

Maryland Department of Labor,
Licensing, and Regulation

Maryland State Department of Education

Workforce Creation and Adult Education
Transition Council

Recommendations Resulting from a Review of Maryland's Correctional Education System

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by the partners of

NORTHSTAR CORRECTIONAL EDUCATION SERVICES, LLC

5023 W. 120th Avenue, #321 • Broomfield, CO 80020
(303)438-8913 phone • (303) 460-1876 fax • www.northstarcorrectional.com • northstar@ekit.com

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INTRODUCTION

Maryland Department of Labor, Licensing and Regulation (DLLR) commissioned Northstar Correctional Education Services to assist in the transfer of Correctional Education from the Maryland State Department of Education (MSDE) to DLLR.

Key to this assistance, Northstar reviewed the current condition of correctional education in Maryland for the purpose of suggesting recommendations in the transition. Northstar's Cindy Borden and Penny Richardson are former correctional education teachers and principals with 30 collective years experience in prisons working with both male and female offenders in a variety of custody levels. Additionally, Northstar gains valuable experience from traveling to prison schools nationwide in various consulting capacities and, therefore, is able to observe replicable practices and systems which may be of use to other states. Most recently Northstar completed a four-week data collection process involving thirty prisons in four states for a large-scale scientific research project investigating the efficacy of postsecondary education for offenders. This type of first-hand, distinctive exposure coupled with expertise gained in the field, and reviews of current literature and research inform this report. Relevant experiences which contribute to this project can be found in Appendix A.

WHY OUTSOURCE A REVIEW?

Certainly Maryland's Department of Education has many dedicated correctional education professionals from whom to seek counsel on the transition of oversight to another state agency. Years of dedicated service have unquestionably created deep investment in the current opportunities provided for offenders in the state's prison schools. Educators, in particular, are loyal to their charges and care intensely about their students, their methodologies, and their professional standards. Their counsel is essential to a transition that enhances services to offenders.

To that end, selecting a firm that *speaks the language* of correctional education and has the objectivity of independence to review the system and interview educators may augment the guidance of MSDE staff. Additionally, replicable practices may be blended into the existing system to make this transition transformational. The intensity of working directly in the field with students is a consuming profession and may somewhat limit a broader vision. The advantage of outsourced assessment is the ability to capture systemic strengths and challenges and envision recommendations.

Northstar recognizes that the debate around Senate Bill 203 was contentious and highly emotional. We all possess varying tolerances for change. Bearing in mind the charged sentiment around this transition, Northstar has undertaken this review with an eye toward balance and objectivity. The passion of **both** MSDE and DLLR to provide services to offenders that, in the end, benefit all stakeholders including families and

communities is apparent. This report is a candid summary based on information aggregated from observations, interviews, and returned surveys.

Note: The complexity of writing this report has come, in part, with awareness of the multiple agendas of its readership and a desire to fairly and accurately reflect each voice while upholding the charge of assisting in transition and program improvement. It is undertaken, therefore, with a straightforward approach. However, this report and subsequent discussions will preserve the anonymity of all respondents in order to respect their candor, both written and in person, and to ensure the candor of future assessments.

REVIEW METHODOLOGY

October 26-31, 2008, Northstar's Cindy Borden and Penny Richardson traveled to Maryland to speak with staff and community partners and to observe several prisons in three geographic areas of Maryland:

- Baltimore/Jessup
- Hagerstown/Cumberland
- Westover

In preparation for the October visit, Northstar designed and mailed out a comprehensive survey (Appendix B) of the current correctional education condition in Maryland. Education staff, wardens, assistant wardens, fiscal, and data personnel received surveys. Northstar collected surveys in person at institutions observed. For those institutions not on the visitation schedule (Appendix C), self-addressed stamped envelopes were provided to encourage completion and return of the surveys.

Two hundred sixty three surveys were mailed to both state and contractual staff.

Although completion of this survey was not compulsory, the transition from one state department to another presented an ideal time to take a census of the current state of correctional education, provide all staff an opportunity to give input, and incorporate necessary adjustments.

Northstar visited the sites in bold; additionally, staff from the sites indented attended meetings at bold sites. (For ease of reading, institutions are referred to by their acronyms):

MCI-W – Maryland Correctional Institution for Women

MCPRS – Maryland Correctional Pre-Release System

PATX – Patuxent Institution

MCI-J – Maryland Correctional Institution – Jessup

JCI – Jessup Correctional Institution

MSDE HQ – Maryland State Department of Education headquarters in Baltimore

DOC HQ – Division of Corrections headquarters in Baltimore

OSTC – Occupational Skills Training Center

MTC – Metropolitan Transition Center

BCCC – Baltimore City Correctional Center

BCDC – Baltimore City Detention Center

WCI – Western Correctional Institution

NBCI – North Branch Correctional Institution (also toured this facility)

MCTC – Maryland Correctional Training Center

MCI-H – Maryland Correctional Institution – Hagerstown

RCI – Roxbury Correctional Institution

ECI-W – Eastern Correctional Institution – West

ECI-E – Eastern Correctional Institution – East

ECI-A – Eastern Correctional Institution – Annex

In general, three fundamental questions guide systemic program review and form the foundation for all recommendations at the conclusion of the report:

1. What is the mission/purpose of this school?
2. What are the services provided to accomplish the mission?
3. What evidence demonstrates that services are accomplishing the mission/purpose?

Specifically each of the following components should be examined when developing or assessing a correctional education system:

<p>GENERAL</p> <ul style="list-style-type: none"> • Education policy • Programming scope and sequence • Identification and recruitment of eligible/appropriate students • Prescriptive assignment of students based on assessment • Retention in class/program • Advancement opportunities • Formal recognition of accomplishments • Completion/exit benchmarks • Technology uses/needs • Learning environment • Available/needed resources • Compliance with federal mandates <p>PERSONNEL</p> <ul style="list-style-type: none"> • Staff assignments and licensure • Staff development options/needs <p>DATA</p> <ul style="list-style-type: none"> • Tracking student progress • Transfer of student records as students are moved/released • Data fields current and regularly tracked • Data entry procedures • Data retrieval options • Required reporting 	<p>FISCAL</p> <ul style="list-style-type: none"> • Statewide budget including sources • Distribution of funding statewide • Purchasing process • Funding needs <p>RE-ENTRY</p> <ul style="list-style-type: none"> • Community-based involvement • Appropriate work opportunities in evidence • Post-release or transition measures in place • Post-release tracking (continuing education, employment, community involvement, etc.) <p>FACILITY</p> <ul style="list-style-type: none"> • Integration with other services/security • Institutional expectations of education • Education expectations of institution • Management and collaboration • Challenges • Mandatory participation
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DUAL FOCUS OF REPORT

It has become clear that two predominant but quite different applications must drive recommendations in this report:

- Recommendations related directly to the logistical process of the transition between now and July 1, 2009, and
- Recommendations related to systemic transformation of the education and job preparedness of Maryland’s offenders.

Recommendations toward the end of this report follow this structure.

Assessing the current climate of the field is fundamental to improving the transition process and fairly attainable within a week's time. Such an assessment is offered here. Assessing the overall condition of Maryland's correctional education system in order to recommend systemic change is very difficult in a week's time. Therefore, this report offers potential program improvement based on available information, the limited exposure of Northstar to Maryland's current system, expertise gained in the field, best practices Northstar has observed, and current research. For both applications, this report, in essence, may reflect the squeaky wheels: those elements that are most prominent during this particular snapshot and those programmatic components that are most in need of immediate improvement.

CLIMATE

It would not be an overstatement to say that MSDE correctional educators are anxious, frustrated, and even angry. Emotions ran high at nearly every meeting Northstar conducted, from Central Office to institutional schools. The convergence of four significant events contributes to these emotions:

- transfer of education to DLLR
- implementation of new statewide curriculum
- StateStat introduced for corrections
- current state and national economic uncertainty

Early in the observation week, following a group meeting, Northstar was pulled aside by educators and told that they would like to speak without MSDE administrative staff present. Educators indicated they had been told they *could speak to the consultants but shouldn't say anything*. The remaining meetings were conducted, therefore, with administration present roughly half the allotted time. Indeed, once the administrators left the room, emotions ran even higher and staff expressed the roots of their emotions.

Correctional Education Site Meetings

Key themes began to emerge from staff as Northstar traveled throughout the state:

1. The belief is common that this transfer is political rather than a deliberate and purposeful modification for the good of either the students or the state of Maryland. Furthermore, many believe now that it's been legislated, administration is

Perhaps the single most important barrier to successful transition remains the attitude of partners in the process and their on-going tendency to blame others rather than seek solutions.

casting around for reasons to justify this move. Educators say they feel like pawns in a game.

2. The method with which the transfer was initiated did not include early input from MSDE staff.
3. Despite DLLR's insistence to the contrary, informational meetings arranged with DLLR have not **adequately** answered questions regarding salary, pensions, educational goals and expectations, job retention, licensure, transfer of state and federal funding, compliance with federal mandates, and on-going community college roles. These issues arose over and over again. Administration added to that list the effect on juvenile services and language in Senate Bill 203 calling for both workforce and academic directors. Until these questions are answered to the satisfaction of staff, further work toward building trust and garnering support will be extremely difficult. Most are taking a wait-and-see stance.
4. Neither MSDE nor DLLR have done an adequate job of disseminating information to site education line staff regarding steps taken so far, steps anticipated, and what DLLR brings to the table. Certainly a great deal of work and considerable commitment has transpired to facilitate smooth transition. However, Transition Council, Workgroup, and Committee goals and progress are a blur to educators at the site level. *A lack of transparency* was mentioned by scores of people at multiple sites. A list of specific communications that might inform the field is suggested in *Toward Transparency*, p. 10.
5. Without a clear understanding of DLLR's role in assuming management of the education of offenders, educators are concerned that a de-emphasis on academics (literacy and basic education) and an increased emphasis on vocational training are inevitable.
6. Maintaining control of the education budget is paramount in educators' discussions. Experienced educators relay stories of prior years when education was moved under the Division of Corrections and budgets were managed by wardens. They fear critical and continually shrinking budgets will be siphoned off for DLLR needs and away from instructional use.
7. Educators have worked hard to *waltz with the DOC*, as one teacher articulated, and fear that this investment is at risk with a new agency's oversight.
8. The prestige and professionalism of working for a nationally recognized state education agency with licensure requirements, reciprocal standards, and professional development opportunities are attractive draws for educators. DLLR is an unfamiliar entity and, for some, removes the esteem of employment with an education organization.

9. A large percentage of MSDE staff is currently eligible for retirement. Educators expressed concern that, through attrition, state Position Identification Numbers (PINs) would be eliminated and replaced with contract positions which do not require certification.
10. Further complicating the intensity of emotion at the site level is the recent introduction of standardized curriculum statewide. This is addressed under *Curriculum*, p. 18.
11. Educators articulated distrust at multiple levels. Some believe this is a community college takeover; some expressed concern that the DOC intends to assume more ownership and control in the educational process; some believe that MSDE no longer wants to oversee correctional education and looked for a willing receiver; some said that Maryland Correctional Enterprises (MCE) is conspiring with DLLR to revamp education as a widget-making entity to generate revenue. The rumors are flying fast and strong; many experienced educators said they've never seen morale at such a low including during the 1991 and 1996 dismissals of the entire education staff.
12. As it seems unclear to educators where the funding is coming from to affect this transfer, educators voiced concerns over the costs coming out of salaries and education budgets.
13. Educators expressed concern that DLLR is too focused on transformation rather than the logistics of the move itself. They requested that in the first year of working for DLLR, the focus remains on smooth transition and expand to include systemic reform later.
14. Occupational teachers, at least voiced by some, would like the option to receive training in content areas related directly to their fields rather than the requisite Advanced Certification for teacher licensure.
15. Several educators understand that Case Management and Maintenance were recently moved to the twenty-year retirement eligibility plan for the state while teachers, who work directly with offenders daily, remain in the thirty-year plan. These educators would like DLLR to investigate the options under DLLR.

The climate within Maryland's correctional education system is emotional and fragile statewide. With very few exceptions, staff cannot conceive why this is taking place and are scrambling to find positive and hopeful nuggets in this transfer. Some are looking forward to the workforce advocacy and post-release tracking they anticipate DLLR may contribute. Beyond those obvious expectations, very little vision was expressed.

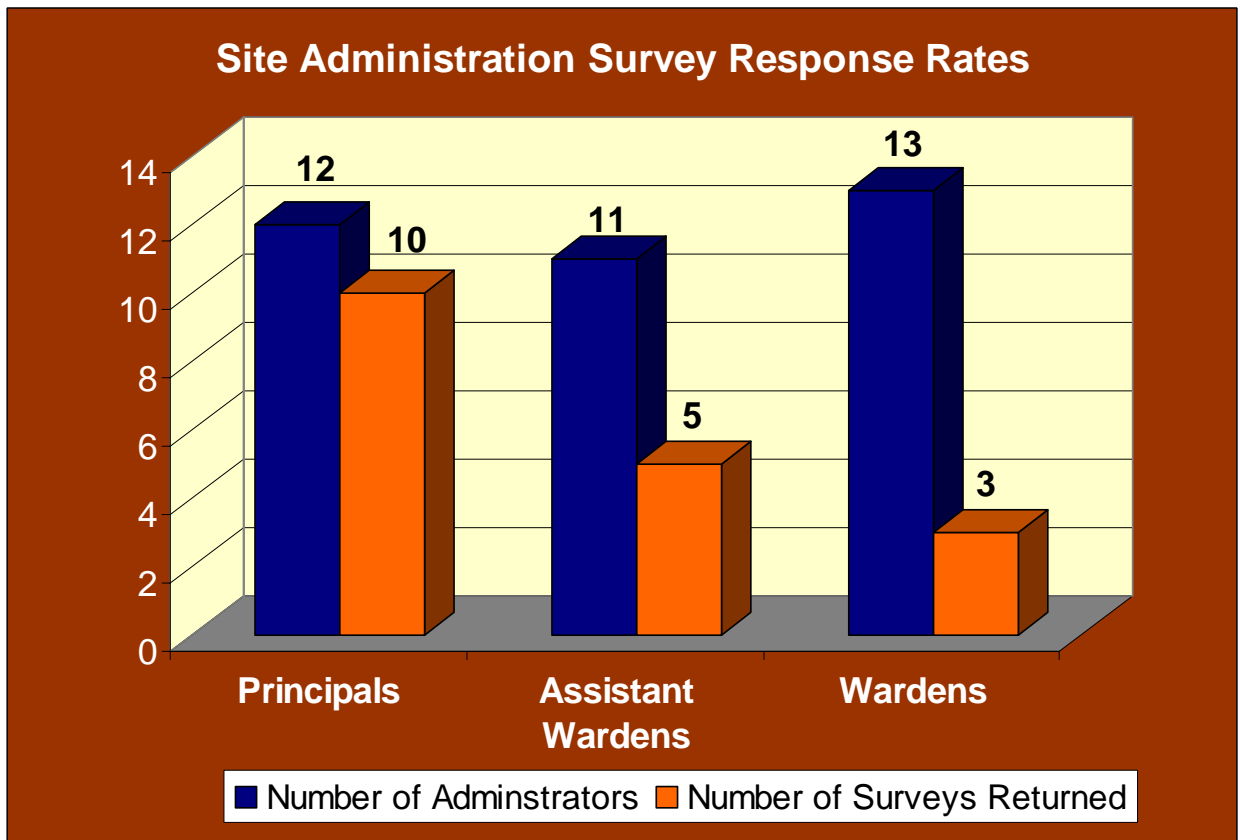
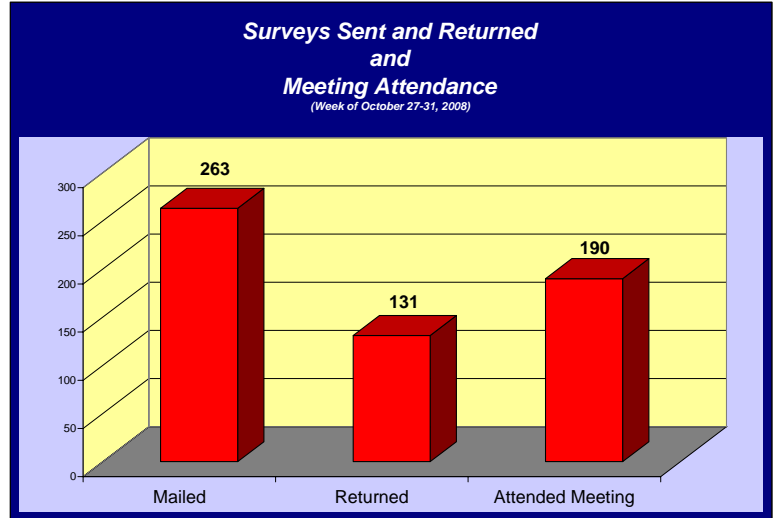
TOWARD TRANSPARENCY

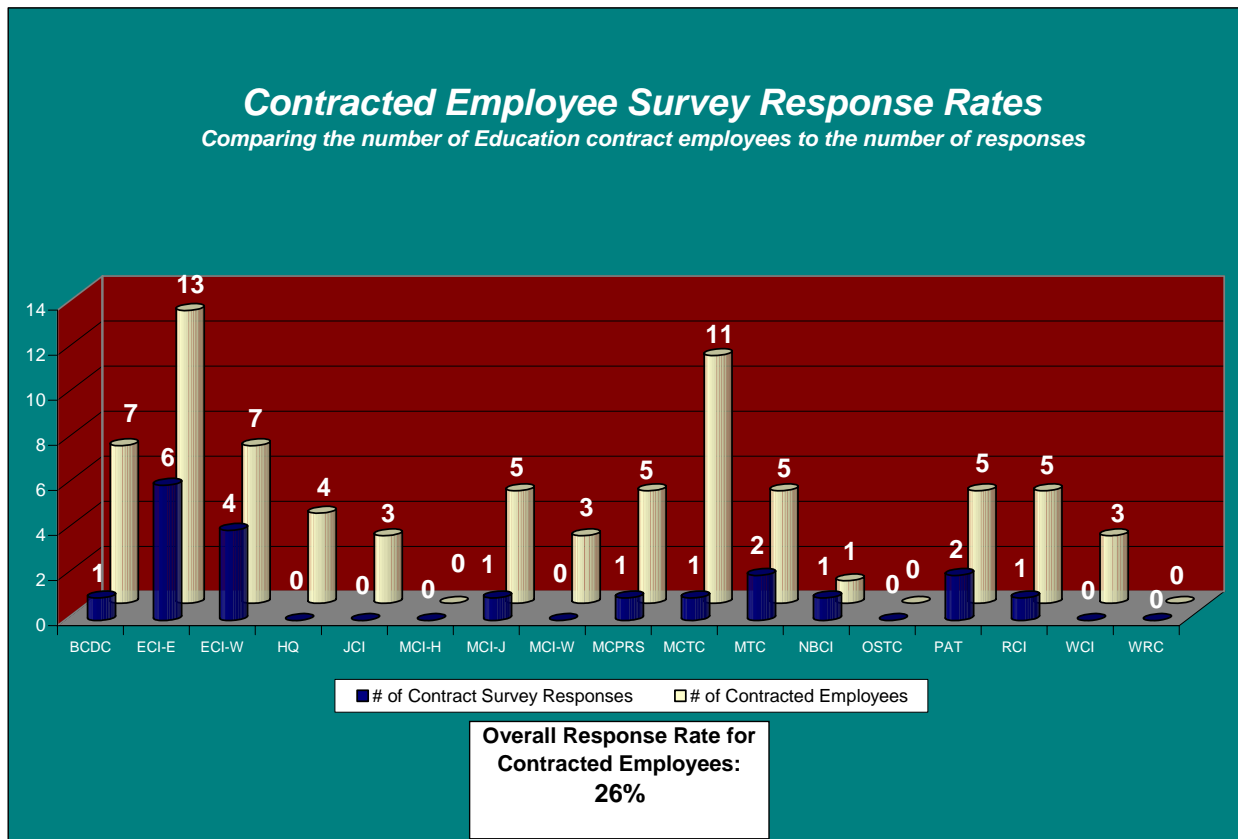
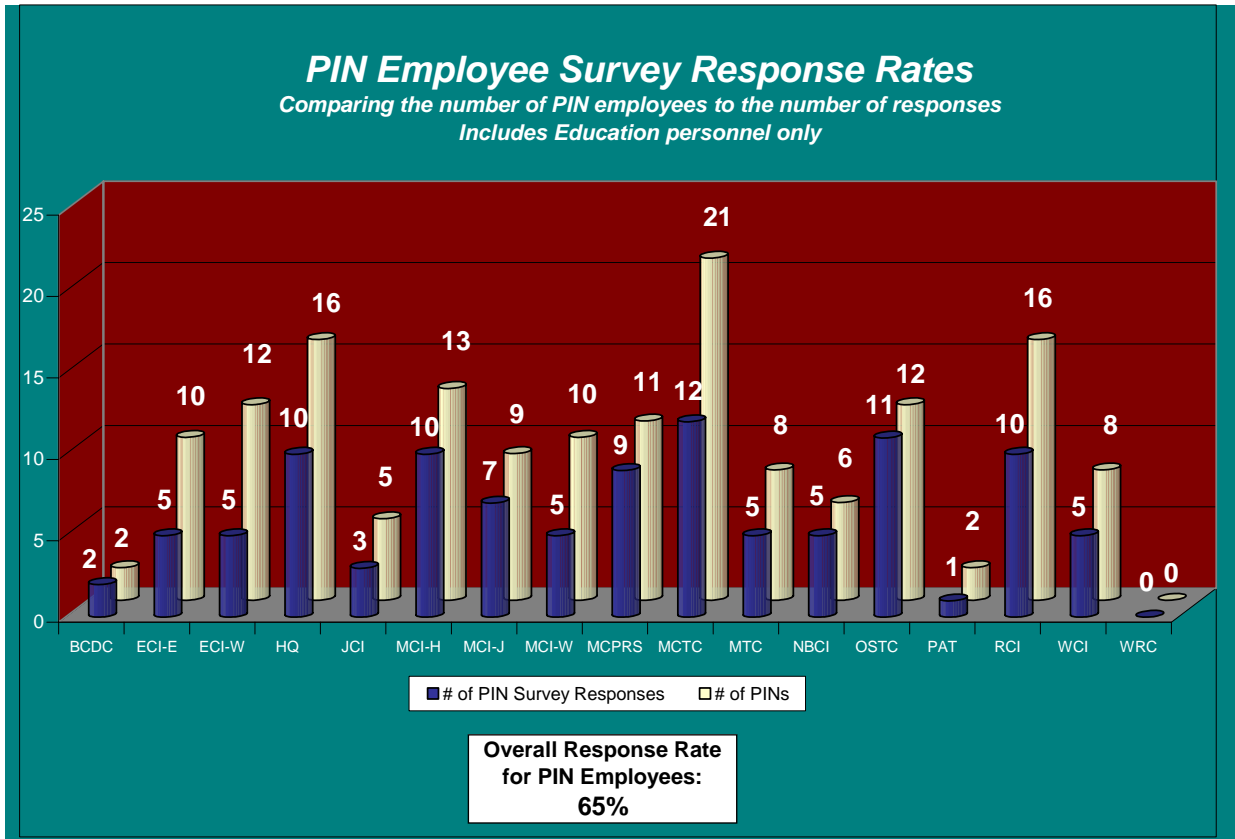
Repeatedly Northstar heard requests for more *transparency* in the transition process. The following list summarizes the kinds of communications line staff have requested:

- Facilitate a meeting with DLLR staff (specifically personnel expected to administer or manage correctional educational services) and institutional education staff **without** MSDE administration present. Staff expressed two frustrations:
 - MSDE administration answers questions posed directly to DLLR
 - Educators are loathe to identify systemic change they would like to see for fear of retribution
- Provide FAQ links on both MSDE and DLLR websites that detail recent steps, current events, and anticipated actions in the transition process with regular and frequent updates.
- Distribute DLLR paycheck and timesheet protocols to assuage anxiety about the salary process.
- Address inventory concerns regarding the transfer. Enormous amounts of inventory will be transferred to DLLR from MSDE; staff are concerned that what MSDE bought, MSDE keeps, leaving instructors without critical materials, equipment, and tools.
- Clarify vision for refilling positions vacated through attrition. DLLR repeatedly says this question has been asked and answered; however, there is little evidence that this information has been either disseminated or received by the rank and file.
- Supply evidence that DLLR is equipped to hire/discipline/promote/evaluate educators.
- Conduct retirement workshops or disseminate information provided by DLLR addressing questions for personnel at or nearing retirement.
- Disseminate the education pay ladder expected for employment with DLLR.

SYMMARY OF SURVEY RESULTS

Northstar aggregated data collected from surveys and looked for themes and trends which are distributed throughout this narrative in appropriate content areas. Specific survey results by site are included as Appendix D. An overview of the response rate follows:





MSDE'S STRENGTHS

It is important to note that the current condition of Maryland's correctional education system does not need systemic reform, as articulated by DLLR administration, but rather needs four fundamental modifications. These are addressed in *MSDE's Challenges*, p. 16.

This is a fully functional educational system operating within the challenging environment of prisons – which must function, first and foremost, under a mission of safety and security. Certainly correctional education in Maryland has significant challenges, but in Northstar's observation, it is in no way a broken system that needs fixing by this transfer. If these collaborations are achieved, this transfer has the potential to strengthen the excellent academic and vocational programs already firmly in place.

In a nutshell, Maryland's correctional education system has many stellar components. For years, as Northstar has attended Correctional Education Association (CEA) conferences, Maryland has displayed showcase programs and visionary solutions. When Borden and Richardson were correctional principals researching and designing distance learning systems for their home state over a decade ago, they traveled to Maryland to observe pioneering postsecondary programming and replicated much of it.

The scope of services provided to offenders in Maryland is fairly typical of correctional education programs nationwide: literacy through postsecondary instruction. The quality of instruction cannot be sufficiently assessed in a single week; however, the range of academics and the focus statewide on literacy instruction indicates the system is addressing those for whom failure could certainly be predicted without such intervention. The professionalism of staff in both licensure and certification is impressive in Maryland. All state instructors must be licensed by the State whether academic or vocational. Maryland has gone a step further with national certifications for many vocational instructors such as NCCER for construction and ASE for automotive training. The commitment of educators to maintaining the high quality of education is evident. Specific exemplary programs to **retain** and **expand** include:

- Occupational Skills Training Center – In the words of one educator, *if DLLR doesn't make this the flagship of their fleet, they're missing the boat!* This program attempts to advance offenders who have completed their academic education to occupational training that meets market demands with one critical component – this transfer occurs just prior to release. Certainly this is the model for pre-release occupational training and one this collaboration with DLLR could strengthen and expand.
- Transition Services – Workforce development and transition services for Maryland's offenders, in Northstar's observation, seems to be a strong and

replicable program. In the words of MSDE's transition initiative fact sheet the *Correctional Education's Workforce Development initiative integrates career development and employability skills strategies linked with occupational preparation to prepare student inmates for return to the community and employment. Annually, 3500 students complete these programs.* Many states have hit-and-miss transition programs; MSDE's program is nationally recognized and extremely innovative. A Transition-to-Employment Resource Guide is *designed to be a practical planning tool for correctional education programs and/or correctional institutional transition initiatives focusing on career planning, employment readiness and strategies to address barriers to former offender employment.* Northstar has seen no such comprehensive attempt to train education in workforce development in any other state. Maryland's transitional initiative integrates multiple partners and service providers, often training staff in the field outside the fence in strategies to address the unique needs of former offenders. The exemplary components of this initiative are too numerous to list here; however, this program is worthy of commendation and is one that certainly should be strengthened and expanded by this closer collaboration with DLLR. (See Appendix E for a list of transition services statewide).

- Tied to transition services, Maryland's Offender Workforce Development Specialist (OWDS) credential and associated training competencies provide national leadership in correctional transition and are excellent models for other states seeking to create or expand professional development directly tied to reentry. The National Institute of Corrections invited Maryland to pilot development of the OWDS project, which was successful, and continues to partner with MSDE to provide this important training.
- Transition Mobile Unit – More than just a Bookmobile, this motor-home-like Unit blends the distributive elements of libraries with print- and multimedia-based career and transition resources. Real-time employment information and community resources are available, directly linking offenders to critical transition resources. Internet is available for the Specialist who operates the unit. An internal generator and a satellite mounted on the roof allow independence of operation, serving clients throughout the state regardless of the lack of external utilities. Northstar has never seen anything like this pioneering Mobile Unit and expects to recommend observation of this unique resource to other states.
- Employment Readiness Workshops are available for those who may not have earned a high school diploma and are nearing release. For many this goal is unattainable either because incarcerated time is too short or literacy is too limited. This option for those offenders is admirable.
- *Live Work* opportunities for offenders, work on projects which directly benefit or contribute to the community and may generate minimal revenue, are

commendable and should be expanded through associations DLLR may have within the business community.

- **Accountability System** – For years, MSDE has been on a track to improve accountability for its programs. MSDE has drilled this down to eight statewide standards. Most noteworthy is Maryland’s correctional education school **system** which operates as one large school located at several campuses throughout the state. This is notable in contrast to some correctional education systems which operate independent schools loosely coupled to a central philosophy but not much in evidence operationally. Northstar was able to meet with all twelve principals during the observation week and observed a united cadence of leadership at that level. The School Improvement Standards of Performance incorporate eight distinctive areas of accountability: Attendance; GED completions and pass rate; Adult Skills Certificates in Levels II, III, and IV; Occupational Completions; Transition Program Completions; and Library Programs. Northstar was impressed with the consistency of academic, vocational, and library services statewide. Clearly leadership and the School Improvement Standards have united this system.
- Post secondary **academic** courses are offered through various delivery modes. Over 600 students are taking American Council on Education (ACE) courses and this year alone, 15 students earned AA degrees. Research demonstrates that *while vocational training programs such as apprenticeships reduce recidivism, they do so less effectively than traditional post secondary education programs* (Erisman & Contardo, 2005).
- Special Education is highly regulated at the federal level. A week is insufficient time to comprehensively explore complex compliance with federal mandates such as Special Education and Title I; however, programming meeting federal mandates was in evidence at each institution for which it is appropriate. Maintaining compliance with these federal mandates is compulsory regardless of the agency overseeing education. More about this is addressed in *Accreditation and Federal Mandates Regarding Education*, p. 37.
- **Libraries** – MSDE’s institutional libraries serve the triple purpose of assisting the DOC with offender access to courts, meeting the informational needs of the entire offender population, and providing leisure browsing. Most noteworthy, some institutional libraries include Career Centers which provide in-depth information on community-based services, job opportunities, career clusters, and other transitional resources. In Northstar’s observation, institutional libraries are typically school-based informational collections. Maryland has taken libraries beyond schools or simple leisure facilities and created a platform for critical services needed by the entire population. The pride in service delivery and the statewide systemic integration of libraries were evident at every facility observed.

- Tutoring Model – At the lowest levels of literacy, offender tutors are trained and then paired one-on-one with offender students and, under the direct guidance of licensed instructors, supply individual tutoring. This provides the triple benefit of peer linkages, credibility of life experience, and individualized instructional support.

The foundation of Maryland's correctional education system holds a belief that offenders can change and is providing programs and services directed toward that end. After spending a week in discussions with nearly three-quarters of all educators, observing eight different prisons, aggregating all collected data, it is Northstar's opinion that nearly all of what correctional education is doing should be retained and much of it expanded with better funding and adequate space.

Never, in Northstar's observation, has correctional education received such widespread and exhaustive scrutiny. Despite the aforementioned obstacles, five fundamental players are talking to each other and examining education practices and outcomes as perhaps never before: DPSCS, DOC, MSDE, DLLR, and Community Colleges. From the perspective of the end product – learned, employable, contributing, socialized, former offenders – this can only be a good thing.

Having said that, significant barriers must be addressed before this common goal is achieved. Any program subjected to such scrutiny will, inevitably, reveal flaws.

MSDE'S CHALLENGES

In the week Northstar spent with MSDE staff, several aspects of the system appear ready for improvement. In general, the statewide school system is in need of four fundamental modifications, each of which is addressed in this report:

- an expansion of already effective and exemplary programs
- a better collaboration among such critical partners as the DPSCS, the DOC, One Stop Shops, national certifying agencies, the Apprenticeship Council, Maryland's unionized and non-unionized trades, community colleges, and DLLR's workforce division
- improved data tracking and management
- improved student placement

Some challenges, such as purchasing delays or under-funding or the extreme delay in certification renewal, are symptomatic of the larger statewide agency's funding challenges or historical structure and will not likely be rectified through this transition process. This examination has exposed pockets of challenges, both within and well beyond education, which may be caused by power struggles, lack of communication, business-as-usual complacency, personality disputes, divergence of missions, simple misunderstandings, or direct insubordination. Solutions to some of these are well

beyond the scope of this review and are beyond this transition to remedy. Some, however, can and should be addressed either during transition or as soon after as possible.

- Vocational programs statewide are chronically under-funded and under-equipped. Prison vocational programs nationwide are often selected on the basis of what states can afford, pet administrative projects, reducing institutional operational expenses, or simply *what we've always done here*. Many vocational instructors voiced hopes that with DLLR's focus on occupational training and placement, expansion of programs is possible. Aligning occupational training programs statewide with sustainable living wage employment opportunities or simply bringing viable existing vocational programs into state-of-the-art programs will take time and money.

- This transfer has the potential to strengthen apprenticeship opportunities for offenders. Northstar spoke to various administrators and personnel at both MSDE and DLLR attempting to identify why the expansion of apprenticeships for offenders has been somewhat unsuccessful. Of the broad range of answers, most blamed some other entity for the challenge. This makes it extremely difficult to uncover causal relationships. Rather than continue in this vein, it seems more effective to raise the kinds of questions this transfer should immediately address:

Nowhere should DLLR and Education be crafting systemic reform more earnestly than in apprenticeship expansion.

- Pre-apprenticeships were mentioned repeatedly; however, it remains unclear exactly how a pre-apprenticeship is defined.
- How will these pre-apprenticeships bring added value to the students, align with the current scope of vocational training, and avoid duplication of services?
- How can DLLR leverage its influence in the business and trades communities to better advocate for articulation between programming within institutions and certifying agencies or businesses outside the fence?
- During transition into the job, who will be responsible for assisting skill-ready offenders in acquiring tools for the job site, the security and maintenance of those tools, transporting offenders to the job site, and monitoring work habits?

- How can these significant barriers to successful employment be addressed immediately and cost-effectively, making real-work experiences viable for offenders both during incarceration and once released?
- How can training required by entities outside the fence avoid duplicating training already received inside?
- Should a combination of competency-based/time-based certification be considered by all partners?
- Could the propensity of unionized trades to hire from within families or accepted cultural norms be overcome so that work-ready former offenders can seek employment in those trades, and, if so, how and by whom?
- If vocational training within institutions is being conducted by mastery-level tradesmen/women, why must offenders repeat training modules once registered into apprenticeships? This seems both an enormous waste of state or federal funds and a disincentive for a population already fragile in its employability outlook.

Nowhere should DLLR and MSDE be looking for systemic reform more than in this critical arena.

- Reentry components integrated into both educational objectives and Maryland Correctional Enterprises (MCE) objectives appear to overlap, creating a redundancy of service delivery. MCE and Education must coordinate development of objectives.
- Some discussion took place during observations regarding the Education Coordinating Council for Correctional Institutions (ECCCI), the governing body of correctional education. However, after numerous interviews, Northstar did not have quality data upon which to make recommendations as to the role of this body and, therefore, defers to the Transition Council's Workgroup and Committee suggestions.
- Implementing widespread curricular change statewide appears to have occurred with little feedback from site-level educators. More about this follows.

CURRICULUM

Heaping an immediate and large-scale curricular change on a field already struggling with transition implementation has significantly increased the levels of anxiety statewide. Curricular changes are not within the direct scope of this review; however, in conducting a systemic analysis of correctional education and providing recommendations for

transition to a new agency, dysfunction in such a foundational element as curriculum becomes germane. Northstar listened to scores of individual accounts at numerous institutions regarding the change. Additionally, the surveys, many in much more graphic language, reflected these frustrations. It is incumbent on reviewers to weigh emotional reactions against the *mob mentality* that tends to take place in a large group, the frequency with which concerns are voiced, and the issue from all sides.

The curricular change process as Northstar understood it was this: literacy achievements were divided into six levels plus the GED; math was additionally divided into both computation and applied. (The Test of Adult Basic Education [TABE] can measure applied and computational math together in a combined score.) Students are advanced to the next level when **all three** literacy levels are achieved (reading, language, and math) and **two** satisfactory writing samples are completed.

Agreement was widespread that the beginning literacy-through-GED curriculum needed revision and standardizing. In particular, prior to the curricular change, attention to improving student writing was so arbitrary that by the time students were prepared for the GED test, many were unable to pass the requisite essay.

Staff expressed frustrations that stemmed from the following points:

1. Academic instructors and principals alike expressed extreme frustration over the design and implementation of this new curriculum. This, in part, stems from feelings of not being heard when voicing concerns.
2. Instructors and/or principals are no longer given the option to advance students based on their pedagogical discretion, their familiarity with the student's abilities, or the TABE alone.
3. Instructors are no longer allowed to use the Survey form of the TABE but rather must use the Complete Battery. This has significantly increased time required out of the classroom for testing and may be an extreme amount of testing for students to endure frequently.
4. The introduction of essays at each of six literacy levels was implemented simultaneously without adequate instruction or guidance regarding expected outcomes.
5. Further compounding this frustration for teachers was the initial scoring process for writing samples. Writing samples scored and passed at the site level by properly endorsed and experienced teachers were then rejected as failed at the administrative, off-site level. Educators expressed this was a *demoralizing professional insult*. Note: Later information indicated this is a temporary hierarchy of scoring writing samples until all educators have been *calibrated* (trained) in scoring.

6. Students are asked to write at levels exceeding public school standards and writing samples were held to higher scrutiny than required by either state standards or GED completion. Educators expressed extreme frustration with what they called *micromanaging* behavior from the curriculum committee.
7. The school improvement process, statistical data tracked by MSDE, and teachers' performance evaluations are all tied directly to the numbers of Literacy Certificates students achieve. This creates a danger of inflated assessments that may reduce learning. Teachers are being asked to implement significant changes to a statewide curriculum simultaneously without adequate training, preparation, or voice. Certainly, this process involves a steep learning curve. Teachers expressed considerable anxiety that substantial drops in certificate achievement (already in evidence) will be reflected in their performance evaluations.
8. Throughout the new curriculum development process, the curriculum committee solicited input from sites. However, little was received until implementation when suddenly most voiced displeasure.
9. Finally, and perhaps most importantly, repeatedly requesting students to perfect a writing sample and failing them on the kinds of detail expressed (contractions used, title in wrong place, four sentences instead of three, imperfect margin size) may, in fact, turn students with already frail tolerance for writing into those who hate the writing process altogether, certainly in direct opposition to the desired result.

Research conducted for decades clearly shows that, at the beginning levels of literacy, writing acquisition is most effective when greater attention is paid to content and less to grammatical detail, especially for students with historically negative school experiences. When writing instruction incorporates a reflective practice, focuses on the student's acquired life experience, concentrates *equally* on process and product, and includes a mode of discovery it is most likely to produce good writers. Specifically, research has shown repeatedly that *intensive correction of student writing, which has a negative effect on writing in terms of student attitudes and motivation, has little positive effect at all* (Blair, 1983).

So, how does this all relate to the transition? With anxiety running high regarding the transition to DLLR, it appears prudent to postpone the continuing implementation of this new curriculum until two things happen:

- MSDE employees have been successfully transferred to DLLR
- Instructors and the curriculum committee solicit direct feedback from principals and academic instructors statewide

Furthermore, once the transition is completed, the resumption of curricular changes may be better received if writing samples are introduced one level at a time with regular and frequent assessment of the process by the Curriculum Committee, site principals,

and academic line staff. Meanwhile, returning the discretion to advance students to site-level education professionals may immediately reduce anxiety and renew energies for a productive transition.

Note: Subsequent to Northstar's visit and this writing, MSDE administration suspended partial implementation of the new curriculum.

GENERAL COMMENDATIONS

Northstar's meeting with Commissioner Stouffer provided one of the most encouraging experiences of the visit. Rarely is a Commissioner as directly involved with the examination and practices of educational services within prisons. Maryland's StateStat is driving much of the DOC's recent emphasis on program improvement. However, the Commissioner clearly confirmed the goal of filling seats based on academic and programming assessment. Appropriate assessment and placement of students requires Case Management and Education to work in tandem. This directive is supported at the highest level of the Division. The retention of professional licensure is fully supported by the Division. Confidence in educators' expertise and knowledge is evident.

Mission specific institutions are an admirable goal of the DOC. In short, this vision identifies institutions by programming mission in addition to custody. Inmates would be placed in institutions according to their assessed treatment and programming needs and, insofar as possible within safety and security restrictions, retained in those institutions until such programming is successfully completed. Examples might include placing long-term inmates in institutions with MCE programs to provide a stable workforce or placing short-term inmates in institutions with direct transitional services to communities. Many states are embracing this trend and structuring institutional protocols and staff development to accommodate this operational translation of the mission to *correct* offenders.

Wardens or Associate Wardens either attended educational meetings or granted private audiences with Northstar at every institution but one. Many accommodated Northstar's schedule by traveling to the regional meetings held at neighboring institutions. This representation of DOC administration displays a commitment to educational programming and a teamwork approach to managing facilities.

The strength of the vocational training programs in Maryland's correctional education is the expertise of the instructors. Two philosophies compete among most education administrators: hire teachers who can become vocational instructors or hire tradesmen/women who can become teachers. Hiring master plumbers and electricians, for example, as Maryland does for occupational training programs, lends credibility to skill building and familiarity with the cultures and protocols of such trades. Offender students are typically from lower socioeconomic levels and present with little or no

employment histories. They face overwhelming challenges post-release, not the least of which is finding sustaining employment. Once academic proficiency is accomplished, offender students often respond well to tradesmen/women who have worked actively in their fields and can translate the unique languages of individual occupations. Additionally, these vocational instructors often have contacts in the field for materials and supplies, latest trends in practice and equipment, and job placement. With the imminent collaboration with DLLR, this commendable professional standard should feed well into an anticipated expansion of apprenticeship programs, increasing opportunities for post-release job placement.

Two facilities, WCI and ECI, are accredited by the American Correctional Association, a rigorous and involved process.

North Branch Correctional Institution – In a facility built and designed to be a lock-down institution, education and programming here resemble programming at facilities with much lower custody levels. Leadership envisions a separation of the most difficult to manage from the general population, provides incentive-based cognitive behavioral programming that rewards appropriate behaviors, and designs innovative distributive methods to get programming and education to offenders. Training of both custody staff and specific staff in how to deal with this difficult population and provide programming is essential. The environment within which the program is provided is perhaps even more important than the program. Employing a warden with visionary philosophies and practices, a psychologist who trains staff, and a principal with creative approaches and a team spirit has transformed this facility well beyond any Supermax Northstar has ever observed.

UNINTENDED CONSEQUENCES

Despite numerous expressed hopes that this transfer will fulfill objectives at every level, the agencies must overcome two obstacles:

- the fact that all educational programs will continue to operate within the confines of a system that must put security first
- the country's current economic situation coupled with no additional money in the transfer

Many of the responses in the surveys voiced barriers to optimal job performance that are the direct result of the environment within which correctional schools and libraries operate. The Division of Corrections, from the Commissioner directly, is supportive of education and recognizes the significant body of research demonstrating education's effect on reducing recidivism and improving offenders' life prospects (see *Reference List*). However, maintaining safe and secure facilities will always trump education's grandest visions. Northstar cautions teachers and administrators alike that setting expectations too high for DLLR to fulfill and then claiming an *I-told-you-so* response

subsequent to those expectations falling short will certainly prevent the success of this transfer.

In many of the surveys and in meetings with staff, it was expressed frequently that through attrition, positions will be filled with contract staff, licensure requirements will be abandoned slowly, and quality of education will plummet. Indeed, in states which did not maintain licensure requirements, did not pursue rigorous accreditation standards, or outsourced correctional education to lesser-qualified contractors, the quality of education and the ability to meet outcomes were drastically reduced. Schools may be turned into GED-mills without the thoroughness and excellence necessary to provide viable opportunities for offenders or the requisite standardization which accommodates program continuation despite typical inmate movement within the system.

Quality Education:

- **diagnoses offenders' dynamic criminogenic risk factors**
- **prescriptively places offenders in appropriate programs**
- **provides individualized education programming**
- **promotes and expects collaboration**

Maryland currently has a school system with such thoroughness and excellence. As DLLR increases the focus on workforce training and placement, Northstar urges retention of educator licensure and academic standards currently in place in order to maintain the high quality of education and to attract highly qualified applicants to future positions.

Most surveys were clear about the trend of education to count numbers, fill seats, provide accountability, and crank out certificates. This is a trend (and complaint) Northstar hears nationwide. Driven largely by No Child Left Behind legislation and federally funded education programs which require specific accountability measures, education entities run the risk of sacrificing the quality of process for the quantity of product. However, continued focus on producing numbers will eventually erode the quality of the education process; in fact, this is already in evidence. This report would be remiss if it didn't include the substantial desire of principals and teachers to pair the necessity of accountability with the magnitude of quality of instruction. In the transfer of education to DLLR, four principles may assist in realizing this goal:

- diagnose offenders' dynamic criminogenic risk factors (which can change), aptitudes, and interests (Andrews, 1982)
- place offenders in appropriate programs prescriptively aligning with such diagnostic results

- provide education programming which is gender-responsive, individualized, addresses the full scope of learning styles, and includes a broad-based liberal arts foundation
- promote and expect better collaboration between education, custody, and case management regarding appropriate placement of students

COMMON MISPERCEPTIONS

Three common misperceptions exist among those unfamiliar with correctional institutions, in general, and correctional schools, specifically. A realistic and effective transition plan to DLLR will acknowledge these misperceptions and address solutions.

1. Prisons are full of idle and available laborers
2. Programmatically, offenders are a *captive audience*
3. Job training creates employable offenders

The first can be debunked by recognizing that the offender population consists of a significant number of men and women who are too criminal, medically ill, mentally unstable, severely illiterate, brain damaged by lengthy substance abuse histories, indolent, geriatric, or violent to participate in job-readiness or hold sustaining-wage employment. Criminogenic risk assessments such as the Level of Service Inventory-Revised (LSI-R) measure both static and dynamic risk factors (Lowenkamp & Latessa, 2000). Some of the factors listed above are static and effectively disqualify offenders for inclusion in the pool of potential laborers.

The second misperception is quickly dismissed by understanding that everyone within the host of rehabilitative services wants the same inmates during the prime hours of the day. Normalizing the programming process is extremely challenging. Schooling, medical appointments, substance abuse treatment, therapeutic courses, visiting, parole hearings, recreation, faith-based meetings, meals, court dates, commissary, and institutional employment all take place during the optimal weekday working hours and all compete for the inmate's time. Additionally, lockdowns, weather restrictions, institutional emergencies, gang chemistry, inmate transfers, segregation, and protective custody further reduce the availability of inmates. Truly comprehending that offenders in prison are not necessarily available is an astounding experience for the uninitiated. Northstar cautions that the systemic reform DLLR seeks will be mitigated by this complex menagerie of services.

A further complication of trying to provide vocational training for offenders that meets market demands is the tendency of corrections to be a bed-driven system. Offenders are placed in facilities according to crime and time primarily and programming needs, secondarily, although Northstar sees this shifting nationwide with the last decade's emphasis on reentry. Even with increased collaboration among all partners and the

admirable focus on mission specific institutions taking place in Maryland, safety and security prevail.

Regarding the third misperception, research demonstrates that without integrating cognitive restructuring into the learning process, vocational training may produce laborers lacking the social skills to be good employees. Programs which prove most effective combine trade skills with multi-modal or holistic instruction that change offenders' thought processes including cognitive reasoning, attitude toward drug use, and antisocial attitudes. *Prison industries or other work programs may not be effective for correctional populations because the programs focus on giving opportunities for employment but do not emphasize individual change. The person may not have the individual abilities and/or attitudes to take advantage of the environmental opportunities, and thus a bond with the world of work is not formed.* (MacKenzie, 2008). In conducting the transition to DLLR and seeking seamless and successful transition of offenders into the workplace, cognitive restructuring programs must be an integrated component. Several are listed under *Replicable National Practices*, p 25.

DIVISION OF CORRECTIONS' CHALLENGES

Enrollment of students appears to be the function of both Education and Case Management staff. After many discussions at multiple prisons, it appears to work differently at each institution depending on the mission of the location. However, one theme emerged regularly: it does not work well in most places. One simple solution that would cost little money is to make the DOC database available to every educator regardless of location. The database provides information regarding an offender's readiness for programming; however, very few educators have access to this information. This leaves the power to place students entirely in the hands of case management, personnel who may or may not have educational training in such prescriptive assignment. Empower the educators to make these decisions.

This appears to be a particular issue at OSTC. With such an array of excellent training programs and a mission to place students in this programming when nearest to release, it seems that despite the best efforts of both education and administration at this facility, inmates with long sentences, incomplete academic achievement, or inappropriate limitations are being placed in seats to satisfy StateStat. This runs counter to the intended goal.

Employment tracking does not currently appear to follow students post-release. DLLR and DOC should partner to adopt a records system which links data inside the fence to pre-trial through parole for offenders, including employment data. Such a system exists in Iowa and is detailed in *Replicable National Practices*.

Another frequently articulated barrier to effective educational programming was space. In Northstar's observation, unless a prison was built within the last 10 years or so,

space deliberately dedicated to education is rare. Rather, areas are retrofitted to accommodate students and teachers. Many survey respondents mentioned that they conducted classes in spaces insufficient for their needs or they worked rotating schedules to accommodate existing space. Northstar has conducted considerable research regarding minimum classroom square footage for correctional education classrooms and has determined that clear, national standards specific to special needs correctional populations do not exist. For more information on recent research regarding recommended class sizes see Appendix F.

Certainly, classes will continue to operate in the current space allotted. However, Northstar includes these recommendations in this report as a benchmark against which to measure existing space, with long-term program improvement in mind and to guide future construction.

REPLICABLE NATIONAL PRACTICES

Exemplary implementation of correctional education programs and practices can be found in multiple states throughout the nation. No accounting can hope to capture them all; however, Northstar has particular knowledge of the following commendable and potentially replicable strategies or pilots. When available, contact information is given:

- Ohio's *Transitional Education Program (TEPOhio)* utilizing distance learning videoconferencing technology to link offenders to communities. *TEPOhio provides offenders instruction in pro-social and employability skills required to successfully reenter society. Instruction is delivered through "distance learning" technology to correctional sites with video-conferencing capability. The aftercare program is an Internet based mechanism utilizing a web site, email account, and a toll free telephone number to a TEPOhio caseworker.* Contact Mark.Roberts@odrc.state.oh.us
- California's *Get On The Bus* initiative which unites children with their mothers and fathers in prison. *An annual event, Get On The Bus offers free transportation for the children and their caregivers to the prison, provides travel bags for the children, comfort bags for the caregivers, a photo of each child with his or her parent, and meals for the day (breakfast, snacks on the bus, a special lunch at the prison with their parent and dinner on the way home), all at no cost to the children's family. On the bus trip home, following a four hour visit, each child receives a teddy bear with a letter from their parent and post-event counseling.* Contact Wendy Still, Wendy.Still@cdcr.ca.gov
- Eastern New Mexico University offers Internet protocol-based postsecondary offerings via Web CT secured through the New Mexico Corrections Department of Education Server. No Internet access is provided to offenders; rather the protocols of the Internet are used to distribute this learning to institutions. This

distance learning delivery modality's strength is the interactivity of students with both instructors and content. Contact Jeff.Wilson@state.nm.us or Lorenzo.Ruiz@correctionscorp.com

- California's *Blueprint for Gender-Responsive Rehabilitation*. This ground-breaking Master Plan has multiple stellar components; the two most relevant to DLLR and MSDE are schematics that could be directly replicated entitled the *Female Offender Case Flow Process* and the *Case Management Logic Model*. Both schematics should be closely considered as Maryland expands its vision of a seamless transition for offenders. Contact Wendy Still, Wendy.Still@cdcr.ca.gov
- Iowa's use of an internal networked system allowing access to offender handbooks, canteen orders, downloaded newspapers, dietary menus, offender FAQ's, schedules and other paper- and staff-saving tasks. Contact Warden James McKinney at North Central Correctional Facility in Rockwell City, Iowa at James.McKinney@iowa.gov
- Massachusetts' Boston University Program offers 13 courses a semester, accepting up to 25 students per course. This program is donated entirely by BU; its inception is particularly interesting:

The Prison Education Program has roots in poetry. In 1970 the late Elizabeth "Ma" Barker, a College of Arts and Sciences and Metropolitan College associate professor, began organizing poetry readings in Massachusetts prisons. The year before, she had brought a BU student team to MCI-Norfolk to practice against a team of inmates for the quiz show *GE College Bowl*. She was so impressed with the inmates' knowledge and their interest in learning that she asked BU to sponsor college-level courses for them, winning the approval of the University's new president, John Silber, in 1972. Now BU awards bachelor's degrees to inmates from MCI-Norfolk, MCI-Framingham, and Bay State Correctional Center. In the spring of 2003, says program director Robert Cadigan, more than 115 students were enrolled in twenty courses (Raymond 2003).

Students must have a minimum of six years remaining on their sentences before being accepted into the BU program. Contact Principal Marcia Gannon at MCI-Framingham, Marcia.gannon@state.ma.us

- Ohio's web design. Web/graphic design is a secure and meaningful pathway to contributing in free society. Currently inmates in Ohio are designing websites for actual use on the Internet; uploading is executed off-site by a staff instructor. CEA's entire Transforming Lives Network website was designed without ever communicating by phone with either the instructor or the students. Clients request designs and are given multiple choices. Faith-based and non-profit organizations often cannot afford professional web design but desire a professional look. Through interaction with an outside client, students can learn crucial socialization skills while learning a marketable skill, and potentially

securing minimal income. Contact Steve Galloway in Ohio at London Correctional Center, Steven.Galloway@odrc.state.oh.us, 740-845-3232

- Alaska Hiland Mountain Correctional Center's Microsoft® Office Specialist (MOS) and IC3® Certification programs. These occupational training programs are highly marketable and have produced multiple graduates who are successfully working in their field post-release.
- Nebraska's *Phoenix Transition Services* is an employment solutions company which, quite frankly, works opposite of how many transition programs might. They find *hot* jobs in an area, or those in need of laborers, and then approach businesses to advocate for hiring released offenders. That information is then presented to the prison population through education channels. Interested offenders apply with *Phoenix*, are screened, and are subsequently placed into training immediately upon release with funds garnered from local community partners. With a credo of *we don't succeed if they don't succeed*, placement specialists are motivated to prepare and place offenders well. Depending on the company, *Phoenix* may be paid a finder's fee by saving the company money in recruitment, training, and placement. *Phoenix* also captures any Work Opportunity Tax Credits the employee creates. A domino effect has created conversations among parole agents, judges, wardens, and case management. This innovative venture is effectively bridging the gap between incarceration and meaningful, sustainable work. Contact Janee Pannkuk, janeeppts@yahoo.com
- Colorado's *Rite of Passage* is a cognitive behavioral program which has a mission to provide an environment where all youth feel safe, learning thrives, and accountability for behavior is a source of pride. Operating under an umbrella of research-based core values, *Rite of Passage* blends academics, athletics, vocational training, and mentoring in a restorative justice approach. Contact John Fry at Ridgeview Academy, 303-766-3000.
- South Carolina's women's welding program. At Camille-Graham Correctional Institution, a female institution, a welding program is being offered. This opportunity for a non-traditional trade for women is important and admirable. Northstar had the opportunity to speak with several welding students, most of whom would never have considered welding as a trade, but who anticipate seeking employment in this lucrative field upon release. Contact Palmetto Unified School District, South Carolina Department of Corrections, Weyland Burns, 803-896-1548, burns.weylan@doc.state.sc.us
- New Orleans Clay Arts program. Ceramic artist Cathy Sher has developed a research-based, evidence-proven, corrections-specific Clay Arts curriculum that is both transformational and therapeutic. Clay Arts is an exceptional vehicle with which to teach application of life skills. Frustration, judgment, anger, insignificance, competition, intolerance, and insolence are all emotions that offenders struggle with and typically do not manage well; every one emerges

when offenders work with the new medium of clay in groups. Clay Artist Cathy Sher is expert at re-directing each of these emotions into productive life lessons. Time and again, female offenders recount that the Clay Arts program was the most effective tool provided during their prison experience. Clay Arts is especially effective with incarcerated women and their children. Focusing on alternative programming (non-academic) is an easy sell to female offenders. They are eager to reveal feelings and thoughts, to delve into self-introspective activities that tie into being better parents. Recently successful in New Orleans Parish Prison, contact Jackie Moss, 504-330-5600, jacalynmoss@hotmail.com or for direct access to programming contact Cathy Sher at 208-776-5407 or sher@ida.net

- Wisconsin's Job Service Kiosks are a unique provision Wisconsin Department of Corrections offers inmates. Job Service kiosks within the adult facilities are connected in real-time to a Job Service website that contains current job openings throughout the state. Offenders can research job openings, access information regarding current job opportunities available by region or city, including contact information to request job applications and set up post-release interviews. Contact David Picard at 920-526-9202, David.Picard@Wisconsin.gov
- Oklahoma's *Cognitive Systems Teletherapy System (CSI)* is based on the cognitive rehabilitation exercised developed by a clinical neurophysiologist over the last 20 years. The focus of the individual computer-based exercises extends from simple attention and executive skills, through multiple avenues and modalities of visuospatial and memory skills all the way up to complex problem-solving and decision-making skills. *CSI* is an innovative technology that provides a clinical approach to regeneration or "rewiring" of the connectivity in the brain. These neuronal connections are critical to optimal functioning of cognitive processing of information, memory, problem-solving, decision-making, and sight and sound. This system is in its third year of use at Mabel Bassett Correctional Center near Oklahoma City. *CSI* is currently conducting a longitudinal study of offenders who have used the system. Contact John Hatfield 405-601-2195, teletherapy@gmail.com, www.cog-systems.com for product and system requirement information and for use at Mabel Bassett Correctional Center.
- LACES Data Tracking System is an exciting and emerging data tracking system in correctional education (Literacy Adult and Community Education System). Designed with a cognitive psychology basis, LACES addresses the unique data tracking needs of special needs students. Tasks are defined, mastery levels identified (either binary or graded), data fields created, and the LACES system is programmed. Specifically, this system has the capability of tracking micro-measurements. LACES is designed to be a hybrid system and synchronize data from either stand-alone terminals or Internet-based protocols (requiring no Internet for such non-secure locations as teacher desks). Used in a correctional setting, LACES can also track students associated with ABE, GED and ESL programs, including classroom-based activities. LACES also tracks students who are matched on a one-to-one basis and/or small group instruction. LACES tracks

outcome measures such as educational gains, goal achievement, and attendance hours. A significant strength of this system is the capability to connect to other data tracking systems such as Parole and Probation, Workforce Centers, Department of Mental Health and Corrections. Contact David Miller, 303-440-6906, dhmiller@literacypro.com, www.literacypro.com and South Carolina Corrections, Jacqueline L. Venning, 803-896-1573, Venning.Jacqueline@doc.state.sc.us

- Iowa's data collection system captures correctional education data comprehensively, efficiently, and with both end-users and effective retrieval in mind. Iowa's ICON system is a fully integrated data system that tracks offenders from pre-trial, through incarceration, and into parole. It is worthy of a demonstration. Contact Toni Tassone at 515-725-5711, Toni.Tassone@iowa.gov.
- New York is in the beginning stages of a green collar workforce training initiative. This innovative training in such fields as wind and solar power may be a model to observe closely. Contact Mario.Berriola@docs.state.ny.us
- New York's Bard Prison Initiative (BPI) is restoring academic college to the prisons of New York. For over 20 years, college-in-prison programs slashed rates of re-incarceration from 60 percent to less than 15 percent. BPI runs college inside two long-term maximum security prisons and two transitional medium security prisons. BPI provides a diverse liberal arts curriculum for AA and BA degrees. www.bard.edu/bpi/
- South Carolina's *SPICE* program (*Self-Paced In-Class Education*), an inmate education and employment initiative. Faith-based and community partnerships provide meaningful educational opportunities consisting of life skills, spiritual awareness, career readiness, and wellness training. *SPICE* consists of an institutional component and a community-based supervision component and is one of the few programs Northstar has seen that bridges the gap between incarceration and free society. *SPICE* is a voluntary program but in agreeing to participate, offenders must agree to all components. The community element takes offenders off-campus to both technical colleges and churches. They are assigned church sponsors and mentors. The *SPICE* program aims to provide a means for eligible inmates to learn, work, and contribute back to their communities upon release. Assistant Warden Laura Caldwell states that over the three-to-four year life of the program, 80% of offenders are still out and working. Contact Laura Caldwell, 803-896-3501, Caldwell.Laura@doc.state.sc.us

NORTHSTAR RECOMMENDATIONS

In addition the sections *Replicable National Practices* and *Toward Transparency*, Northstar makes the following recommendations related directly to the logistical process of the transition and to systemic transformation.

Transition Recommendations

1. Advance climate change. As stated early in this report, the debate over Senate Bill 203 was highly charged and controversial. Certainly Northstar cannot know the long battle of Senate Bill 203 or the subsequent, and sometimes tiresome, redundancies both MSDE and DLLR express over educating each other throughout this process. In Northstar's observation, something that seems to be contributing to the contention over this transfer is both MSDE's and DLLR's tendency to distrust and demonstrate disrespect for each other. Simple questions posed to administration in both agencies by Northstar brought immediate suspicion and defensiveness. MSDE line staff don't seem well-enough informed about the transfer (or care beyond how it immediately affects their locus of control) to engage in confrontational behaviors. However, administration at both agencies demonstrated negativity and disregard, at times bordering on contempt, for the motives, actions, and philosophies of the other agency. So far, neither seems to have acknowledged the expertise of the other and both demonstrated significant resistance to do so. Until *both* MSDE and DLLR choose to abandon the gauntlet and proceed with open-mindedness and respect, Northstar sees little hope of transformational change.
2. Conduct a statewide tour. Northstar was able to gather a tremendous amount of information, read the climate of the field, and observe the practices and protocols of multiple programs in just a week traveling to three geographic areas. Northstar's recommends the new DLLR correctional education administrator duplicate the schedule Northstar followed for its review. This would accomplish two objectives critical at this timely juncture:
 - orient DLLR management to correctional education
 - provide much-needed interaction between DLLR and education staff from a level of management more within their sights

This is a simple and very low-cost gesture that has the potential to create goodwill and avert misunderstandings statewide.

Post-Transition Recommendations

School Structure

1. Retain or recruit a highly qualified, experienced correctional education director to administer the statewide school system. Singular leadership, with representation from both education and workforce reporting directly to the director, will ensure better collaboration of services.
2. Maintain the current number of site principals. This site leadership is critical to quality education programs and statewide standardization.

3. Increase number of teacher PINs to meet student demand and maintain the current level of involvement with community colleges.
4. Pursue accreditation (see *Accreditation and Federal Mandates Regarding Education*, p. 37).
5. Follow the national trend of beginning exit strategies at entry. In other words, as offenders are assessed at intake, prescriptive programming should begin with the end product in mind and **all** movement, treatment, and scheduling follows this prescription when possible. Safety and security compels close collaboration with DOC to effectively implement this recommendation.
6. Reduce redundancy of services. In an era of funding shortages, a closer collaboration and more transparent communication among Education, DOC, and MCE may expose that similar or identical reentry components are being offered through multiple venues. Certainly MCE and Transition have divergent objectives for the offender: MCE wants stable, long-term employees while transition wants offenders to receive the immediate and applicable job training close to release. MCE and Education must work together to reduce redundant training components, sustain MCE employment opportunities, and prepare offenders for release.
7. Create Internet work stations for educators at secure locations. In 2008, access to the Internet at one's place of employment is no longer optional, especially for educators. At several locations, teachers only had access to Internet either at their principal's station or at home. At least one site has the principal print out emails to the intended recipient, a laborious and unreliable exercise which eliminates any option of confidentiality.
8. Avoid tying literacy certificate numbers directly to performance evaluations during this first year of transition.
9. Explore additional incentives for education participation.

Workforce

10. Expand apprenticeship opportunities both behind the fence and post-release.
11. Research and implement strategies or incentives for acceptance throughout the business community of hiring former offenders.
12. Expand vocational training at pre-release centers. Pre-release centers such as Poplar Hill appear to have very limited occupational training opportunities for offenders. Recently the C-Tech Cabling program was started at Poplar Hill. As DLLR should have access to research regarding the labor market and job cluster

shortages of skilled workers, when new vocational programming is introduced this collaboration should recommend training that satisfies those labor market needs.

13. Select new vocational training opportunities according to the following criteria:
 - offer probable employment opportunities post-release
 - offer broader application to the workforce rather than a specific trades-based program
 - provide females more opportunities for self-sufficiency and independence
 - afford opportunities for students to give back to the community through real-world contributions
 - provide relevant training that keeps students meaningfully engaged
 - recognize that some offenders will not be released from facilities and require contribution opportunities
 - align with *WorkKeys* assessments

14. Implement *WorkKeys* and *KeyTrain*. This nationwide emerging model provides a common language for both education and labor. Education's orientation to the workforce tends to be a broader application of foundational skills through academic achievement designed to provide the learner opportunities for employment in a variety of fields. Labor's orientation to the workforce is more specifically focused on trades, skill- or competency-based certifications, and displaced worker retraining. Education provides academic rigor for job clusters while labor provides critical short-term training and placement. Each has strengths crucial to the successful reentry of offenders to communities and jobs. *WorkKeys* has supplied a language common to both education and labor which retains the strengths of each entity.

WorkKeys is an assessment system which measures real-world job skills and provides diagnostic and prescriptive evaluation of a student's employment outlook. It helps students identify career interests and the skills or skill gaps in job preparation. *WorkKeys* assessments are available for nine foundational and three personal skills including:

Communication
Business Writing
Listening
Reading for Information
Writing

Problem Solving
Applied Technology
Applied Mathematics
Locating Information
Observation

Interpersonal
Teamwork

Personal Skills Assessment

Performance – measures attitudes and behaviors toward work

Talent – predicts characteristics such as cooperation, discipline, influence, and stability

Fit – determines the fit between a candidate and occupations in an organization

Additionally, once assessed, if a student is found lacking in the skills necessary to prepare for a specific goal, *KeyTrain* provides remedial instruction to bring the student up to the levels required for the desired goal. *KeyTrain* is a comprehensive training curriculum designed specifically for the *WorkKeys* job skills. The assessments provide a score level from 3-8 in different categories. The student then compares the score levels needed for his/her particular job goal. For instance, a successful plumber requires the following scores:

Applied Math 4 • Locating Information 4 • Writing 2 • Applied Technology 2

If the student tests at scores lower than what is required for successful entry into this profession, *KeyTrain* targets those skills through remediation.

Recipients are awarded certificates of Gold, Silver, and Bronze, depending on their assessed skill levels. The higher the skill levels, the more jobs for which the applicant qualifies. Bronze signifies that the recipient has the skills for approximately 35 percent of the 12,000 jobs profiled by *WorkKeys*. Silver signifies that the recipient possesses skills for approximately 65 percent of jobs profiled, and Gold signifies that a recipient possesses skills for 90 percent of jobs profiled.

WorkKeys is nationally recognized and research-based and is the gold standard in skills testing. Thousands of companies worldwide use *WorkKeys* to make quick comparisons between a person's skill levels and the job requirements. A *WorkKeys* certificate is becoming increasingly valued and recognized by employers nationwide. Contact: <http://www.act.org/workkeys> In use at Palmetto Unified School District, South Carolina Department of Corrections, contact Weyland Burns, 803-896-1548, burns.veyland@doc.state.sc.us

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15. Create an advisory committee for each vocational training program. Members should include employers who represent cutting-edge technologies, training, practices, equipment, and protocols and can provide information on gaps in employee readiness. Members should also include technical colleges, Department of Commerce representatives, and employers from within industries. The ancillary benefit of these advisory groups demystifies offender training and may remove the stigma of *ex-cons* for employers previously reluctant to hire former offenders.
 16. Facilitate job interviews behind the fence. With DLLR's employer connections, it seems feasible that real-time job interviews could be conducted prior to release.
 17. Place One-Stop Shops behind the fences wherever possible with employee liaisons at each.
 18. Validate institutional employment. In other states, institutional employment often carries hours-and-training tracking that can lead to certifications and, potentially, apprenticeships. Together, DOC, DLLR, and Education should focus on validating

such experience through partnerships with business and trades. Some offenders will never be released and others will never achieve the requisite academic readiness to participate in many vocational programs. For these offenders, providing meaningful and cost-effective institutional experiences is important to institutional management and offender self-actualization.

Professional Development

19. Provide specific workforce staff development. This recommendation speaks to Secretary Perez's belief that all sides need to become bilingual – speaking both Workforce and Education. Until recently no correctional education-specific certification was available; therefore, correctional teachers are often transplants from public or alternative schools with little or no training in either adult education or the unique challenges of offender students. Academic teachers tend to be people who enjoyed the experience and environment of schools, received training as teachers, and returned directly to the classroom with little immersion in the trades. While this is excellent preparation for dedicated and enthusiastic academic instruction, it may be limiting educators' abilities to *speak Workforce*. Furthermore, licensure alone does not necessarily guarantee teacher quality or subsequently improve student performance. Particularly for at-risk populations, a combination of work-based experience and familiarity with at-risk markers may produce a better instructor than one who moved from school attendance to school employment smoothly. Academics, although fervent about workforce readiness and preparing offenders for release, may have little personal experience in the skilled trades – often the venue offenders will find employment. This dearth of experience may also be contributing to the anxiety over this transition. Teachers don't know what Labor does. This impending association with DLLR should consider professional development for academic instructors that familiarizes them with navigating employment in skilled trades and offers curricular content for academic courses that relates directly to employment opportunities. Such workshops might include an orientation to the complex maze of agencies and certifications offenders must negotiate to reach employment.
20. Increase the number of professional development conferences educators are able to attend from the current level of one per year.
21. Promote professional memberships such as CEA and ACTE (Association for Career and Technical Education) which advocate and provide support for correctional educators.
22. Advocate for a certification representative for correctional educators. The centralized process of recertification or licensure renewal appears tedious and frustrating; whereas, educators who may register in local counties with a regional representative rather than through MSDE's headquarters seem to experience less

frustration. If licensure is important, and research argues (Walsh, 2001) and (Heine, 2006) whether it is, the process for securing such licensure should not be prohibitive.

Data

23. Streamline data management. This applies to student tracking/ advancement and informational dissemination. Educators at ECI spoke of the arduous process of getting simple information such as notices and student lists out to the entire staff. With very little effort or cost, electronic management and dissemination of information could be vastly improved at multiple sites. The librarian at ECI-E has practical low- or no-cost solutions to this challenge.
24. Track and advocate. By far, the most frequently expressed hope for the transition is that DLLR will have the means and resources to track offenders post-release into employment and that DLLR will advocate with employers for hiring former offenders.
25. Align any new education data collection system with National Reporting Standards employed by the US Department of Education. The Correctional Education Data Guidebook can be found at <http://www.cedatanetwork.org/pdf/guidebook.pdf>

Miscellaneous

26. Provide an orientation to basic college skills such as note-taking, study habits, and reading for retention to increase potential student success. The gap between a recent GED completer and someone ready for the rigor of college academics can be enormous. The structure of direct instruction in GED preparation courses does not adequately prepare students for the complexity of college courses or the personal responsibility required for college-level academics. Developmental study skills courses could bridge this gap.
27. Use the Complete Battery TABE for Certificate Levels II, III, and IV only as those are measured in the School Improvement process. This reduces over-testing students and decreases time out of class for teachers.
28. Assemble an advisory group once the transition is complete to act as both mediator and guide with respect to on-going communication improvement. In addition to education and DOC representation, this advisory group might include Maryland or non-Maryland experts in correctional custody, administration, education, social work, treatment, case management, labor, both unionized and non-unionized trades, and college academics.
29. Explore early retirement options. Some educators expressed an interest in an early-retirement option in light of this transfer.

30. In the spirit of transformational change, one observation bears mentioning and possible review. Maryland is one of only a handful of states that awards a full state high school diploma with the passing of the GED. Research consistently shows that high school graduates do better in the labor market than do holders of the GED credential (Cameron, 1993). Additionally, it is well-documented that those who earn a GED versus a high school diploma are far less likely to attend college and, of those who do, fewer are likely to achieve a four-year degree; nearly three-fourths of those who earn a high school diploma have some college experience and far more earn four-year degrees. According the US Department of Labor website, 90 percent of the fastest growing occupations through 2014 will require postsecondary education (2005 GED Statistical Report).

Certainly college is not the end game for most offenders. Intuitively, vocational courses hold appeal for offenders, correctional administrators, legislators, and the general public. They often take less time to complete and equip offenders with job skills upon release. However, college preparatory rigor builds skills that, according to research, are going to be required in both emerging markets and in fields with increasing vacancies (Erisman, Contardo, 2005).

The question remains, is the high school diploma experience in correctional schools equal to that of good public schools? Is earning a high school diploma in prison simply the completion of rote lessons designed to award missing units of credit or is the experience designed with sufficient rigor and range to provide a more liberal arts-based education? If completion of the GED alone produces *one fit for the duties of a free citizen and helps one become a better human being* (Boeree, 1998) then perhaps it is equal to a high school diploma. Maryland may choose to continue the practice of awarding a full high school diploma for GED completion. Certainly the prestige of a diploma is an attractive incentive for students. It bears examination as Maryland strives to provide optimal opportunities for the state's offenders.

ACCREDITATION & FEDERAL MANDATES REGARDING EDUCATION

As the education of Maryland's offenders moves away from an education agency and to a workforce-based agency, Northstar recommends pursuing accreditation for the statewide school system either through Middle States or CEA.

As experienced correctional education administrators, Northstar is asked many questions about the reasoning behind and the preparation for pursuing school accreditation. It's important to note that any suggestions made about this issue are not made with any compelling compliance.

Two federal mandates exist concerning education for younger offenders: the Individuals With Disabilities Education Act (IDEA) and No Child Left Behind (NCLB). Even well-funded public schools face multiple challenges to meeting these requirements. For

instance, the most difficult NCLB requirements for facilities with younger offenders to implement include:

- meeting the *highly qualified* teacher requirements
- calculating return to school and employment rates of youth released from programs
- calculating Adequate Yearly Progress (AYP) on juvenile justice schools

Through IDEA, every student with an identified educational disability has an entitlement to a Free and Appropriate Public Education, the satisfaction of which culminates in a high school diploma (a GED does not satisfy this federal mandate).

This requirement may fully be met in a variety of ways:

- through full accreditation of an institution or system as a Special Purpose School
- through partnerships and contracts with local public schools who can provide supervision of instruction and issuance of credits
- through specific computer-aided credit-recovery programs
- through a contracted education agency providing education services including a full high school diploma in its list of services

However, it must be met. Recently the state of Washington lost a suit in the 9th Circuit Court of Appeals regarding providing these services to incarcerated offenders. Legal and federal precedent exists for state departments of corrections being compelled to meet both IDEA and NCLB.

NCLB mandates, among other things, that instructors of all students within the compulsory age be *highly qualified*, or be properly and appropriately state certified in their areas of instructional service (a math teacher must hold a current math endorsement). This is a requirement for instruction of compulsory age students *regardless of whether facilities become accredited or not*.

Additionally, under IDEA, Special Education services (including Individualized Education Plans) must be provided to those under 21 years of age who fall into two groups of students:

- those for whom a Special Education identification has been made prior to incarceration
- those who are identified as Special Education by assessments conducted once incarcerated (*Child Find* is compulsory for all juvenile institutions)

An accreditation process is a rigorous and time-consuming procedure that can take a dedicated team of experienced educators up to two years to complete adequately. The Commission on Secondary Schools (CSS) designates Maryland's regional accrediting agency as the Middle States Association of Colleges and Schools (MSA).

The standards and criteria for Maryland's Special Purpose School accreditation can be found on the CSS MSA website at <http://www.middlestates.org/> State departments of education do not accredit agencies, although they may be helpful in completing multiple steps of the process.

Full accreditation requires, at a minimum, a complete staff of certified educators in every core area of instruction (math, language arts, science, social studies, reading) and a certified counselor, registrar, media specialist, and principal. In other words, an accredited school must be a stand-alone high school, complete with every position you would find in a public school. One exception for Special Purpose Schools is the ability to house those certified instructors in more than one location (institution) with careful supervision and oversight of all instruction in that certificated area system-wide.

Special Purpose School accreditation was designed, in part, for schools which do not fit the traditional style of public schools. Correctional schools may be such candidates. CSS and MSA recognizes the unique environment and challenges of providing mandated education to incarcerated students and works carefully with systems to ensure high quality standardized education. Some of the benefits of accreditation include:

- transferable Carnegie units nationwide
- accountability to a regulatory commission
- curricular and instructional requirements meet state, regional, and nation standards
- recognition by colleges and businesses of the validity of accrediting agencies who then honor credits received through such accredited schools

Considering accreditation of Maryland's correctional education system in tandem with the transfer to DLLR has the potential to accomplish all the advantages listed above. Additionally, the accreditation process is an excellent self-evaluation and may ensure the retention of current exemplary professional standards while being managed by a non-education agency.

CLOSING

Northstar wishes to express gratitude to DLLR, MSDE, and DOC for taking time from very busy schedules to accommodate the survey completion and observation schedule. The candor with which educators and administrators alike spoke took courage and conviction. At each facility and at both DOC and MSDE headquarters, Northstar received warm welcomes and cooperation regarding this report despite the anxiety over the mission of the review.

A summary of all recommendations distributed throughout this report is included as Appendix G for ease of reference.

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APPENDIX A

Northstar's relevant experiences which contribute to this project:

- Conducted comprehensive research and reported recommendations regarding correctional education structure and design for California Health Care Services which is building seven new facilities for medically and mentally challenged offenders, 2008.
- Wrote and secured Institute of Education Sciences research grant to U.S. Department of Education in partnership with RMC Research Denver entitled *Developing a Program of Postsecondary Academic Instruction Over the Corrections Learning Network*, a randomized trial design of post secondary general education instruction over satellite distance learning in prison schools in five states. Conducting all field work for project, 2007-2011.
www.northstarcorrectional.com
- Wrote and presented white paper for Reentry Round Table at John Jay College of Criminal Justice, New York City entitled *The Effective Use of Technology in Correctional Education*, April 2008.
- Wrote and secured Department of Commerce planning grant, a technology feasibility study for correctional education programming. Conducting evaluation of project, 2007-2008.
- Conducted Corrections Learning Network educational programming three-year evaluation for Correctional Education Association, December 2006 to April 2007.
- Designed and developed grant writing course for Colorado community colleges entitled *Introduction to Grant Writing for Workforce Development Professionals*, addressing all aspects of grant writing from finding funding to evaluation and dissemination.
- Conducting comprehensive evaluations of *Incarcerated Youth Offender* grant in Idaho, Massachusetts, Nebraska, South Carolina, and Wisconsin, 1998 to present.
- Designed and developed course for new prison educators, *Off The Cuff!* available for university credit, 2006.
- Designed and developed *Effective Leadership*, a course for correctional education managers and administrators, July 2005.

APPENDIX B

Evaluation of Maryland's Correctional Education System

Conducted by Northstar Correctional Education Services of Colorado

Northstar is an independent consulting firm whose owners are former correctional educators and administrators. Northstar has been commissioned by the Maryland Department of Labor, Licensing and Regulation (DLLR) to determine the current condition of Correctional Education in Maryland and suggest recommendations in the transition from the Department of Education.

This evaluation has been designed to give you a voice.

Northstar's Penny Richardson and Cindy Borden will be visiting Maryland **October 27-31, 2008** to speak with staff and community partners and to observe several prisons in all three geographic areas of Maryland. This instrument is designed to prepare you for our visit. Following that visit, Northstar will submit a report to DLLR offering suggestions and recommendations.

Completion of this evaluation survey is not compulsory. However, the transition from one state department to another may be an ideal time to take a census of the current state of correctional education and incorporate necessary adjustments. In short, Northstar's report, based on information collected from observations, interviews, and this survey, will recommend elements to retain, to discard, and to add.

We recognize this is a time-consuming activity. We thank you heartily for your willingness to participate. **If you are in one of the institutions Northstar will visit, please return this survey in person; if not, please return by mail no later than November 1.**

Name _____ Date _____

Work Location or Institution _____

Phone _____ Email _____

Please circle below the classification that best fits your position. Example:

Wardens, AW Programs, or Security Staff

Each section is color coded to indicate primary respondents. However, please feel free to answer any question in any section for which you have an answer or opinion. If you don't know an answer, it's acceptable to leave it blank.

Site Principals, Teachers, Librarians, Clerical

Education Administration

Central Office or Site Fiscal Personnel

Community College, Community-based staff

Central Office or Site Data/Records Personnel

Wardens, AW Programs, or Security Staff

Re-Entry Personnel

Case Managers, Treatment

OTHER: _____ (please respond to all questions applicable to you)

GENERAL

1 ALWAYS

2 MOSTLY

3 SOMETIMES

4 NEVER

Educators	Fiscal	Data	Re-Entry	Ed. Admin.	Community	Wardens	Case
			1	2	3	4	Comment
Education policy aligns with actual practice.							
Education programs offered at your site (circle all that apply; add any which are missing from this list) Literacy • ESL • GED prep • GED testing • HS credit recovery • HS diploma • Special Education IEP's • Vocational training (for credit) • Vocational training (non-credit) • College academic courses • Regular TABE testing (or similar assessment) Others _____							
The school's learning environment is conducive to learning for both educators and students.							
Changes you would like to see in the learning environment/system.							
What prevents you from doing your job?							
Special education students at your site are offered appropriate services based on federal mandates.							
How will this transfer of oversight affect juvenile populations?							
You have all the technology you need to do your job (reasonable phone access, email, classroom aids, database access)							
Additional technology you believe education needs (please list specific needs)							
Technology available at this site for educational use/instruction (circle all that apply; add any which are missing from this list) CD's/DVD's • closed circuit • computer labs • networked computer labs • staff Internet • student Internet • simulated Internet experiences • synchronous (two-way audio/video) • asynchronous (NovaNet, WebCT) • Satellite (TLN or other) • intranet • Email for staff in classroom/office, school building, another building, or home only Others _____							

GENERAL (continued)

Educators	Fiscal	Data	Re-Entry	Ed. Admin.	Community	Wardens	Case
What is the mission or purpose of this school (objectives)?							
What services are you offering to accomplish this mission or purpose (outcomes)?							
What evidence demonstrates that education services are accomplishing this mission or purpose?							
If you could change one thing about your job what would it be?							
What is the greatest benefit of moving correctional education to DLLR?							
What is the greatest challenge of moving correctional education to DLLR?							

FISCAL 1 ALWAYS 2 MOSTLY 3 SOMETIMES 4 NEVER

Educators	Fiscal				Re-Entry				Ed. Admin.
					1	2	3	4	Comment
You know the process for purchasing goods/services.									
The purchasing process is effective.									
You have all the funding you need to do your job effectively.									
Additional funding you believe education needs (please list specific needs)									

DATA 1 ALWAYS 2 MOSTLY 3 SOMETIMES 4 NEVER

Educators	Data	Re-Entry				Ed. Admin.	Case
		1	2	3	4	Comment	
Data entry at this site is user-friendly and requires reasonable time to complete.							
You can easily and quickly retrieve the information you need in the data/records system.							
Data in system is current and regularly updated.							
Student records transfer with them into or out of facilities.							
<p>In addition to common demographics (name, DOB, race, age, crime, length of sentence, custody level) indicate data fields captured in the school or institutional or statewide database (circle all that apply; add any which are missing).</p> <p>Current educational attainment • specific life skills/pre-release completions (i.e. parenting, anger management, job readiness) • GED scores • HS diploma • self-disclosed attainment or verified • tentative release date • TABE (or similar) scores • photo of offender • literacy levels (reading, math) • recognized learning disability • limited English proficiency • program eligibility • programs enrolled in • wait lists • program completions • course completions • academic achievement (i.e. moved from 3rd to 7th grade reading level) • vocational certificates • degrees • employment and income prior to arrest • employment and income post-release • attendance • receives Title I funds • receives Special Education funds • on IEP • total hours accumulated in school • class hours • direct access to or links to parole data (employed, wages, continuing education) • collective institutional or statewide aggregated data such as GED test completion rate, GED pass rate, certificates completed and type •</p> <p>Others _____</p>							
Data you are asked to track is relevant or serves a particular purpose. You know why you track what you track.							
Students are placed in appropriate classes or programs based on assessment.							

PERSONNEL

1 ALWAYS

2 MOSTLY

3 SOMETIMES

4 NEVER

Educators	Fiscal	Data	Re-Entry	Ed. Admin.	Community	Wardens	Case
			1	2	3	4	Comment
Who is your employer?							
What is your current assignment? What licensure, if any, is required for your position?							
Available staff development opportunities are sufficient (security training, conference attendance, professional memberships, etc.)							
Staff development you engage in is relevant to your position.							
Additional staff development opportunities you would like to have available.							
How are you given feed back on your job performance?							

RE-ENTRY

1 ALWAYS

2 MOSTLY

3 SOMETIMES

4 NEVER

Educators	Re-Entry	Ed. Admin.	Community	Wardens	Case		
			1	2	3	4	Comment
Please list community partners which contribute to education services at this institution.							
Appropriate work opportunities are available for offenders inside the institution.							
Educational programs align with real-world job opportunities.							
Offenders are tracked post-release regarding employment, continuing education, successful re-entry. If so, how is this done?							
What kinds of transitional services are provided to offenders prior to and immediately after release?							

FACILITY	1 ALWAYS		2 MOSTLY		3 SOMETIMES		4 NEVER		Comment
	1	2	3	4	1	2	3	4	
Educators	Re-Entry		Ed. Admin.		Community		Wardens		Case
Education integrates well with other services (medical, treatment, faith-based programs).									
Education integrates well with security.									
What do you perceive as education's expectations of the institution?									
What do you perceive as the institution's expectations of education?									
Education should be mandatory for all inmates.									
Education incentives should be provided for inmates.									
Circle all education incentives you believe would be effective; add any you wish. Television • good time credit • job opportunities only for those with requisite education • better living quarters • freedom within compound • pay for school • Others _____									

Anything else you would like to add?

APPENDIX C - Maryland Correctional Education Evaluation Schedule

As all three half-day meetings in the Jessup/Baltimore area will follow identical agendas, education personnel and wardens/designees from Patuxent, MCPRS, BCDC, JCI, and others may choose to attend one of the following:

Monday 8 a.m.-12 p.m. Maryland Correctional Institution for Women

Monday 1 p.m.- 5 p.m. Maryland Correctional Institution – Jessup

Tuesday 8 a.m.-12 p.m. OSTC/Metropolitan Transition Center

Monday, October 27 – Jessup/Baltimore

8:00 a.m. – 12 p.m. Maryland Correctional Institution for Women

8:00-8:30 Joint principal (or designees) and Warden (or Program Director or designee) meeting for all Jessup/Baltimore area prisons
8:30-9:00 Principal (or designee) meeting for all Jessup/Baltimore area prisons
9:00-10:00 Teacher/Librarian/Clerical Informational meeting and Q&A for all Jessup/Baltimore area prison education personnel
10:00-11:00 Selected teacher interviews (one teacher representative from each Jessup/Baltimore area prison)
11:00-11:30 School tour

1 p.m. – 5 p.m. Maryland Correctional Institution – Jessup

1:00-1:30 Joint principal (or designee) and Warden (or Program Director or designee) meeting for all Jessup/Baltimore area prisons
1:30-2:00 Principals (or designee) meeting for all Jessup/Baltimore area prisons
2:00-3:00 Teacher/Librarian/Clerical Informational meeting and Q&A for all Jessup/Baltimore area prison education personnel
3:00-4:00 Selected teacher interviews (one teacher representative from each Jessup/Baltimore area prison)
4:00-4:30 School tour

Tuesday, October 28 – Jessup/Baltimore

8:00 a.m. – 12 p.m. Occupational Skills Training Center/Metropolitan Transition Center (meet at OSTC)

8:00-8:30 Joint principal (or designee) and Wardens (or Program Director or designee) meeting for all Jessup/Baltimore area prisons
8:30-9:00 Principal (or designee) meeting for all Jessup/Baltimore area prisons
9:00-10:00 Teacher/Librarian/Clerical Informational meeting and Q&A for all Jessup/Baltimore area prison education personnel
10:00-11:00 Selected teacher interviews (one teacher representative from each Jessup/Baltimore area prison)
11:00-11:30 School tour

1 p.m. – 5 p.m. Maryland DOC Headquarters

1:00-2:00 Community college representatives meeting
2:00-?? DOC Central Office Education Director and other appropriate personnel

Wednesday, October 29 - Cumberland

7:30 a.m.-10:00 a.m. Northstar travels to Cumberland

10:00 a.m. – 1 p.m. North Branch Correctional Institution

10:00-10:30 Offender student interviews (3-4 selected by Northstar)
10:30-11:00 Meet with principal (or designee) and Warden (or Program Director or designee)
11:00-12 p.m. Teacher/Librarian/Clerical Informational meeting and Q&A
12:00-12:30 Select teacher interviews
12:30-1:00 Principal (or education designee) meeting for review of matrix

2 p.m. – 5 p.m. Western Correctional Institution

2:00-2:30 Offender student interviews (3-4 selected by Northstar)
 2:30-3:00 Meet with principal (or designee) and Warden (or Program Director or designee)
 3:00-4:00 Teacher/Librarian/Clerical Informational meeting and Q&A
 4:00-4:30 Select teacher interviews
 4:30-5:00 Principal (or education designee) meeting for review of matrix

Thursday, October 30 – Hagerstown

Education personnel and warden/designees from MCTC, WRC, and others may choose to attend either Hagerstown meeting.

8 a.m. – 9:15 a.m. Northstar travels to Hagerstown

9:30 a.m.. – 1 p.m. Maryland Correctional Inst. – Hagerstown/Maryland Correctional Training Ctr. (meet at MCI-H)

9:30-10:00 Offender student interviews (3-4 selected by Northstar)
 10:00-10:30 Meet with principal (or designee) and Warden (or Program Director or designee)
 10:30-11:30 Teacher/Librarian/Clerical Informational meeting and Q&A
 11:30-12:00 Select teacher interviews
 12:00-12:30 School tour
 12:30-1:00 Principal (or education designee) meeting for review of matrix

2 p.m. – 5 p.m. Roxbury Correctional Institution

2:00-2:30 Meet with principal (or designee) and Warden (or Program Director or designee)
 2:30-3:00 Teacher/Librarian/Clerical Informational meeting and Q&A
 3:00-3:30 Select teacher interviews
 3:30-4:00 Offender student interviews (3-4 selected by Northstar)
 4:00-4:30 School tour
 4:30-5:00 Principal (or education designee) meeting for review of matrix

5 p.m.-7 p.m. Northstar travels to Baltimore

Friday, October 31 – Westover

8 a.m. – 10:30 a.m. Northstar travels to Westover

10:30-1:30 Eastern Correctional Institution (East and West) (Cindy Borden) (meet at ECI-East)

10:30-11:00 Offender student interviews (3-4 selected by Northstar)
 11:00-11:30 Meet with principal (or designee) and Warden (or Program Director or designee)
 11:30-12:00 Teacher/Librarian/Clerical Informational meeting and Q&A
 12:00-12:30 Select teacher interviews
 12:30-1:00 School tour
 1:00-1:30 Principal (or education designee) meeting for review of matrix

10:30-1:30 Eastern Correctional Institution Annex (Penny Richardson)

10:30-11:00 Offender student interviews (3-4 selected by Northstar)
 11:00-11:30 Meet with principal (or designee) and Warden (or Program Director or designee)
 11:30-12:00 Teacher/Librarian/Clerical Informational meeting and Q&A
 12:00-12:30 Select teacher interviews
 12:30-1:00 School tour
 1:00-1:30 Principal (or education designee) meeting for review of matrix

2 p.m.-4:30 p.m. Northstar travels to Baltimore airport

APPENDIX D - Survey

General Trends

Most respondents in the survey indicated a fairly clear idea of school objectives and felt they were accomplishing the mission. The most popular response to “if you could change one thing about your job” was fewer interruptions to classes.

With few exceptions, all sites offered basic literacy, GED preparation and testing, vocational training, college academic, and special education. Exceptions were vocational training and college academic at some sites and special education at Western Correctional Institution. All facilities expressed the need for more funding, particularly for vocational equipment upgrades, computers, software, and materials.

Most respondents struggled with answering the greatest benefit to moving to the Department of Labor, Licensing, and Regulation (DLLR). Such responses as “???” or “I don’t know,” “I’m anxious to find out,” “It’s too early to say,” were common. Many indicated a hope to bring the outside world closer to inmates relative to job training and job prospects.

When queried about important data fields to include in the school or institutional or statewide database, all categories in the survey were selected multiple times. No “others” were listed or suggested. This may be a useful list to consider as DLLR and education collaboratively select what to track.

Teachers and librarians consistently expressed the need for more staff development, stating one per year forced a decision between professional association conferences and content-specific workshops.

All sites observed by Northstar, supported by survey respondents, have transition program services provided. Additional sites in the state, a total of 21 sites provide transitional services. Seven sites house Career Centers in the library. Other services offered may include classes in Career Development and Career Exploration/Employment Readiness Workshops; Mobile Career Unit services; Life Skills classes such as Financial Literacy, Family Issues, Communication, Conflict Resolution, Parenting; Job Placement; and Re-Entry Center Services. In the survey, some respondents expressed the need for a better alignment of education programs with work opportunities.

Very few community partners were listed with the common exception of community colleges. Most sites had none with the exception of the headquarters transition program.

A few noteworthy highlights or dominant themes from survey respondents are listed for each site.

Site Highlights

Note: Not all survey respondents answered every question. Therefore, percentages reflect only those reported.

Maryland State Department of Education Headquarters

Total number of staff, including teachers, librarians, principals, administrators, and support staff	Total number of surveys returned
23	11

General: Headquarters staff is working on updating the education policy. Many respondents indicated the need for better coordination with DOC programs and less emphasis on numbers over quality education.

Technology responses included the need for better phones, voice mail at the sites, projectors, more laptops and software. Headquarters staff expressed the need for Internet and email access for teachers.

Fiscal: 100% “Always” and “Mostly” in responding to the effectiveness of fiscal issues and purchasing. Two respondents answered “Never” to having all the funds necessary to do your job.

Data concerns: Most respondents marked “Sometimes” about data being current and regularly updated.

“What prevents you from doing your job?” responses included lack of resources—human and fiscal, staff use of leave, FMLA, school schedules, staffing, limited funding, adequate time to meet with teachers and staff.

All staff supports mandatory education in the form of good time, job opportunities, and getting paid to go to school.

Maryland Correctional Institution--Jessup

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
15	Principal	6

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: Staff reported having limited access to email and Internet access at school.

Fiscal: Most respondents indicated “Sometimes” when asked about the effectiveness of fiscal issues and purchasing. No one responded “Never.”

Data concerns: Most (74%) respondents marked “Sometimes” about data entry, data retrieval, and data being current and regularly updated.

All staff supports mandatory education in the form of good time, job opportunities, and getting paid to go to school.

Comments included a need for a regular school officer, more staff access to email, staff development, audio/visual instructional materials, software and computers.

Jessup Correctional Institution

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
10	Principal	2

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: One person indicated access to the Internet and no one marked access to email at school.

Fiscal: One respondent indicated “Never” when asked about the effectiveness of fiscal issues and purchasing while others were evenly divided in Always, Mostly, and Sometimes.

Data concerns: Not enough data available in returned surveys.

All staff supports mandatory education in the form of good time, job opportunities, and getting paid to go to school.

Comments included a need for more relevant objectives for transitioning adults back into society, more teachers, and a reduction in the number of class interruptions.

Metropolitan Transition Center

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
13	Principal Assistant Warden	4

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Fiscal: Every respondent selected “Never” for having all the funding needed to do their jobs.

Data concerns: 17% of respondents marked “Mostly”, 50% “Sometimes,” and 33% “Never” about data entry, data retrieval, and data being current and regularly updated.

All staff supports mandatory education in the form of good time, job opportunities, better living quarters, and getting paid to go to school.

Difficulties associated with daily operations of the institution, low value placed on education, lack of resources including phones, copiers, Internet/email access, computers, updated software, and projectors were all listed as reasons for preventing teachers from doing their jobs.

Baltimore City Detention Center

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
2	N/A or shared with other sites	2

General: This site listed GED preparation, Special Education, and TABE testing as their primary education programs.

Fiscal: Both respondents indicated “Never” about knowledge of purchasing process, effectiveness of process, and having all the funding necessary to do their jobs effectively.

Data concerns: Not enough data available in returned surveys.

Comments included concern over the noisy open school environment and lacking the ability to close rooms. Other concerns were the need for a TV/DVD combination and satellite access for each class and more than one computer with Internet access for staff.

Maryland Correctional Institution--Hagerstown

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
20	Principal	10

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: All respondents had staff email access at school as well as some limited Internet access.

Data concerns: 10% of respondents marked "Always," 80% "Mostly" and "Sometimes," and 10% "Never" about data entry, data retrieval, and data being current and regularly updated.

Fiscal: Most respondents indicated "Mostly" or "Sometimes" when asked about the effectiveness of fiscal issues and purchasing. However, all respondents expressed the need for more funding to do their jobs.

All staff supports mandatory education (60% Always, 40% Mostly) in the form of good time, job opportunities, better living conditions, and getting paid to go to school.

Comments included a need for more copies and an overwhelming unanimous request for air conditioning.

Maryland Correctional Training Center

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
34	Principal Assistant Warden Warden	11

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: All respondents indicated availability of staff email access and Internet access at school. However, in the comments section, several expressed a lack of email and Internet access.

Fiscal: The majority of respondents indicated "Mostly" when asked about the effectiveness of fiscal issues and purchasing. One responded "Never."

Data concerns: Most respondents marked "Sometimes" about data entry, data retrieval, and data being current and regularly updated.

Not all staff supports mandatory education. 18% indicated "Never," 36% "Always," 27% "Mostly," 18% "Sometimes." For those in support of mandatory education, they chose good time, job opportunities, and getting paid to go to school as top incentives.

Most comments included a complete disapproval of the new curriculum process. Respondents expressed concern regarding producing certificates over quality education experiences. One respondent felt constantly bombarded with requests to fill out surveys and be interviewed. Contract employees felt paperwork requirements were excessive.

One person expressed frustration over being held to security standards for a higher level than this facility. Others felt students were not always arriving on time or were too often required to leave class for other commitments.

Clerical and support staff are needed. Staff expressed a need for more access to email and the database, phones, more computers for interactive learning, more computers in the library, and such technologies as more DVD's, projectors, and an updated AV room.

Maryland Correctional Institution for Women

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
19	None	9

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: Respondents indicated there is no email or staff Internet available.

Fiscal: The majority of respondents indicated "Mostly" or "Sometimes" when asked about the effectiveness of fiscal issues and purchasing.

Data concerns: Most respondents marked "Mostly" and "Sometimes" about data entry, data retrieval, and data being current and regularly updated. One person marked "Never."

Staff was evenly divided over support of mandatory education: 33% indicated "Always," 33% "Sometimes," and 33% "Never." For those in support of mandatory education, they chose good time, job opportunities, and getting paid to go to school as top incentives.

Comments included concern over the lack of security causing students to arrive 30-60 minutes late for class and daily excessive/unnecessary class interruptions. Respondents had the following concerns: enrollment procedures; keeping the high standards of education in the move to DLLR; lack of verbal feedback from the principal; excessive and redundant paperwork for contract employees; and making statistics a priority over services to students. Additionally, comments

indicated the need for updated texts; teacher access to the Internet /email and database; updated computers and software; and more planning time.

Maryland Correctional Pre-Release

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
26	Principal	14

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: Respondents indicated there is no email or staff Internet available.

Fiscal: Respondents were evenly balanced in marking “Always,” “Mostly” or “Sometimes,” and a few responded “Never” when asked about the effectiveness of fiscal issues and purchasing.

Data concerns: Most (64%) respondents marked “Always” and “Sometimes” about data entry, data retrieval, and data being current and regularly updated. One person marked “Never.”

Not all staff supports mandatory education: 64% felt education should “Never” be mandatory.

Comments included a concern over excessive and unnecessary class interruptions, the need for more security officers in the school, and the need to implement both vocational training for credit and college academic courses.

The staff overwhelmingly expressed frustration over lack of email, Internet, and access to the database. Staff would like to see more computers for basic computer training and simulated Internet. Staff also suggested bringing in more employers to talk to inmates.

Roxbury Correctional Institution

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
23	Principal Assistant Warden Warden	11

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: Staff reported having access to email at school and limited access to the Internet. However, some respondents indicated they lacked access to email and the Internet in the “What prevents you from doing your job?” section.

Fiscal: 91% of respondents selected either “Mostly” or “Sometimes” regarding the effectiveness of fiscal issues and purchasing.

Data concerns: Most (50%) respondents marked “Mostly,” 25% “Sometimes,” and 25% “Never” when asked about data entry, data retrieval, and data being current and regularly updated.

Not all staff supports mandatory education: 33% indicated “Never,” 25% indicated “Always,” and 42% “Mostly.” For those in support of mandatory education, they chose good time, job opportunities, and getting paid to go to school as top incentives.

Comments included a concern over too many non-student inmates being allowed in the school area and not enough security.

Other concerns were over eliminating [CASA] (CASAS?) assessments; need for better student desks; a better tracking system to measure student gains; need for more communication among DOC, MSDE staff, and teaching staff. Some of the reasons cited for “What prevents you from doing your job?” were budget restrictions, too few computers, lack of supplies, excessive and unnecessary class interruptions, the need for more security officers in the school, emphasis on numbers not quality, principal needing to enforce and follow school rules, lack of texts with cultural interests.

Many expressed a need for more equipment, computers, current materials, software, and library materials.

Western Correctional Institution

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
11	Principal (<i>shared with North Branch; response included there</i>) Warden	5

General: According to surveys, Special Education and vocational training are not represented at this institution.

Internet/Email: Staff reported having access to email at school and limited access to the Internet.

Fiscal: The majority of respondents marked “Mostly” referring to the effectiveness of fiscal issues and purchasing.

Data concerns: Most respondents marked “Mostly” about data entry, data retrieval, and data being current and regularly updated.

All staff supports mandatory education. For those in support of mandatory education, they chose job opportunities and getting paid to go to school as top incentives.

Comments included a concern over the lack of Special Education and vocational training at this site.

Other concerns were over some officers believing inmates do not deserve school, not having access to the database or the database still being too weak, the need for more available Internet access and local email among the staff, and the need for overhead projectors and an Intercom system.

North Branch Correctional Institution

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
8	Principal Warden	3

General: Most program areas of education are represented at this institution with the exception of vocational training; however, this is a maximum security institution.

Internet/Email: Staff reported having access to email at school and limited access to the Internet.

Fiscal: 67% of respondents marked “Mostly” and 33% “Never,” in referring to the effectiveness of fiscal issues and purchasing.

Data concerns: Most respondents marked “Mostly” about data entry, data retrieval, and data being current and regularly updated. However, 100% marked “Never,” in response to “Educational programs align with real-world job opportunities,” and 100% marked “Never” in response to “Offenders are tracked post-release . . .”

Not all staff supports mandatory education: 20% marked “Never,” 60% “Sometimes,” and 20% “Always.” For those in support of mandatory education, good time and better living quarters were listed as top incentives.

Comments included the need for a more up-to-date computer lab and programs, more materials for Spanish speaking students, and better access to Internet for staff.

Patuxent Institution

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
9	Assistant Warden	1

General: Not enough data available in returned surveys.

Internet/Email: Staff reported not having access to email or the Internet at school.

Fiscal: No responses

Data concerns: One respondent marked “Mostly” about data entry, data retrieval, and data being current and regularly updated.

Comments suggested increasing the P.I.N. positions to decrease turnover of contractual employees and the need for Internet in classrooms.

Eastern Correctional Institution—East

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
15	Assistant Warden (<i>shared with ECI-W; response included there</i>)	6

General: All areas of education programming are represented at ECI—E except vocational training non-credit.

Internet/Email: Staff reported having no access to email or Internet at school.

Fiscal: Most respondents fell in the “Sometimes” and “Mostly” categories which relate to the effectiveness of fiscal issues and purchasing. One person reported “Never.”

Data concerns: 33% of respondents marked “Always,” 50% “Mostly,” and 17% “Sometimes” about data entry, data retrieval, and data being current and regularly updated.

All staff supports mandatory education. For those in support of mandatory education, they chose good time, job opportunities and getting paid to go to school as top incentives.

Comments included a need for DOC to work closer with education programs to prevent student absences; goals based more on students’ real life needs; more academic materials and technology such as whiteboards, more computers, projectors, smartboards; and access to telephones and the Internet.

Eastern Correctional Institution—West

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
19	Principal Assistant Warden	5

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training.

Internet/Email: A few respondents reported having access to email at school. Only one had access to the Internet.

Fiscal: Most respondents fell in the “Sometimes” and “Mostly” categories which relate to the effectiveness of fiscal issues and purchasing. Four respondents reported “Never.”

Data concerns: One respondent marked “Always” and one “Never.” The rest fell in the “Mostly” and “Sometimes,” categories about data entry, data retrieval, and data being current and regularly updated.

All staff supports mandatory education. For those in support of mandatory education, they chose good time, job opportunities and getting paid to go to school as top incentives.

Comments included a need for more staff development; too much emphasis placed on numbers over quantity; a lack of consumables; limitations on copies; a lack of phone, email, and Internet access; need for more software and computers; need for smartboards; and more library funding.

Occupational Skills Training Center (includes Baltimore City Correctional Center)

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
15 (Includes BCCC)	Principal	10

General: This site offers a broad range of education programming opportunities from literature through GED preparation and vocational training. (BCCC: not enough data to include in the above statement.)

Internet/Email: Staff reported having access to email at school and access to the Internet.

Fiscal: Most respondents (65%) fell in the "Sometimes" and "Mostly" categories which relate to the effectiveness of fiscal issues and purchasing. However, 62% responded "Never" to having all the funding to their jobs well.

Data concerns: 10% of respondents marked "Always," 30% "Mostly", 30% "Sometimes," and 30% "Never" about data entry, data retrieval, and data being current and regularly updated.

Not all staff supports mandatory education: 10% indicated "Never," 50% indicated "Always," 10% "Mostly," and 30% "Sometimes." For those in support of mandatory education, they chose good time, job opportunities, and getting paid to go to school as top incentives. One other suggestion included recognizing graduates with ceremonies and food.

Comments included concern over crowded, noisy, small classrooms; overpopulated vocational classes; a need for changing open-entry open-exit enrollment to enrolling group classes to start and end at the same time; concern over mixing men and women in the same class; better case management for placement of students into classes; allowing longer-term inmates to be class aides for assisting instructors; providing Internet and email access to staff; more space and a library; and funding for equipment repair or replacement.

Staff also expressed the need for more computers, software, projectors, and a closed circuit system.

Western Regional Center

Total number of staff, including teachers, librarians, principals, assistant wardens, wardens	Surveys returned from principals, assistant wardens, wardens	Surveys returned from teachers, librarians, and support staff
3	<i>These positions are shared with other institutions and may be included with those institutions' responses.</i>	0



**WORKFORCE DEVELOPMENT AND TRANSITION PROGRAM SERVICES
SPRING 2008**

Site	Career Development & Career Exploration (Pace) or Courses Called Employment Readiness (ERW)	Mobile Unit	Life Skills <ul style="list-style-type: none"> • Financial Literacy • Family Issues • Communication Personal & Workplace • Conflict Resolution/ Health 	Parenting	Career Center in Library	Job Placement	Mayor's Office of Employment Dev MOED Re-Entry Center Services
Herman L. Toulson Correctional Boot Camp (HLTCB)	2 PT/PM	TBD	PT				
Southern Maryland Pre-Release Unit (SMPRU)		√					
Brock Bridge Correctional Facility (BCF)	PT/PM	TBD					√
Jessup Pre-Release Unit (JPRU)	PT	√					√
Baltimore City Correctional Center (BCCC)	PT/PM	TBD					
Baltimore Pre-Release Unit (BPRU)	PT	TBD					√
Eastern Pre-Release Unit (EPRU)	PT	√					√

Site	Career Development & Career Exploration (Pace) or Courses Called Employment Readiness (ERW)	Mobile Unit	Life Skills <ul style="list-style-type: none"> •Financial Literacy •Family Issues •Communication Personal & Workplace •Conflict Resolution/ Health 	Parenting	Career Center in Library	Job Placement	Mayor's Office of Employment Dev MOED Re-Entry Center Services
Central Laundry Correctional Facility (CLF)	PT	√					√
Baltimore Pre-Release Unit for Women (BPRUW)	PT/PM	√					√
Eastern Correctional Institution – Annex (ECI-X)	PT/ PM						√
Eastern Correctional Institution – East (ECI-E)	PT				√		√
Eastern Correctional Institution – West (ECI-W)	PT				√		√
Popular Hill Pre-Release Unit (PHPRU)	PT Sat.	TBD					
Maryland Correctional Institution for Women (MCI-W)	2 PT		PT/PM	PT/PM			√
Maryland Correctional Institution – Jessup (MCI-J)	1 FT				√		√
Maryland Correctional Training Center (MCTC)	1 FT / 2 PT				√		√

Site	Career Development & Career Exploration (Pace) or Courses Called Employment Readiness (ERW)	Mobile Unit	Life Skills •Financial Literacy •Family Issues •Communication Personal & Workplace •Conflict Resolution/ Health	Parenting	Career Center in Library	Job Placement	Mayor's Office of Employment Dev MOED Re-Entry Center Services
Hagerstown Pre-Release	1 PT/PM	√					
Roxbury Correctional Institution (RCI)	1 PT				√		√
Maryland Correctional Institution – Hagerstown (MCI-H)	1 PT/PM				√		
Occupational Skills Training Center (OSTC)	1 FT		1 PT			√	
Metropolitan Transition Center (MTC)	1 PT				√		√

Abbreviations:

- PM - Evening Sessions
- PT - Part Time Staff
- FT - Full Time Staff
- TBD - To be determined; currently in process of finalizing service schedule and recruitment of second staff member to operate second unit for statewide service.
- All Mobile Unit site visits are determined on site enrollment and need for that unique site.
- Duration of classes, based on enrollment needs, institutional facility availability and staff funding.

APPENDIX F - Further Research Regarding Classroom Square Footage

November 12, 2008

Submitted as an addendum to Northstar's
Education Summary and Recommendations Report • October 2008

At the request of California's Health Care Receivership, Northstar contacted 49 states (omitting California) to identify prison construction which was begun or completed from 2006-2008 and determine standards used, if any, for selecting education classroom square footage minimums.

Of responding states, 13 have built new prisons in the last two years. None could provide standards for determining square footage except for one (Wyoming) which relied on ACA standards*.

Those with new construction (or new enough to provide some construction contacts) were Arkansas, Colorado, Florida, Kentucky, Missouri, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Virginia, Wisconsin, and Wyoming.

In the absence of clear guidelines, Northstar pursued and talked with multiple architects of prison construction projects, one who specializes exclusively in prison construction. None could provide a square footage standard for correctional school classrooms; one suggested a 20 square foot per student rule of thumb.

The prison-specialist architect included the following information:

As a follow up to your call the ACA Guidelines do not specifically reference required classroom sizes for prisons. The guidelines state that if classrooms or vocational training is provided to consult with local school authorities. Since that doesn't provide you with much information I have attached a page from the Minnesota Department of Education showing how to calculate classroom sizes for K12 based on the number of students. For prison it may be recommendable that the classroom size be analyzed based on the high school size and increase by roughly 15% to allow for increased movement and separation.

The Minnesota document referenced aligns with multiple standards Northstar researched to provide the recommendation listed in the October report.

No architect could address special needs classroom square footage standards.

**ACA does not have a standard; however, they have a recommendation (not a requirement) of 30 to 35 square feet per student--that includes space for a student desk and 'circulation' space.*

Based on student maximum class sizes of 15, 12, or fewer (depending upon special needs of students), the ACA recommends a **maximum** square footage of 525 for standard classrooms. This figure was calculated using the maximum number of students (15) and the maximum square feet per student (35) recommended by ACA: $15 \times 35 = 525$ square feet.

Taking into account the special mobility considerations and physical limitations of California's Health Care Facility patients, this calculation would not practically accommodate California's special needs population. Classrooms would be far too small and much smaller than many older, existing prison classrooms.

In light of this continuing research, Northstar suggests referring to our earlier recommendation of classroom sizes listed in our October 2008 report:

Classroom Space Recommendations

*Northstar reviewed multiple states plans and specifications for building new schools. The number of plans was reduced to eight, which were further analyzed. Taking into account multiple levels of education need, technology, and special needs students, Northstar recommends the following **minimum square footage requirements** for the California Health Care Facilities to accommodate incarcerated patients:*

Core/traditional academic classrooms:	950
Small vocational programs ¹ :	1,200
Art classrooms ² :	1,350
Library ³	4,500

Note: These recommendations do not apply to technology kiosks or learning zones/centers housed in the living units.

¹non-industrial uses for programs such as computer labs, floral design, video post-production and editing, A+ Certification, and others listed in this report

²add 100 sq. ft. if kiln will be added

³physical book library, if applicable

APPENDIX G - Summary of Recommendations within narrative:

Provide more *transparency* in the transition process 10

Facilitate a meeting with DLLR staff without MSDE administration present 10

Provide FAQ transition links on both MSDE and DLLR websites 10

Distribute DLLR paycheck and timesheet protocols 10

Address inventory concerns 10

Clarify vision for refilling positions vacated through attrition 10

Supply evidence DLLR is equipped to hire/discipline/promote/evaluate educators 10

Conduct retirement workshops for correctional educators 10

Disseminate correctional educator pay ladder 10

Align occupational training programs statewide with sustainable living wage 17

Strengthen apprenticeship opportunities 17

Postpone new curriculum implementation 20

Assess and place students appropriately 23

Retain licensure and academic standards 23

Expand accessibility of DOC database 25

Track inmate programming incarceration through employment 25

Seek accreditation 37

Comply with federal education mandates 37

Northstar Recommendations 30-37