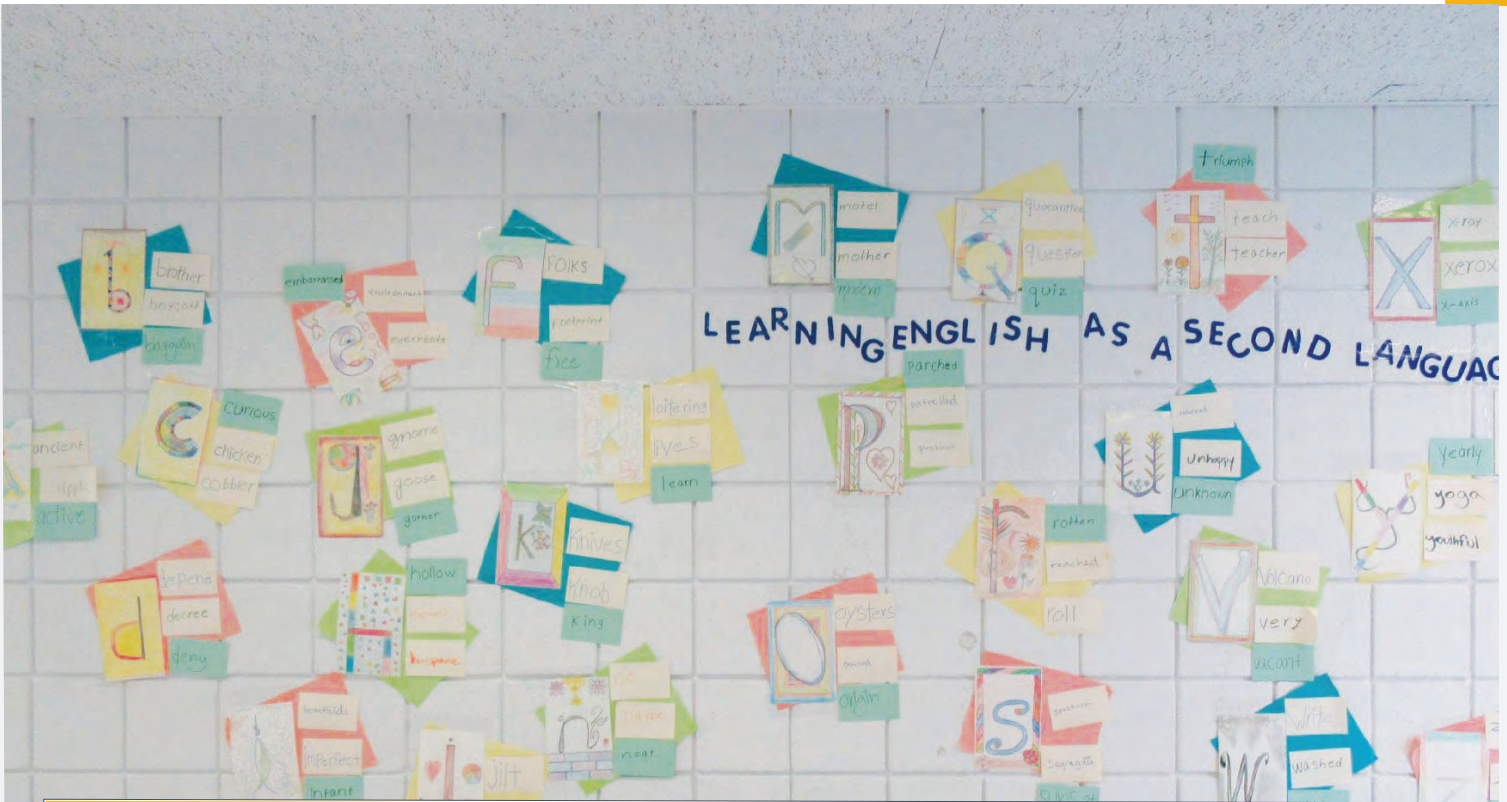
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ACRONYMS

ABC	Associated Builders and Contractors
ABE	Adult Basic Education
AHLEI	American Hotel and Lodging Educational Institute
AJC	American Job Center
ASE	Automotive Service Excellence
BCF	Brockbridge Correctional Facility
CADD	Computer-Aided Design and Drafting
CDL	Commercial Driver's License
CEC	Correctional Education Council
CTE	Career and Technical Education
COABE	Coalition on Adult Basic Education
COMAR	Code of Maryland Regulations
DJS	Department of Juvenile Services
DRCF	Dorsey Run Correctional Facility
EARN	Employment Advancement Right Now
ECI-A	Eastern Correctional Institution-Annex
ECI-E	Eastern Correctional Institution-East
ECI-W	Eastern Correctional Institution-West
EPRU	Eastern Pre-Release Unit
ESL	English as a Second Language
FAPE	Free Appropriate Public Education
GOCCP	Governor's Office of Crime Control and Prevention
GPEP	Goucher Prison Education Partnership
HSD	High School Diploma
HVAC	Heating, Ventilation, and Air Conditioning
HQ	Headquarters
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IT	Information Technology
IET	Integrated Education and Training
JSTP	Joint Skills and Training Program
LASI	Library Assistance to State Institutions
LINCS	Literacy Information and Communication System
LIR	Local Implementation for Results
MAACCE	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
MCTC	Maryland Correctional Training Center
MD Labor	Maryland Department of Labor

MHEC	Maryland Higher Education Commission
MOIEP	Maryland Online Individual Education Plan
MOS	Microsoft Office Specialist
MSDE	Maryland State Department of Education
MTC	Metropolitan Transition Center
NCCER	National Center for Construction Education and Research
NBCI	North Branch Correctional Institution
NRS	National Reporting System
OCTAE	Office of Career, Technical, and Adult Education
OOCC	Opioid Operational Command Center
OSHA	Occupational Safety and Health Administration
OSTC	Occupational Skills Training Center
OWIF	Opioid Workforce Innovation Fund
PATX	Patuxent Institution
PLAAPF	Present Levels of Academic Achievement and Functional Performance
PIN	Position Identification Number
RCI	Roxbury Correctional Institution
RESEA	Re-Employment Services and Eligibility Assessment
RFP	Request for Proposals
SNAP	Supplemental Nutrition Assistance Program
TEGL	Training and Employment Guidance Letter
USDOL	United States Department of Labor
VFC	Vehicles for Change
WCI	Western Correctional Institution
WIOA	Workforce Innovation and Opportunity Act



1 ABOUT THE CORRECTIONAL EDUCATIONAL COUNCIL (CEC)

Adult and Correctional Education services play a critical role in furthering employment opportunities for ex-offenders.

Pursuant to Md. 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 quarterly meetings in September and December of 2021 and March and June of 2022, with various CE stakeholders in attendance, including those leading the CE Program and the Maryland Department of Public Safety and Correctional Services (DPSCS). At each meeting, staff provided the CEC with an overview of revisions and updates to the curriculum, resources, and services available to inmates.

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

Additionally, the CEC worked to improve employer engagement. The Employer Engagement Committee, consisting of staff from CE, DPSCS, and community employment partners, serves to bridge the gap between incarceration and employment. Throughout the year, the CE Program strived to ensure students have access to educational opportunities that will enable them to become independent and productive workers, citizens, and parents.

1.1 CEC MEMBERS

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

MEMBER NAME	PROFESSIONAL AFFILIATION	TYPE OF MEMBER
Robert Green	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Tiffany Robinson/Deputy	Secretary, Maryland Department of Labor, Co-Chair	Ex Officio
Secretary David McGlone, Designee		
Jack Weber	Uptown Printing	Business Community
Yariela Kerr-Donovan	Johns Hopkins Hospital	Business Community
Jennifer Gauthier	Philemon Ministry	General Public
Antoine Payne	Lead 4 Life	Former Offender
Mohammed Choudhury/Crystal Fleming-Brice, Designee	State Superintendent of Schools	Ex Officio
James S. Klauber/Theresa M. Shank, Designee	President, Hagerstown Community College	Ex Officio
Louis M. Dubin/Michael DiGiacomo, Designee	Chair, Governor's Workforce Development Board	Ex Officio
James Fielder	Secretary of Higher Education	Ex Officio
R. Michael Gill/Sarah Sheppard, Designee	Secretary of the Department of Commerce	Ex Officio
Jack Cunning	Acting Director of Correctional Education	Ex Officio
Mary Ann Thompson	Director of St. Mary's County Corrections	Ex Officio
Michael J. Martirano	Howard County School System	Ex Officio

This chart was updated on August 1, 2022 and reflects current CEC members.

1.2 CEC RESPONSIBILITIES

The CEC is charged with the following responsibilities:

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

- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies, and instruction;
- Recommend and advocate for improvements to the educational and workforce skills training programs;
- Meet quarterly; 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 FY22, the CEC focused on programming to address the opioid crisis, the successful reentry of returning citizens, Tablet Program training and implementation, and assisting students and teachers with alternate methods of instruction when Covid-19 prevented students from being able to attend classes in person.

CEC ACTIVITIES

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

- Continued to utilize American Job Center (AJC) Reentry Navigators to establish relationships with industry organizations, develop career pathways for returning citizens, create referral processes, and facilitate employment placements, including Registered Apprenticeships. The number of AJC Reentry Navigators was increased across the state.
- Implemented tablet use across correctional education tablets in the academic, occupational, and transitional classrooms.
- Increased Registered Apprenticeship career opportunities for returning citizens through our continued partnership with the Associated Builders and Contractors (ABC).
- Implemented a class for the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Integrated Education and Training (IET) in Correctional Pilot at The Hill in Hagerstown.
- Continued partnerships that provide a pipeline to employment through the Employment Advancement Right Now (EARN) Maryland and Vehicles for Change (VFC) programs.
- Partnered with Enoch Pratt Free Libraries to introduce Entrepreneurship.
- Participated in conferences across the county and served as subject matter experts regarding workforce development and correctional education topics.
- Continued the hospitality program at the MCI-W and conducted train-the-trainer sessions for coordinators responsible for training the instructors.
- Added opportunities for students in the Joint Skills and Training Program (JSTP).
- Continued expansion of computerized GED® testing.
- Partnered to offer standardized testing via tablets and DPSCS technology expansion.
- Participated in hearings affecting public safety, correctional education, and inmate welfare.
- Provided inmates access to secondary education through Goucher College and the University of Baltimore.

2022 LEGISLATIVE SESSION

The 2022 legislative session saw the passage of three bills pertaining to correctional education and MD Labor's work in correctional institutions: HB 158, "Maryland New Start Act of 2022"; HB 139, "Correctional Education - Juvenile Services Education Program and Correction Education Teachers"; and HB 67, "Correctional Services - Restrictive Housing - Direct Release." Each of these bills supports efforts to provide quality education and workforce services to individuals who are currently and/or formerly incarcerated.

HB 158, “Maryland New Start Act of 2022,” establishes two new entrepreneurship programs for returning citizens in Maryland. The Act commits an annual allocation of \$200,000 to the New Start Grant Program under the Department of Labor and \$300,000 to the New Start Microloan Program under the Department of Commerce. The New Start Grant will make funding available to organizations which offer entrepreneurship and business development education to returning citizens and currently incarcerated trainees. Organizations will have the opportunity to respond to a competitive grant solicitation, with the first round of funding being awarded after July 1, 2023. Entrepreneurs who complete a training program associated with the New Start Grant Program can be referred to Commerce to access small business financing through the New Start Microloan Program. The Program will provide up to \$50,000 in startup loans to eligible returning citizen entrepreneurs. The New Start Act will remain in effect through the 2028 fiscal year.

HB 139, “Correctional Education - Juvenile Services Education Program and Correction Education Teachers,” requires all teachers within Correctional Education to be classified as “professional service” employees by the State, as well as requiring there to be set qualification standards for teachers in workforce skills training programs in correctional institutions who are employed by MD Labor. The qualification standards must be similar to the standards for teachers providing career and technology education (CTE) instruction in public high schools. In response to this legislation, MD Labor’s Office of Administration has begun the transfer of all employees over to “professional service.” No further action is required related to the qualification standards, as these measures are already in place for all MD Labor teachers working in correctional institutions.

Lastly, HB 67, “Correctional Services - Restrictive Housing - Direct Release,” prohibits the Commissioner of Correction from denying access to a reentry specialist or case manager within 180 days of release for individuals placed in restrictive housing. The bill ensures that all individuals, regardless of their housing status within a correctional institution, will have access to MD Labor’s workforce and education supports prior to release, creating a more equitable system that will lead to smoother and more successful transitions to life outside the facility.

WORKFORCE SOLUTIONS TO ADDRESS MARYLAND’S OPIOID CRISIS

It has been five years since Governor Hogan declared a state of emergency in response to the heroin, opioid, and fentanyl crisis ravaging communities in Maryland and across the country. The MD Labor quickly recognized the pivotal role the state’s workforce system could play in addressing this health emergency and began utilizing various grants and other funds to ensure Marylanders had access to a wide range of support. Since 2018, MD Labor has received and/or committed close to \$10 million in grants from the U.S. Department of Labor Employment and Training Administration (USDOL ETA) and Women’s Bureau, the Maryland Opioid Operational Command Center, and the Substance Abuse and Mental Health Services Administration via the Maryland Department of Health to fund creative workforce solutions to address the addiction and opioid crisis in Maryland.

While the opioid crisis has affected individuals across the State, MD Labor recognizes that certain communities, including individuals who are incarcerated, may have been disproportionately impacted. Understanding the unique needs of individuals behind the fence, MD Labor has targeted specific workforce and training resources related to the opioid crisis to support those impacted in correctional facilities throughout Maryland. These programs include a Certified Peer Recovery Specialist training and a Hospitality Pre-Apprenticeship.



CERTIFIED PEER RECOVERY SPECIALIST (CPRS) TRAINING

In 2019, MD Labor received funding from the Opioid Operational Command Center to train individuals incarcerated at Maryland Correctional Institution for Women, Jessup Correctional Institution, and Dorsey Run Correctional Facility to become Certified Peer Recovery Specialists. A Peer Recovery Specialist is a person who uses his/her 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.

This past June, JCI celebrated 40 men who successfully completed the classroom instruction portion of their Peer Specialist training. Collectively, the peers at the three institutions have provided over 17,000 hours of recovery support to hundreds of incarcerated people. The success of this initiative led the Opioid Operational Command Center to award MD Labor, in partnership with DPSCS and BHA, a \$110,000 grant to expand the Peer Specialist program to five additional institutions across the state. This grant will result in 100 peers being trained and nearly 1,000 individuals receiving recovery support services by July 2023.

To further support the expansion of peer support behind the fence and to bolster the behavioral health workforce, MD Labor formally recognized the Peer Recovery Specialist training as a Correctional Education occupational program. As part of the program, students must engage in 600 hours of classroom instruction, video learning, practical experience, and ongoing supervision to earn diminution credits in addition to a certification conferred by the Maryland Addiction and Behavioral Health Professional Certification Board.

HOSPITALITY PRE-APPRENTICESHIP AT MCIW

The Hospitality pre-apprenticeship program at MCIW continues to attract a lot of interest and currently has an 80-person waitlist. During this most recent quarter, three students obtained certifications in ServSafe Food Handler, American Hotel and Lodging Educational Institute (AHLEI) Restaurant Server, AHLEI Breakfast Attendance, and a Workplace Excellence Certification. The instructor for this program will also begin offering Cardiopulmonary Resuscitation (CPR)/First Aid and BloodBorne Pathogens training, so the women will be eligible to receive up to eight certifications by the time their training is complete.

NEW START GRANT PROGRAM

The Maryland New Start Act of 2022 (HB 158) establishes the Maryland New Start Grant program in the MD Labor to provide funding to organizations to support entrepreneurship development programs to formerly incarcerated individuals. Concurrently, HB 158 establishes the New Start Microloan Program in the Department of Commerce to provide microloan programs of up to \$50,000 to entrepreneurs under Labor's New Start Grant Program.

DWDAL has begun drafting policy and regulations for this program, which will continue through December 2022. Labor anticipates releasing a competitive grant application in early 2023, with awards being announced in June for a July 3, 2023 start date.

MARYLAND WORKS FOR WIND INITIATIVE

In August of 2022, Labor was awarded nearly \$23 million through the United States Department of Commerce's Good Jobs Challenge. One of 32 awardees out of more than 500 applicants, Labor's project, Maryland Works for Wind, seeks to establish the state as the country's premier destination for Offshore Wind training, fabrication, and employment. A portion of the funds will be utilized to build upon existing infrastructure at six correctional facilities to ensure returning citizens are prepared to meet the demands of this emerging industry. Additionally, several Registered Apprenticeship Sponsors are partners on the Maryland Works for Wind initiative. Re-Entry Navigators will be engaged to strategically help bridge returning citizens to Registered Apprenticeship opportunities upon release.

1.4 CEC COMMITTEES

Five committees supported the mission and work of the CEC during FY22:

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

According to CEC by-laws, committee members serve two-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 (<i>Returning Citizen Co-Chair</i>)
Jack Weber (<i>Chair</i>)	Mark Vernaelli
Dr. Tamara Barron	Chris Hadfield
Dr. Erica N. DuBose	Dr. Kathleen White
Dr. Jack Cunning	Thomas Lane
Charlene Templeton	Ryan Huether
Deborah Monroe	Elaine Carroll
Terri Hicks	Lamon Harris
Yariela Kerr-Donovan	

Activities:

- Evaluate current occupational programs.
- Evaluate the teacher's scorecard.
- Review 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.
- Create avenues for returning citizens to engage with employers for job and career opportunities.

Special Education Local Implementation for Results (LIR) Committee Membership

Katharine Lander	Christina Sparr
Dr. Tamara Barron	Liela Delanoche
Dr. Erica N. DuBose	Lawrence Prigg
Dr. Fran Tracy-Mumford	Dr. Jack Cunning
Danielle Cox	Sara Dixon

Activities:

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

Network Infrastructure Upgrade Committee Membership

Dr. Kathleen White	Olubunmi Adeajayi
Amaro S. Thiam	Maria A. Gutierrez
Bill Crippen	Stanley L. Lofton
Danielle J. Cox	Dr. Tamara L. Barron

Erin Roth, Deputy Assistant Secretary	Travis K. Edwards
James Boden	James E. Rzepkowski, Assistant Secretary
Dr. Erica N. DuBose	

Activities:

- Evaluate, repair and implement network connectivity to support students' 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	
Danielle Cox	Marnetta Sanders
Dr. Fran Tracy-Mumford	Katharine Lander
Dr. Tamara Barron	Dr. Erica N. DuBose
Dr. Jack Cunning	Patrick Hruz

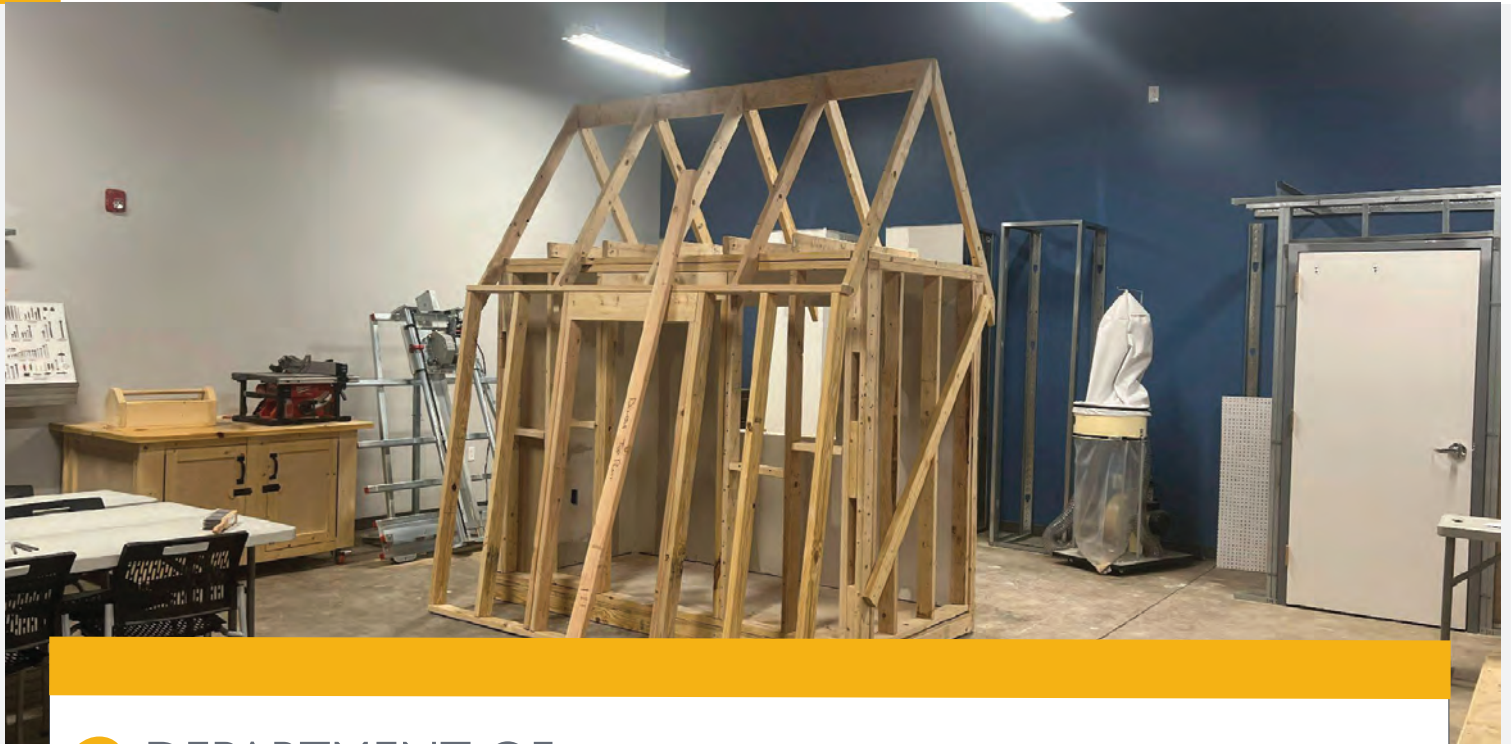
Activities:

- Evaluate the needs of staff and students and provide supports 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	
Danielle Cox	Ed Schwabeland
Matthew Hoover	Derron Crawford
Dr. Tamara Barron	Peggy Stanford
Riecie Warren	Cynthia Blackwell
Patrick Hruz	Tricia Hopkins
Melissa Murphy	Dr. Erica DuBose
Stanley Lofton	

Activities:

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



2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES

POST-SECONDARY PROGRAMS

DPSCS, in partnership with various Maryland colleges and universities, provides post-secondary educational opportunities to inmates. The partnership between DPSCS and MD Labor provides the education foundation. It is with the high-level commitment from MD Labor that students passed their GED® tests and were awarded their 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.

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

Though DPSCS currently has four higher education institutions providing services to the incarcerated population, DPSCS is actively working on expanding the Second Chance Pell program throughout the state. The current higher education institutions providing the Second Chance Pell Grant Program are: Georgetown University, University of Baltimore, Goucher College,

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. However, due to the COVID-19 pandemic, instructors delivered courses and related materials remotely, but were able to return to in-person instruction in FY22.

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, Maryland. UB's Second Chance College Program provides college courses that lead towards an undergraduate bachelor's degree in Human Services Administration. Students start by taking general education requirements in the first 2-3 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 6 years based on the schedule of course offerings, which is an incredible accomplishment.

Pre-pandemic, 25 students per year were accepted into the program. Currently, 10 students per year are admitted due to social distancing requirements. Recently, UB incorporated a hybrid model whereby some classes are held with the students in person and with a virtual

professor. In addition to college coursework, the program provides academic advising, tutoring, and reentry services.

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 (MCIW) or Maryland Correctional Institution (MCIJ). 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.

Goucher admits students every two years and aims to maintain an average of 130 students between MCIJ and MCIW. 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 course load. For these reasons, students reach graduation at different rates. The average time needed to earn their BA degree is 8-10 years.

WOR-WIC COMMUNITY COLLEGE

Classes began in the Wor-Wic Community College program in January 2017, offering two post-secondary programs of study to incarcerated students: the Business Management Certificate and the Hotel-Motel-Restaurant 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. Additionally, the Hotel-Motel-Restaurant Management Certificate program prepares students for an entry-level position in the food service 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. Wor-Wic also offers a hybrid Math and English class that satisfies the general education 100 level courses needed for college admission post-release.

The program is designed to require six semesters to complete. Prior to the pandemic, there were 68 participants (34 in each certificate program). The 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 June 2022.

GEORGETOWN UNIVERSITY

Georgetown began its BA in Liberal Arts program with the first cohort of 25 students in January 2022 at Patuxent Institution (PATX). After completing the core requirements, students will tailor 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. Georgetown is also unique in that they conducted a statewide application process as opposed to recruiting students solely from PATX. Over 300 individuals applied to Georgetown for its first semester in operation. The plan is to admit an additional 25 students per year. After the first five years, that would mean an average of 125 participants enrolled in the program with 25 students graduating and starting each year.

Despite having the typical challenges of starting a new program and piloting best practices for operation, the program has been successful enough that both Georgetown and PATX administration agreed to start a new cohort in Summer 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.

SB 800

Senate Bill 800, which was passed during the 2022 legislative session, requires 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 4 year pilot includes funding ranging from \$300K to \$363K per year and 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 must include: 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 have been working together to develop the Request For Proposal (RFP) which is slated to be released in July 2023.

3 CORRECTIONAL EDUCATION OVERVIEW

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

3.1 CE PROGRAM MISSION STATEMENT

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

3.2 FY 2022 PROGRAMS OVERVIEW

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

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

3.3 THE CE PROGRAM AT A GLANCE

Educational programming for offenders has been found to be one of the most effective tolls for reducing the recidivism rate. An extensive study by the The Rand Institute (Davis, Louis M., Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N.V. Miles, *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults*, https://www.rand.org/pubs/research_reports/RR266.html),

found that inmates who earn their GED® and participate in CE programs are more likely 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 14,983 inmates in the Maryland prison system during FY22 was between 5th and 8th grade. Less than half of these inmates 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 229 positions dedicated to offender instruction. The professionals who fill these roles provide incarcerated students with essential educational support through more than 50 academic, occupational, and workforce skills classes. In addition, there are 29 support staff employed by MD Labor or contractually through 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	2,531
Number of full-time state CE employees	145
Number of part-time contractual employees	119
Number of schools	19

3.4 MANDATORY EDUCATION

Pursuant to Maryland Annotated Code, Labor and Employment §11-902(b), 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. Federal law requires that students who are 21 years and under receive academic, transitional, and occupational training to address their unique needs.

4 PROGRAMS AT A GLANCE

FY 2022 PROGRAM OUTCOMES

4.1 ACADEMIC PROGRAMS

Comprehensive academic programs were delivered at all institutions, except the Occupational Skills Training Center, through the dedicated work of 11 Principals, 11 Teacher Supervisors, 68 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 2022. Students were unable to receive certificates or high school diplomas (GED®) during a small portion of the FY22 school year, due to school shutdowns brought about by the COVID-19 pandemic. A majority of FY22 ABE and ESL classes followed social distancing and other COVID-19 health and safety guidelines. Social distancing limited the frequency of classes due to reduced seat capacity. However, during the school closure periods and social distancing, students were able to receive instruction via proxy work. Teachers supported students through asynchronous learning using teacher-prepared materials.

ESL - NRS Level	ESL Completions	Achievement
1 & 2	48	Certificate
3 & 4	14	Certificate

Grade Level	ABE - NRS Level	ABE Completions	Achievement
0.0 - 1.9	1	53	Certificate
2.0 - 3.9	2	227	Certificate
4.0 - 5.9	3	155	Certificate
6.0 - 7.9	4	41	Certificate
9.0 - 12.9	5 & 6*	0	Certificate

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

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

**Maryland Correctional Education earned a GED® pass rate of 85%. The National GED® pass rate for FY22 was 76%.

PROFESSIONAL DEVELOPMENT

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

- Student Tablets;
- Maryland Correctional Education Instructional Framework for Teaching and Learning
- Data collection, analysis, and action planning;
- The Student Career and Learning Plan process using the O*Net Career Interest Inventory and the Occupational Outlook Handbook;
- TABE and GED® testing processes, procedures, and conditions;
- Cultural competency, equity, and diversity;
- Teaching strategies; and
- Social/Emotional 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 2022 Coalition on Adult Basic Education (COABE) annual conference was held on April 11, 12, & 13 in Seattle, Washington and included a virtual option as well. CE had 18 teachers and administrators attend the event, the majority via the virtual option. The 2022 Maryland Association for Adult Community and Continuing Education (MAACCE) annual conference was held completely virtually in May of 2022. Correctional Education had 20 teachers and administrators attend the two-day virtual event.

INTEGRATED EDUCATION TRAINING

Correctional Education piloted two Integrated Education Training (IET) programs during FY22. An IET program is one in which students are enrolled in concurrent academic programs, such as the adult education and literacy program where they are working on earning their GED®, and a workforce training program in a specific occupation for the purpose of educational and career advancement (Final WIOA regulations at 34 CFR §463.35). One of the IET programs was conducted in partnership with Hagerstown Community College (HCC) at MCTC for men in Hagerstown, Maryland to train students to become Certified Production Technicians (CPT) as they are completing their GED®. The Certified Production Technician program is designed for training and certifying individuals with the core technical competencies needed to enter front-line production roles across the manufacturing sector. The second IET program was offered at MCIW for women in Jessup, Maryland interested in the field of Hospitality. The women were concurrently enrolled in the GED® program as well as the Hospitality Pre-Apprenticeship Training Program.

The IET in Corrections pilot was part of an intensive program directed by the Federal Department of Education, Office of Career, Technical, and Adult Education (OCTAE). OCTAE provided technical assistance to Maryland CE as 1 of the 6 states selected to participate nationwide. The program provided both Maryland CE and OCTAE with valuable lessons learned.

4.2 STUDENT TABLET PROGRAM

The student tablet program continues to grow 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 FY22, the process of implementing the tablets into the schools started with Group 1 of the implementation plan, which included eight schools. The implementation of the 262 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.

During FY22, Correctional Education leadership has gained access to and training for APDS Analytics. APDS Analytics allows CE to monitor the usage and effectiveness of the tablets. In addition, a much more efficient process to generate a help desk ticket for tablet needs has been implemented.

4.3 SPECIAL EDUCATION SERVICES

MD Labor provides Special Education (SPED) services to students with disabilities incarcerated in adult correctional facilities under the jurisdiction of DPSCS in adherence to the Code of Maryland Regulations (COMAR).¹ CE upholds federal legislation that was enacted in 1975, Individuals with Disability Education Act (IDEA) Part B, which states children and youth ages 3-21 will receive their SPED services. CE provides a Free and Appropriate Public Education (FAPE) to students with disabilities as CE SPED implements their Individual Education Programs (IEPs) until they reach the end of the school year in which they turn 21 years old.²

The CE SPED Department spans the state of Maryland and is within twelve (12) state institutions. On a given day, 75 to 100 students with disabilities receive SPED services from highly qualified teachers. The SPED Department provides Adult Basic Education (ABE) coursework to prepare students with disabilities to pass their various level-based Test of Adult Basic Education (TABE) and earn their GED®/Maryland HSD.

SPED teachers seek to create a classroom environment that develops essential skills needed for students with disabilities to achieve their Individual Education Program (IEP) goals and objectives, to pass their TABE, to earn their GED®/HSD and pursue courses in higher education, Career and Technical Education (CTE) and/or Transitional programming. Further, SPED teachers collaborate with

¹Code of Maryland Regulations. "Section 13A.05.01.09. Individualized Education Program Document". Link here: <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.05.01.09.htm>

²The Individuals with Disabilities Education Act (IDEA) Regulations Part B. "Archives". Link here: <https://www2.ed.gov/policy/speced/reg/idea/part-b/index.html>



“ The SPED Department provides Adult Basic Education (ABE) coursework to prepare students with disabilities to pass their various level-based Test of Adult Basic Education (TABE) and earn their GED®/Maryland HSD. ”

Related Service Providers, such as Labor’s Psychologist, Social Worker and Speech Pathologist, to provide students with their IEP service hours.

During FY22, SPED teachers worked in conjunction with DPSCS, their principals, students with disabilities, related service providers, and parents/guardians to determine eligibility for compensatory services for students with disabilities who had a reduction in FAPE during two school closures as a result of the COVID-19 pandemic. IEP Teams determined if students were owed academic and/or related service compensatory services, and if applicable, the necessary providers began implementing these services. Further, SPED teachers continued to hold Annual IEP meetings, Triennial Reevaluation IEP meetings, Amendment IEP meetings, and Age Out/Exit from SPED IEP meetings.

4.4 CTE (OCCUPATIONAL) PROGRAMS

Prior to the COVID-19 international pandemic, Maryland correctional facilities experienced an average of over 500 students attending one of Correctional Education’s (CE) 25 adult CTE training programs. For FY22, CE programs returned to full operation in late February 2022 after several COVID pauses. The CTE programs are offered in 10 institutions and 2 pre-release facilities and they are taught by 45 instructors. Courses are typically between 400 and 900 hours in duration, and students learn through classroom instruction and hands-on practice. Their training is evaluated by written and performance-based testing. CTE Program graduates receive an 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 sectors so that they can attain employment upon release. To that end, the CE program offers several national industry-recognized certifications and demonstrates superior competency.

During the 2021-2022 school year, 237 students earned CTE certificates in the career training programs offered. This number is significantly less than annual averages due to the COVID-19 pandemic. 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)
Certified Peer Recovery Specialist (1)	

(* Indicates the number of schools offering this program National Certificate

NATIONAL CERTIFICATES

Students were awarded 406 certificates, offered by national certification organizations in FY22. For FY23, the CE Program plans to continue to expand national certification opportunities for students, update training equipment, enhance training opportunities for staff and students, and work towards strengthening on-the-job training. The CE program will continue to ensure that staff and students alike are kept abreast of industry demands so that students can become contributing members of their communities upon release from prison.

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	36
	Automotive Service Excellence (Entry Level Technician)	5
Diesel Technology Program (an Extension of the Automotive Program)	Medium & Heavy Trucks (ASE)	0
Automotive Body Repair	Collision Repair & Refinish Test	0
Construction Programs (CORE and Pre-Apprenticeship courses listed above)	National Center for Construction Education and Research (NCCER)	CORE: 67 Trades: 65
Traffic Control Technician (Flagger)	American Traffic Safety Services Association (ATSSA)	233
Office Technology	Microsoft® Office Specialist (MOS)	0
Warehouse Distribution	Forklift Operator HAZMAT Handler	0*
		TOTAL: 406

*Due to Covid-19, CE serviced fewer students. We anticipate a rise in the number of students serviced as conditions continue to improve.

NEW PROGRAMMING

With the continued support and guidance of the MSDE staff, the CE Program continues to expand and support the development of the Barber Stylist training programs. The program began with two training programs in FY19, one for male inmates at RCI in Hagerstown, Maryland, and another for female inmates at MCI-W in Jessup, Maryland. 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 Occupational Skills Training Center (OSTC) in Baltimore, Maryland and training began in July of FY21. Despite COVID19, during FY22 the programs continued to thrive. And

for the students that have completed training, they are preparing to take the entry level Barber Stylist license exam. We are excited to see the various entrepreneurial opportunities that their success will lead to in the world of professional Barbering.

The Certified Peer Recovery Specialist Training Program is another thriving CTE program and it has expanded to additional facilities. In 2019, MD Labor received funding from the Opioid Operational Command Center to train individuals incarcerated at Maryland Correctional Institution for Women, Jessup Correctional Institution (JCI), and Dorsey Run Correctional Facility to become Certified Peer Recovery Specialists. 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.

This past June, JCI celebrated 40 men who successfully completed the classroom instruction portion of their Peer Specialist training. Collectively, the peers at the three institutions have provided over 17,000 hours of recovery support to hundreds of incarcerated people. The success of this initiative led the Opioid Operational Command Center to award MD Labor, in partnership with DPSCS and BHA, a \$110,000 grant to expand the Peer Specialist program to five additional institutions across the state. This grant will result in 100 peers being trained and nearly 1,000 individuals receiving recovery support services by July 2023.

To further support the expansion of peer support behind the fence and to bolster the behavioral health workforce, MD Labor formally recognized the Peer Recovery Specialist training as a CE Occupational program. As part of the program, students must engage in 600 hours of classroom instruction, video learning, practical experience, and ongoing supervision to earn diminution credits in addition to a certification conferred by the Maryland Addiction and Behavioral Health Professional Certification Board.

FY23 CPRS Training Locations	
Institution	County
Dorsey Run Correctional Facility	Anne Arundel
Maryland Correctional Institution for Women	Anne Arundel
Jessup Correctional Institution	Anne Arundel
Maryland Correctional Training Center	Washington
Western Correctional Institution	Allegany
Eastern Correctional Institution	Somerset
Maryland Correctional Institution - Jessup	Anne Arundel
Central Maryland Correctional Facility	Carroll

APPRENTICESHIP OPPORTUNITIES

Pre-Apprenticeship programs are industry-driven, high-quality career pathways in which employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and portable, nationally recognized credentials. Registered Apprenticeship is an effective “earn and learn” model with a long history of providing career ladders and pathways particularly for the building and construction industry but increasingly in other industries as well. Apprenticeships offer both a significant wage gain and a clear career path for entry-level workers.

Quality pre-apprenticeship programs play valuable roles in preparing qualified entry-level workers for Registered Apprenticeship careers while contributing to the development of a diverse and skilled workforce. With high-quality implementation, these programs can be a bridge to career opportunities for students, new workers, or underprepared learners. This is an especially effective strategy for preparing underrepresented populations for high-quality employment opportunities. Consequently, these programs increase diversity and equity throughout the apprenticeship and workforce systems.

Occupational students have the opportunity to enroll in the following programs which are currently being offered in partnership with our programs behind the fence:

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

CE continues its partnerships with ABC of Greater Baltimore, the Largo American Job Center, and ABC-Washington in order to identify recently released individuals who meet the eligibility requirements for enrollment in a construction Registered Apprenticeship program.

THE JOINT SKILLS TRAINING PROGRAM (JSTP)

The CE Program coordinates the JSTP for DPSCS. This on-the-job training program focuses primarily on inmates who are nearing release and hold jobs in various departments within Maryland correctional facilities, such as the Dietary Departments, the Maintenance Departments, the Libraries, and the Education Departments. Although inmates must acquire specific skills to be successful in these roles, they often fail to recognize that these skills are valuable assets toward finding employment post-release.

Through the JSTP program, 96 workers incarcerated in Jessup, MD facilities (MCI-J, BCF, MCI-W, JCI, and CMCF) received 125 Certificates of Completion documenting skills in 26 job areas. In the Western Region 149 workers, at both Hagerstown and Cumberland facilities (MCTC, MCI-H, RCI, and WCI), 189 incarcerated workers received Certificates of Completion documenting skills attained in 24 jobs. This includes incarcerated workers from WCI for the first time. Among other firsts, for the first time in the JSTP Programs history, the JSTP program expanded to the Eastern Shore Region providing support to incarcerated workers at ECI (ECI-E and ECI-W), where 49 workers received 49 Certificates of Completion documenting skills in 11 job areas.

During FY21, 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. Although the program operated on a limited basis due to the ongoing COVID-19 international pandemic, in Hagerstown, MD, 121 incarcerated workers earned 128 Certificates of Completion in 9 MCE job areas. And 7 incarcerated workers earned 9 Certificates of Completion in 4 MCE job areas through the JSTP program for MCE facilities in Jessup, MD.

OCCUPATIONAL PRIORITIES

For the 2021-2022 school year priorities, the CTE Program continued to focus on hiring staff to fill vacant positions and worked on increasing technology for CTE training programs. The CTE Program collaborated with other organizations and agencies such as DPSCS to support various on-the-job training opportunities that can be offered to inmates working in numerous institutional jobs. For example, the CTE Program acquired the training and testing materials for ServSafe certification for inmates working in Dietary Services at institutions in the Hagerstown and Jessup areas. This initiative will continue in FY23.

Due to the ongoing COVID-19 pandemic and related restrictions, all education and training was halted again in October of 2020 and returned to limited operation in May of 2021. Subsequently throughout FY22, CE experienced frequent pauses during the ongoing pandemic until fully reopening in late February 2022. This continued to cause CE to lose significant training time during most of FY22. With improved pandemic conditions, students returned to training. Despite the losses, upon their return, students began to complete valuable training and earn national credentials again. For FY23, CE is preparing to offer new certifications such as OSHA 10 for numerous trades among other national certifications when possible.

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.

4.5 TRANSITION SERVICES

During the 2021-22 school year, the CE Program's Transition Program curriculum was offered at 14 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. The Transition Program Assistant supported teachers and HQ initiatives.

Students had the opportunity to complete courses and earn certificates. A total of 1,164 students successfully completed courses during FY22.

COURSES OF INSTRUCTION

- Personal Assessment and Career Exploration
- 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
- Entrepreneurship Academy*
- Peer Mentoring**

CONTINUED PARTNERSHIP WITH VEHICLES FOR CHANGE (VFC)

The CE Program and VFC have established an efficient, well-run partnership that provides paid internships and possible private sector employment for motivated inmate students who complete the Automotive Maintenance and Inspection Program behind the fence and are then released back to the Baltimore area. As such, MD Labor's EARN Maryland program has provided support to VFC to train interns since 2015.

Of the interns who participated in the program: 152 have been employed, 10 are current interns, five dropped out, and none have been re-incarcerated. In addition, of those employed in the private sector: 124 have been employed for at least two years and 51 have been employed for at least one year.

To date, three formerly incarcerated graduates of the CE Program's Automotive Technology Program have reached an annual salary of at least \$100k.

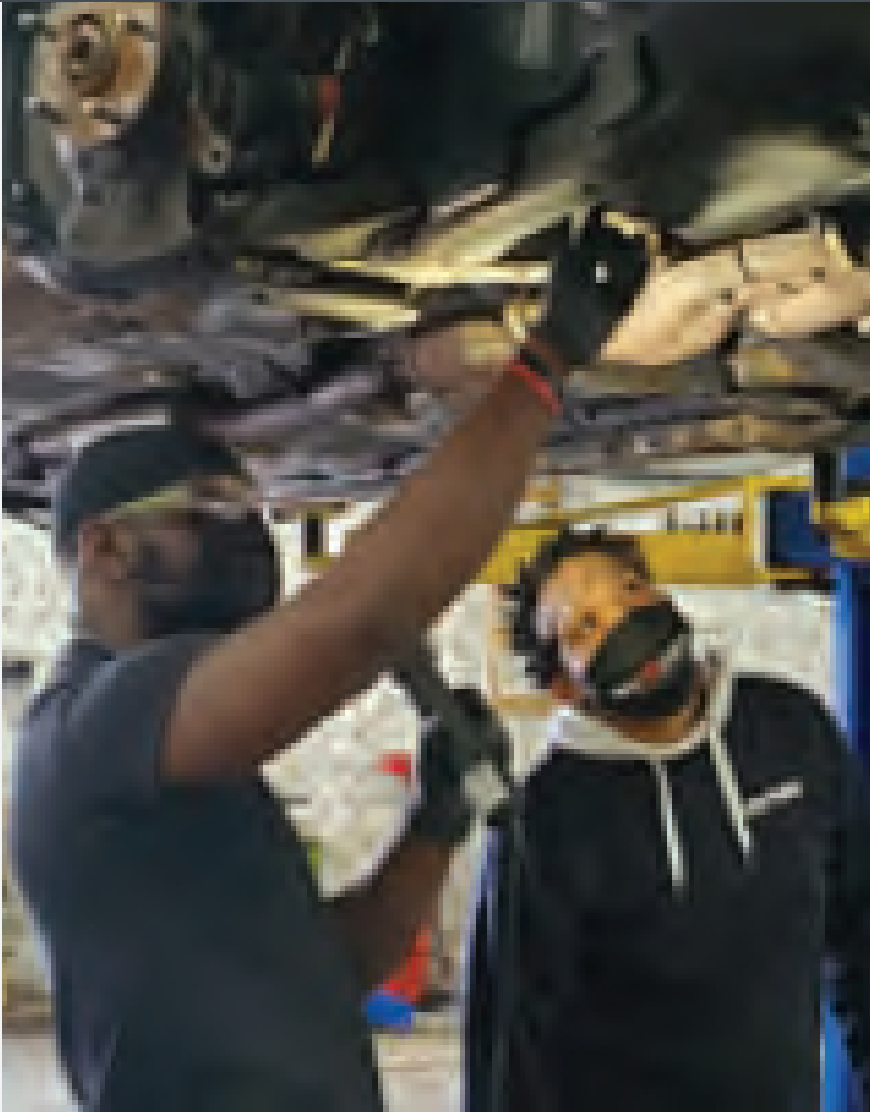
Vehicles for Change and Occupational Skills and Training Skills Center Success

When Torrey B. first entered the Vehicles for Change entry-level training program, his exact words were, "I know how to get in and drive a car, that's it." After only a few months of training, Torrey is now a certified Maryland State Inspector.

Prior to Torrey's success at Vehicles for Change, his only employment experience came from low-skill-low-wage positions. After seeing a flyer for the VFC entry-level program, he decided to enroll. He was quickly identified as someone who would be able to succeed within the industry.

Torrey's positive demeanor, knack for the trade, and willingness to learn helped him excel in the automotive industry. As a Maryland State Inspector, he is responsible for passing and failing vehicles for road safety and a requirement for this position is an intermediate level of knowledge for all automotive operating systems.

Torrey makes us all proud! His presence and perseverance are an encouragement to both the staff and his colleagues. We expect Maryland State Inspector Torrey to continue to do great things!



TRANSITION PROGRAM PARTNERSHIPS

Delivered professional development workshops to CE Transitions Instructors on the topics of:

- American Job Center Services
- Pre-Apprenticeship and Registered Apprenticeship Programs
- ABC and VFC Partnerships
- Reentry Navigator Services
- Training and technical assistance on offender employment issues
- Entrepreneurship Academy
- Trauma-Informed Responses
- Prison to Middle Income Workbook Updates
- CE Framework for Teaching
- 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 American Job Center Reentry Navigators to offer professional development highlighting the resources available to returning citizens during the Pandemic
- Collaborated with school principals to ensure that students' records included TABE scores and any other scores relevant to potential employment opportunities; revised students' folders as they matriculated through the CE system
- Ensured students O*Net scores were available to them as they matriculate throughout CE
- Used Student Career and Learning Plan to assist students in preparing for careers for which they are most suited to be successful according to Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) Code
- Hosted workshops on topics of students' needs and interests

ADDITIONAL CURRICULUM TOPICS

Trauma Informed Instruction	American Job Center Resources
Differentiated Instruction	Post-release Counseling Resources
Transportation Services	Pre/Apprenticeship Opportunities
Rehabilitation Services	Child Support Services and Modification
Post-Secondary Opportunities	Reentry Navigator Support
Expungement	Reducing Recidivism Barriers
SNAP Benefits/Food Banks	CDL and Class A Driver's License Information
Community Service Opportunities	Healthcare
Federal Bonding	Medicaid/Medicare Plans
Interviewing Skills	Entrepreneurship-Enoch Pratt

CURRICULUM UPDATES FOR TEACHERS AND STUDENTS

The Transition Department partnered with the Enoch Pratt Free Library and the Baltimore County Public Library to provide access to training for small business entrepreneurs and solopreneurs. Due to staffing shortages, we were unable to expand this program to all of the pre-release programs as originally planned. We are in the process of hiring additional instructors and will provide professional development opportunities to bring the instructors up to speed and move

this forward. Additionally, we will be adding a Mentoring Course for students to become mentors to students who are currently enrolled in CE programs. Our mentors will be trained to encourage and be able to assist other students with challenges they may face during incarceration. Both mentors and mentees will receive a MD Labor Certificate of Completion. The Transition Department is in the planning stages of writing the curriculum for this program and anticipate a Spring 2023 pilot.

TRANSITION PROGRAM GOALS FOR FY 2023

The CE Program will continue to:

- Work to ensure students have the technology needed to access reentry and employment resources
- Partner with the SPED and Academic departments to purchase, replenish, and update instructional materials
- Offer workshops based on students' needs
- Hire and retain staff to ensure continuity of instructional services

The Transition Department continues to expand courses based on student needs and changes in the Labor Market. We will continue to collaborate with the Reentry Navigators, Community Partners, and DPSCS in order to ensure students have access to the resources needed to facilitate successful reentry and prevent recidivism.

4.6 LIBRARY SERVICES

Maryland CE Libraries provide opportunities for inmates to meet their personal, recreational and informational needs. In FY22, the CE Library Program operated 12 full-service libraries and three satellite libraries at the following correctional facilities:

FULL SERVICE LIBRARIES

WCI	Western Correctional Institution	Cumberland
NBCF	North Branch Correctional Facility	Cumberland
RCI	Roxbury Correctional Institution	Hagerstown
MCTC	Maryland Correctional Training Center	Hagerstown
MCI-H	Maryland Correctional Institution – Hagerstown	Hagerstown
JCI	Jessup Correctional Institution	Jessup
MCIJ	Maryland Correctional Institution – Jessup	Jessup
MCI-W	Maryland Correctional Institution – Women	Jessup
PATX	Patuxent Institution	Jessup
DRCF	Dorsey Run Correctional Facility	Jessup
ECIE	Eastern Correctional Institution – East	Westover
ECIW	Eastern Correctional Institution – West	Westover

SATELLITES

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

Under the direction of professional librarians, 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, which meet the broad range of literacy needs represented by the incarcerated community. The librarians assist their patrons in developing research and critical thinking skills while encouraging their interests in life-long learning and formal education.

FY22 began much better than the year before but due to the ongoing pandemic our libraries operated under Pandemic Level standard which severely decreased the number of patrons allowed in the library each day. In December 2021, our departments had to take another pause, and kept the staff outside of the prisons until mid-February 2022. During that time, the CE Librarians met weekly in virtual meetings and found ways through their institutions to answer and process reference and Library Assistance to State Institutions (LASI) requests. The LASI office at MCE remained open during this pause. Four librarians were hired to fill the existing vacancies and began working in their libraries at the beginning of the fiscal year. Another vacancy became available in November and was finally filled in May. During that six month period, two other librarians assisted with providing minimum library services to those patrons. At the end of the year, all library positions had been filled, librarians had been trained, and were working in their respective institutions. Despite the challenges we have had, the librarians have supported each other, assisted in other institutions' reference requests, and assisted in training the new librarians.

The Supervisor of Libraries and the ECIE Librarian presented a Workshop at the Maryland Library Association Conference, at the Cambridge MD Hyatt. Several librarians participated in a training /refresh training of the adaptive equipment for the visually and hearing impaired patrons. The ECIW librarian won a grant from a local organization to start up a Literary Magazine for and by the inmate patrons. The ECIE library and Salisbury University professor created an inmate Ethics team to assist the university's team for the National Ethics Bowl and hosted the first ECI/SU Ethics team scrimmages. The MCIW library was remodeled, including new furniture and flooring. THE MCIW librarian won Employee of the month. The ECIE librarian won the ECI Employee of the Quarter AND Employee of the Year! Two libraries continued to receive and distribute magazines from local organizations.

During the year, the librarians worked hard to provide in-print/non-contact programs along with re-introducing the in-person book discussions, workshops, and programs. Our libraries were also the recipients of several large book donations from organizations and the public throughout the year. The statistics below show a significant increase this past year in patron visits, book circulations, reference questions, and programs in all of our libraries.

LIBRARY SERVICES OUTCOMES FOR FY22:

	FY22	FY21
Patron visits	62,162	26,809
Book circulations	51,877	28,186
General reference questions answered	18,795	5,712
Legal reference questions answered	34,748	13,157
Inter / Intra Library Loans	77	109
LASI Requests	18,296	14,016
LASIs Processed	9,865	11,821
Magazine circulation	9,714	2,541
Media circulation	3,041	253
Educational Programs	81	11
Internet Job Searches	148	3

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

- Identify each patron's information needs
- Identify existing resources and provide referrals
- Use electronic resources and deliver information in a timely fashion
- Provide reader's advisory
- Train inmate patrons in use of databases for conducting research
- Train inmate patrons to navigate limited Internet sites for community information and job searching
- Assist inmate patrons with vision and hearing difficulties in accessing legal and community information
- Monitor and update electronic databases as needed
- Process and deliver LASI program cases to inmate patrons

The CE Library Program offers the following services:

- Information & Services based on patron requests and needs
- Technology and database training for research
- Updated legal, general, and reentry databases
- LASI program services
- Recreational and informational reading
- Life-long learning skills training & support
- Curriculum support and 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
- Financial literacy programs

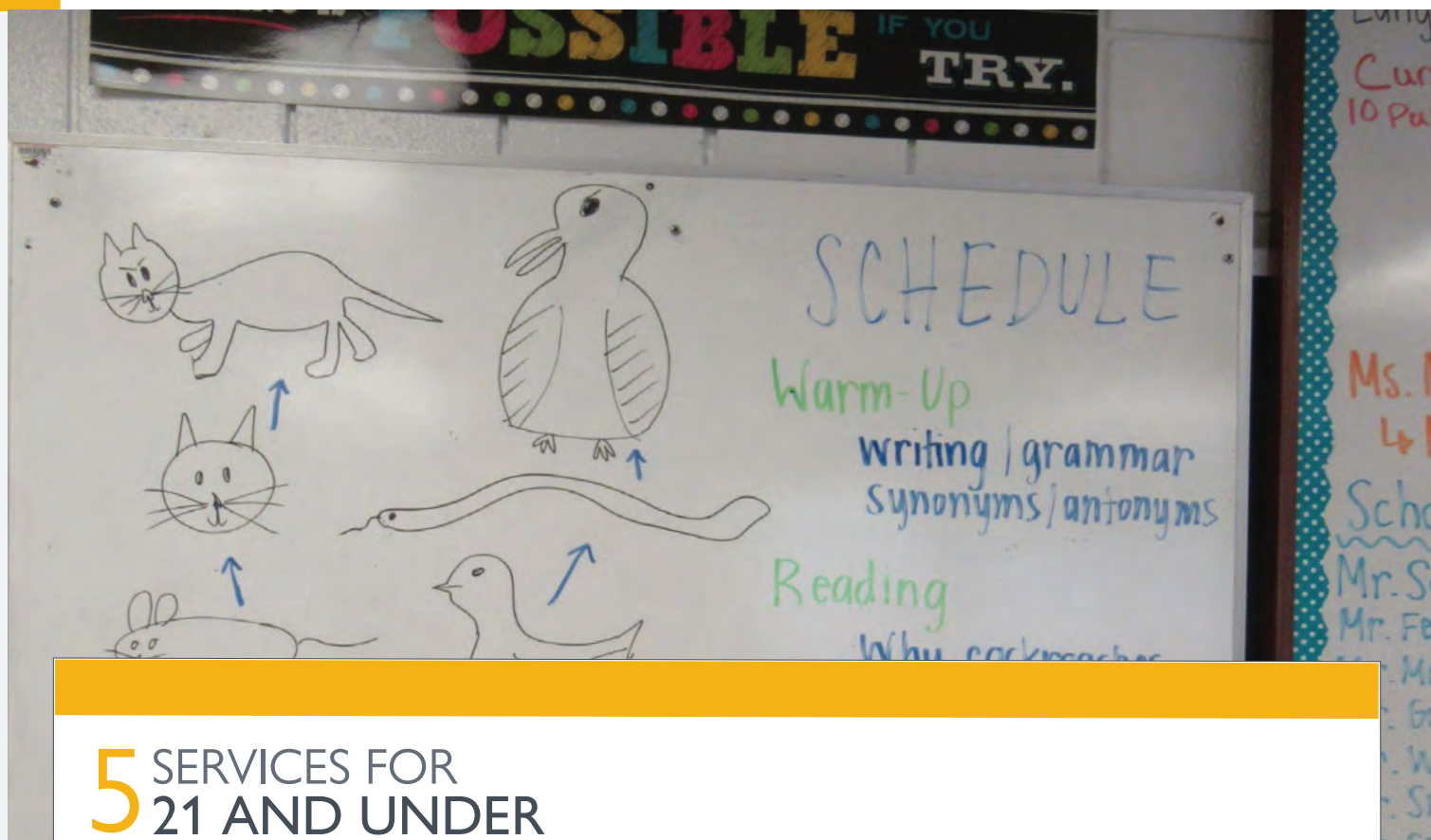
The CE Librarians developed and executed several unique and exciting library programs during FY22. Below are highlights of their programs:

- Book discussion groups
- One Maryland One Book
- Legal research training workshops - with Lexis/Nexis representative
- Writing/poetry program with writing/inmate 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
- Immigrant heritage display
- Literary Magazine creation - local grant funding
- Personality Workshop
- Word Balderdash
- Ethics group/Team with Salisbury University

“Under the direction of professional librarians, the libraries are used for circulating books, legal information, employment exploration and readiness, community, health, and other research.”





5 SERVICES FOR 21 AND UNDER

On a given day, there are approximately 500 incarcerated adults aged 21-and-under in Maryland adult prisons. The CE Program is given federal funds to provide supplemental educational services as a priority for these students. All incarcerated adults under the age of 21 who do not have a GED®/HSD are identified by their DPSCS Case Manager, referred to school, and interviewed by the school within approximately 30 days of their DPSCS sentencing.

Students are enrolled in school where they participate in Adult Basic Education (ABE). They are first given a Test of Adult Basic Education (TABE) to determine the level of instruction in which they will start. They receive instruction to develop their academic skills to help them advance through the levels to take the GED®. Several incarcerated students within the under 21 population are eligible for and receive Special Education services under Individuals with Disability Education Act (IDEA) (See Section 4.5 of this report) as they progress through the education program.

Students also receive transitional planning services from a Transition Specialist. Transition Plans are designed to help the under 21 population return to the community ready for employment, continue their education toward a GED®/HSD, and/or secure gainful employment. These tools help the students reduce their likelihood to recidivate and return to prison.

Students who are under 21 also receive career-planning services while in the institution. The O*Net assessments are administered at intake to assist in career and transition planning. Employment Readiness Workshops (ERW) address the unique needs of this population group. Transition Specialists provide students with information about the Maryland AJs to help them find employment upon release. While incarcerated, these students are encouraged to widen their horizons and participate in other programs offered in the prison. These additional opportunities help youth develop stronger cognitive decision-making, anger management, and parenting skills. They also contribute to inmates' spiritual growth and play a role in gang reduction and drug abuse avoidance. Post-incarceration educational options are discussed with youth who are scheduled for release within 18 months. For continuity between prison and community programs, a path to return to high school or an adult education program is outlined with each student during transition discussions.

Many students under the age of 21 are able to earn their GED®/HSD while incarcerated. During FY2022, over 200 youth participated in the education classes advancing their skills toward attainment of the GED®/HSD. In FY22, 27 students under the age of 21 earned their GED®/HSD.

6 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 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 AJCs, 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 individuals with criminal backgrounds 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 continued 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 AJCs, are located in: Baltimore City, Prince George's County, Washington County, Anne Arundel County, Southern Maryland (Charles, Calvert and St. Mary's counties), and Somerset County.

WORKFORCE DEVELOPMENT INITIATIVES

The AJCs serve incarcerated individuals and individuals living in the community who have criminal backgrounds in varying capacities. Services to ex-offenders 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

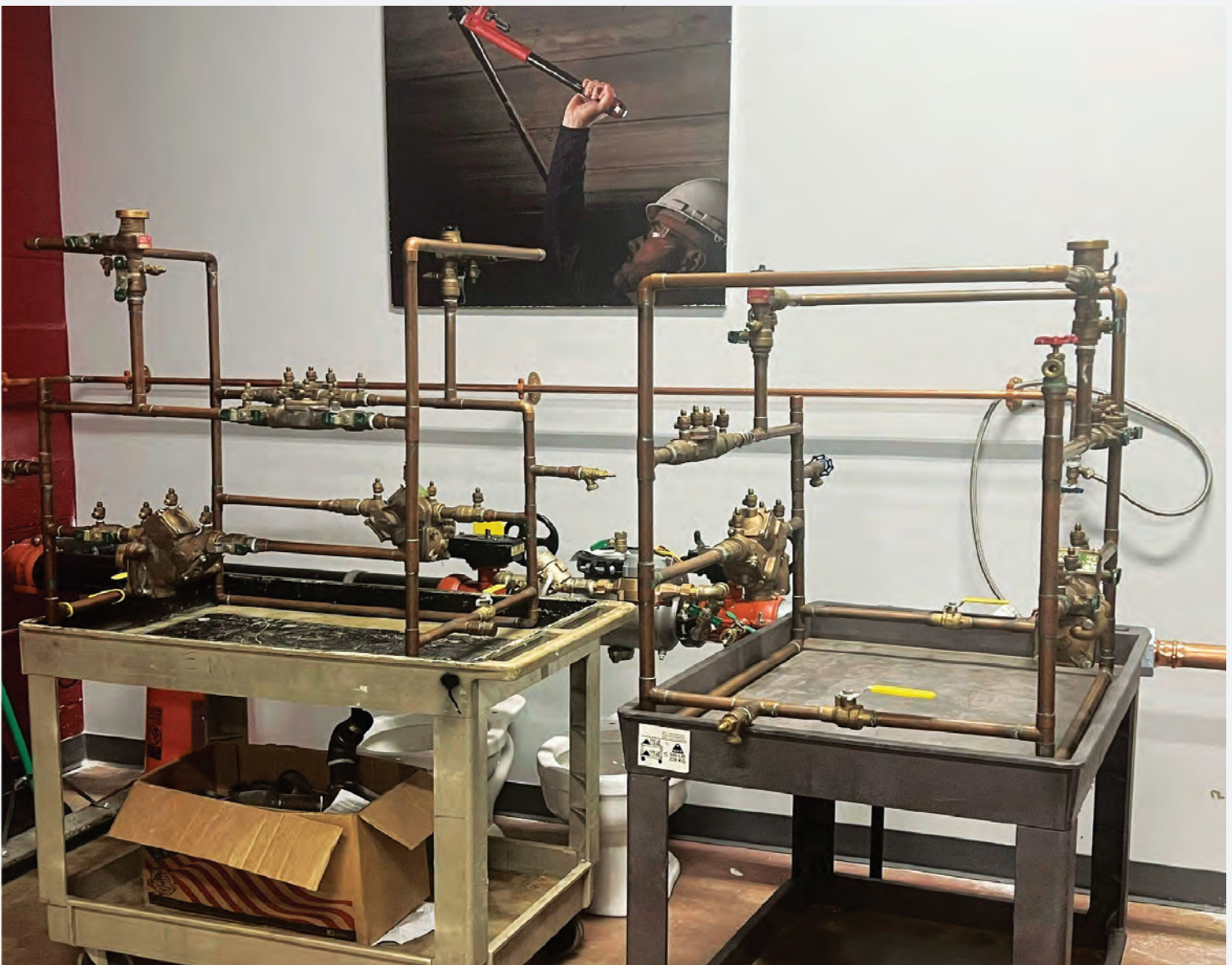
- Group counseling
- Individual counseling
- Career planning
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment 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
- 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 prisons
- Outreach to local detention centers

7 SUMMARY

Governor Hogan is committed to ensuring that quality education and training programs are available to inmates across the Maryland Correctional System, and the CEC worked hard in FY22 to deliver on the Governor's commitment through the CE Program and diverse partnerships. The council is uniquely positioned to promote CE programs and employment opportunities for the inmate student population. The CEC will strengthen its partnerships in the prison system and throughout the state to further enhance employment opportunities for inmate students and continue to support the efforts of the Governor to ensure that quality education and training programs are available to inmates across the Maryland Correctional System. With a strong commitment to the vision and mission of the CE Program, the CEC will continue to build on its partnerships in the prison system and throughout the state to further enhance employment opportunities for returning students.



As required with the Stevens Amendment, federal funding details for Program Year FY22 are provided as follows:

The **Correctional Education** Program total funds are \$19,207,857. Out of the total \$3,360,453 (19%) are reimbursable funds, funded by Maryland State Department of Education, Department of Public Safety and Correctional Services, and the Department of Education. The remaining \$15,277,404 (81%) are funded with State funds.

