

## CHAPTER 6: RECOMMENDATIONS

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### **KEY**

#### **Timetable**

- CMO - Critical to Maintain Operations
- P - Immediate Priority
- S - Short Term Priority  
(must be addressed by 6/30/09)
- I - Intermediate Priority  
(should be addressed between 7/1/09 and 6/30/10)
- L - Long Term Priority  
(can be addressed after 7/1/10)
- C - Continuous

#### **Funds**

- Ø - no new funding required to implement beyond staff time
- \$ - minimal funding (less than \$25,000) to implement
- \$\$ - moderate new funding (\$25,001- \$100,000) to implement
- \$\$\$ - substantial new funding (over \$100,000) to implement

**ADULT EDUCATION RECOMMENDATIONS**  
**ADULT LEARNING STRUCTURE**

Recommendation	Time table	Funds
<b>AE Recommendation # 1</b> <b>Target Populations</b>	S/ CMO	0
Serve the target populations for adult education programs as outlined in the federal Adult Education legislation (WIA Title II): which includes those who lack a high-school diploma, those who lack basic education skills, and those with limited English proficiency. Access to Adult Education programs will increase for individuals with diplomas but who lack basic skills. <b>(Policy)</b>		
<b>AE Recommendation # 2</b> <b>Mission Clarity</b>	S/ CMO	0
Assure that workforce and post-secondary readiness are integrated into the mission of adult education programs. <b>(Practice)</b>		
<b>AE Recommendation # 3</b> <b>High School Diploma</b>		
Increase the number of high school diploma recipients by:		
<i>a. Increasing the pass rate on the GED test by encouraging students to pass the official GED practice test prior to taking the GED test. Provide information about on-line practice testing available through the public libraries.</i> <b>(Policy/Legislative)</b>	I	\$\$
<i>b. Expanding the EDP program services and GED testing sites to increase accessibility throughout the State.</i> <b>(Practice)</b>	I	\$\$
<i>c. Providing additional funding options for GED and EDP learner's with economic barriers.</i> <b>(Practice)</b>	I	\$
<i>d. Ensuring that GED and EDP completers continue to be awarded a Maryland high-school diploma.</i> <b>(Operational)</b>	S/ CMO	0
<b>AE Recommendation # 4</b> <b>Current Programs Providers</b>	S/ CMO	0
Continue the current adult education program offerings through program year 2010, as required by SB 203. <b>(Operational)</b>		
<b>AE Recommendation # 5</b> <b>Establishing Program Priorities</b>	S/ CMO	0
Expand the mission of the local Workforce Investment Boards (WIBs) to create and support cross-functional local or regional teams consisting of adult basic educators, ESL providers, workforce system staff, employers, community-based organizations, K-12 representatives, family literacy providers, and post-secondary institutions. These teams will be responsible for cataloging current services, using regional data and information on promising practices to identify and advocate for the variety of adult learning programs needed in their region. <b>(Operational)</b>		

<p><b>AE Recommendation # 6</b> <b>AE Representation</b></p> <p>Ensure representation of adult education providers on all Workforce Investment Boards. Where there are multiple providers in one jurisdiction, rotate the representation and provide opportunities for all providers to participate in relevant WIB committees. <b>(Practice)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>AE Recommendation # 7</b> <b>Future Program Providers</b></p> <p>DLLR should base recommendations for program structures and priorities after 2010 on evidence and research-based practices, state and local needs as identified by regional work teams, and data. <b>(Practice)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>AE Recommendation # 8</b> <b>Future Program Practices</b></p> <p>Select the most effective practices to assist individuals in identifying and developing their educational/career plans. Link learners to intensive community support services, and offer integrated education and workforce readiness so that they achieve their established goals. <b>(Practice)</b></p>	<p>I</p>	<p>0</p>
<p><b>AE Recommendation # 9</b> <b>Future Program Practices</b></p> <p>Offer a continuum of learning that facilitates successful transitions and implements strategies based on best practices research, including: <b>(Policy/Practice)</b></p> <p><i>a. Modular programs and credentials that facilitate and accelerate student transitions.</i></p> <p><i>b. Career and educational advising for learners that assist them with navigating pathways.</i></p> <p><i>c. Various points of access and flexible scheduling that meet the needs of adult learners, including technology-assisted learning opportunities.</i></p> <p><i>d. Teaching methods that make learning relevant to adults, including contextualization and work-based learning.</i></p> <p><i>e. Agreements that provide partnerships that support learner pathways to careers, post-secondary education, and training.</i></p> <p><i>f. Institutions that offer or link learners to a range of intensive support services including transportation, childcare, and mental/physical health and social services as well as information about the opportunities offered by public libraries.</i></p>	<p>I</p>	<p>\$\$\$</p>
<p><b>AE Recommendation # 10</b> <b>Future Program Practices</b></p> <p>Promote and facilitate adult education and workforce programs that include inter-program alignment consistent with policy direction set by DLLR, incorporating best practices from other states and jurisdictions. <b>(Policy/Practice/Operational)</b></p>	<p>I</p>	<p>0</p>

**PROGRAM COORDINATION AND SERVICES INTEGRATION**

<p><b>AE Recommendation # 11</b>  <b>Future State Practices</b></p> <p>Publish guidelines and program expectations on website or through other means that make them transparent to the provider community and other stakeholders. Ensure adherence to guideline and expectations through monitoring and program oversight. Identify state-imposed local requirements, in the program RFP and other documents. Where possible, reduce local program requirements - especially those not funded.  <b>(Policy/Operational)</b></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><b>AE Recommendation # 12</b>  <b>State Staffing</b></p> <p>Review and adjust state staff assignments as needed to reflect new state priorities.  <b>(Policy)</b></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><b>AE Recommendation # 13</b>  <b>State Advisory Board</b></p> <p>Replace the STAC with an Advisory Council on Adult Learning within DLLR that has an interrelationship with the correctional education advisory group, the GWIB, and any other relevant advisory groups, including <b>(Policy):</b></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><i>a. Developing a mission statement for the advisory council that is reflective of an integrated service delivery model and has a high degree of interaction with the field staff.</i></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><i>b. Extending membership to better represent stakeholders including adult learners and grant holders, employers, business organizations, state agencies with adult education programs and other members of an integrated system.</i></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><i>c. Developing strategies to coordinate the various adult education programs across state agencies.</i></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><b>AE Recommendation # 14</b>  <b>Statewide Administrators Affinity Group</b></p> <p>Establish a standing program administrators' affinity group. The group's purpose could include informing the new State Advisory Council, having a seat on the Council, aligning program activities with other system partners, informing State agencies of program concerns and needs related to such topics as professional development, measures of success and innovative practices. <b>(Policy)</b></p>	<p><b>I</b></p>	<p><b>0</b></p>
<p><b>AE Recommendation # 15</b>  <b>AE State Plan</b></p> <p>Revise the State Plan to reflect the organizational change and any other technical issues related to the transfer (e.g. adding a revised organizational chart). Defer major changes to the Plan until there is a clearer picture of new federal requirements emanating from new legislation or revised policies from a new Administration.  <b>(Policy)</b></p>	<p><b>S/ CMO</b></p>	<p><b>0</b></p>

<p><b>AE Recommendation # 16</b> <b>AE State Plan</b></p> <p>Review the recommendations in this report for possible incorporation into the State Plan in the future. <b>(Policy)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>AE Recommendation # 17</b> <b>AE State Plan</b></p> <p>Review the current Governor’s Workforce Investment Board Mission and Vision and align the State Plan with them in the future. <b>(Policy/Practice)</b></p>	<p>I</p>	<p>0</p>
<p><b>AE Recommendation # 18</b> <b>AE State Plan</b></p> <p>Review the current six overarching challenges addressed in the State Plan and determine if the State Plan and its implementation adequately address actions to meet those challenges. <b>(Policy/Practice)</b></p>	<p>I</p>	<p>0</p>
<p><b>AE Recommendation # 19</b> <b>DLLR Expectations</b></p> <p>Articulate DLLR’s expectations to local programs. <b>(Policy/Practice)</b></p>	<p>I</p>	<p>0</p>
<p><b>AE Recommendation # 20</b> <b>Professional Development</b></p> <p>Examine and assess alternative models of professional development delivery systems, including exploration of the following best practices:                      -regionalization and integration of training;                      -flexibility to achieve desired outcomes;                      -delivering professional development under one umbrella by exploring alternate models, including examining the Institute for Excellence in Workforce;                      -expanding professional development to include WIB resources and related workforce programs;                      -collecting formative data on staff characteristics; and                      -collecting and evaluating data on professional development.  <b>(Policy/Practice/Operational)</b></p>	<p>I</p>	<p>0</p>

**DATA COLLECTION AND OUTCOME MEASURES**

<p><b>AE Recommendation # 21</b> <b>Merger of Data Collection</b></p> <p>Merge program learners’ information from MSDE, DLLR and MHEC databases. From this merger, capture all information needed for federal and state requirements with a specific focus on these measures:</p> <ul style="list-style-type: none"> <li>• What have adults learned – skills/credential attainment</li> <li>• Basic literacy skills – math, computer, reading</li> <li>• English proficiency</li> <li>• High school diploma</li> <li>• Career skills credentials</li> </ul>	<p>I</p>	<p>????</p>
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<ul style="list-style-type: none"> <li>• Post-secondary education             <ul style="list-style-type: none"> <li>○ Middle skills</li> </ul> </li> <li>• Employability skills – including soft skills</li> <li>• Family literacy/civics skills. How clients are meeting goals for such areas as:             <ul style="list-style-type: none"> <li>○ Citizenship, reading to children, driver’s license</li> <li>○ Employment                 <ul style="list-style-type: none"> <li>▪ Gained employment</li> <li>▪ Retained employment - 1 year, 2 years, 5 years</li> <li>▪ Movement to high-demand industry sectors</li> <li>▪ Job on a career ladder</li> </ul> </li> <li>○ Income improvement</li> <li>○ Economic self-sufficiency                 <ul style="list-style-type: none"> <li>▪ Less dependence on state programs or institutions.</li> </ul> </li> <li>○ Financial Literacy Skills</li> </ul> </li> </ul> <p><b>(Operational)</b></p>		
<p><b>AE Recommendation # 22</b>  <b>Information Tracking and Sharing</b></p> <p>Develop protocols for information sharing, including access and security. Assign a unique student identifier to track program improvement and student improvement (this is tied to a Social Security number where possible) so that student progress can be tracked between agencies and campuses. Explore the possibilities for interacting with the P-20 Council. <b>(Operational)</b></p>	<b>I</b>	<b>????</b>
<p><b>AE Recommendation # 23</b>  <b>Student Portfolio</b></p> <p>Provide data to students that highlights their skills attained so that they can create a “portfolio” of their abilities for employers and when seeking further education and training. <b>(Operational)</b></p>	<b>I</b>	<b>????</b>
<p><b>AE Recommendation # 24</b>  <b>Information Sharing</b></p> <p>Provide data from other state agencies, federal agencies, private industry sources and publications that make pathways between education programs and jobs more visible. (This is externally focused.) This information needs to be shared between instructors, employers, adult learners and administrators on such topics as:</p> <ul style="list-style-type: none"> <li>• Long-term trends in industry clusters</li> <li>• Job opportunities in the short- and medium term</li> </ul> <p><b>(Operational)</b></p>	<b>I</b>	<b>\$</b>
<p><b>AE Recommendation # 25</b>  <b>Comprehensive Assessment</b></p> <p>Identify and implement an optional suite of assessment tools for instructors that capture learners educational and workforce skills and interests, short and long-term employment possibilities and aspirations. The purpose of these assessments is to identify an individual’s need and inform programs as opposed to providing information for state reporting. <b>(Operational)</b></p>	<b>I</b>	<b>\$</b>

<p><b>AE Recommendation # 26</b>  <b>Baseline for Longitudinal Study</b></p> <p>Use existing data and the data mining functions to create a 2007 baseline that is a basis for a longitudinal study that allows for individual student and program queries as well as quarterly and annual reports. This baseline will include:</p> <ul style="list-style-type: none"> <li>• Literacy and civics skills             <ul style="list-style-type: none"> <li>○ Constant and consistent skills improvement throughout program enrollment</li> </ul> </li> <li>• Employability             <ul style="list-style-type: none"> <li>○ Increase in wages</li> <li>○ Stability in the work force – 1, 2 and 5 years</li> </ul> </li> <li>• Post-secondary education and training             <ul style="list-style-type: none"> <li>○ Constant and consistent progression toward certification/postsecondary educational goals</li> <li>○ Apprenticeships</li> </ul> </li> <li>• Economic needs.             <ul style="list-style-type: none"> <li>○ Learners moving into jobs where there is anticipated high demand</li> <li>○ Learners contribute to the growth of Maryland’s economy</li> <li>○ Economic self-sufficiency</li> </ul> </li> </ul> <p><b>(Operational)</b></p>	<p><b>I</b></p>	<p><b>????</b></p>
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**CORRECTIONAL EDUCATION AND RE-ENTRY RECOMMENDATIONS  
ADMINISTRATIVE TRANSITION**

<b>Recommendation</b>	<b>Time table</b>	<b>Funds</b>
<p><b>CE Recommendation # 1</b> <b>Agency Roles and Responsibilities</b></p> <p>Develop a new MOU between DLLR and DPSCS using the existing MOU as a model. <b>(Administrative)</b> Review and revise DPSCS documents such as Division of Correction Directives 135-1 to 135-7. <b>(Administrative)</b></p>	<p>S/ CMO</p> <p>P</p>	<p>0</p>
<p><b>CE Recommendation # 2</b> <b>Role of Community Colleges</b></p> <p>Continue to contract with community colleges to provide supplementary staff to augment the State-funded and staffed correctional education (CE) program. <b>(Policy/Practice)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>CE Recommendation # 3</b> <b>Correctional Education “Dual Directorship”</b></p> <p>Continue the current organizational structure of one director for correctional education. <b>(Legislative)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>CE Recommendation # 4</b> <b>Organizational Structure and Staffing</b></p> <p>Ensure that all programs transferred from MSDE have high visibility within the organizational structure of DLLR and access at the highest level within the organization. <b>(Policy)</b></p>	<p>P</p>	<p>0</p>
<p><i>a) Ensure that the title of the lead position for correctional education at DLLR conveys significant leadership responsibility and authority. In several states the title is called “Superintendent,” but other titles should be considered. <b>(Policy)</b></i></p>	<p>I</p>	<p>0</p>
<p><i>b) Add additional field directors to provide coordinated instructional services for CE within an integrated model that serves 9,447 students and the entire inmate population of 23,000 for library services. <b>(Policy/Operational)</b></i></p>	<p>I</p>	<p>\$\$</p>
<p><i>c) Identify innovative and quality instructional practices to improve the existing programs (academic, occupational, special education, library program, transitional/re-entry services, postsecondary/advanced education) and the use of instructional technology. <b>(Practice)</b></i></p>	<p>I</p>	<p>0</p>
<p><i>d) Ensure that coordinators contribute to the professional development plan. <b>(Practice)</b></i></p>	<p>I</p>	<p>0</p>

**SERVICES COORDINATION**

<p><b>CE Recommendation # 5 Joint Interagency Planning</b></p> <p>Develop a joint interagency coordinated and comprehensive plan that details an inmate’s service and program needs from entry into the correctional system to re-entry into the community, including reviewing the current policies related to case management and the pending Offender Case Management System (OCMS). DLLR and DPSCS leadership must meet regularly to review program delivery needs. <b>(Practice)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>CE Recommendation # 6 Regular Communication</b></p> <p>Establish formal, regular communication and coordination at the following levels: facility, school, and administration; HQ administrative levels of DLLR, DOC and DPP, and the EWTCCCI. <b>(Practice)</b></p>	<p>S/ CMO</p>	<p>0</p>
<p><b>CE Recommendation # 7 Set Priorities</b></p> <p>Amend DPSCS policies to ensure education services are a priority for the inmate population and the facilities. <b>(Policy)</b></p>	<p>S/ CMO/ I</p>	<p>0</p>
<p><b>CE Recommendation # 8 Establish Incentives</b></p> <p>Charge DPSCS with evaluating policies regarding incentives related to education and occupational program participation and completion. <b>(Policy)</b></p>	<p>S/ CMO</p>	<p>0</p>

**RE-ENTRY CONTINUUM**

<p><b>CE Recommendation # 9 State Level Re-Entry Policy</b></p> <p><i>a) Establish a state level re-entry policy council under the leadership of DPSCS. <b>(Policy)</b></i></p>	<p>P</p>	<p>0</p>
<p><i>b) Designate DPSCS as the lead agency for coordination of re-entry services provided by the various partners, including significant participation from current and potential employers. <b>(Policy/Practice/Operational)</b></i></p>	<p>P</p>	<p>\$</p>
<p><i>c) Develop interim intergovernmental agreements (DLLR, DHR, DPSCS, DPP and local jurisdictions) to coordinate services and leverage resources supporting former offenders. <b>(Policy/Practice)</b></i></p>	<p>P</p>	<p>\$-\$\$</p>
<p><i>d) Develop procedures that balance programmatic needs with regulatory restrictions for employment and create a campaign to dispel the myths on licensing and to remove licensing barriers to employment when within legal restrictions. <b>(Policy/Practice)</b></i></p>	<p>P</p>	<p>0 - \$</p>
<p><i>e) Establish and coordinate services with the Pre- Release System, community-based DPP programs and community-based programs. <b>(Policy/Practice)</b></i></p>	<p>P</p>	<p>\$-\$\$</p>
<p><i>f) Charge DLLR with strengthening the linkages and capacity of educational and training options between CE programs, DPP and broader prisoner re-entry programs to ensure inmates are prepared to succeed upon re-entry. <b>(Policy/Practice)</b></i></p>	<p>P</p>	<p>\$\$</p>
<p><i>g) Charge DLLR with developing the strategies/policy for addressing the needs of the diverse incarcerated population (i.e., undocumented workers, individuals with aliases, non-citizens and citizens) who lack the proper legal identification needed for employment. <b>(Policy/Practice)</b></i></p>	<p>S / CMO</p>	<p>\$</p>

<i>h) Develop a pilot re-entry program that allows inmates with less than 90 days to serve on their sentences to transfer to local correctional facilities to receive community-based services. The pilot project would occur only in counties with an interest and that can negotiate a satisfactory transfer, treatment and fiscal plan with DPSCS. (Policy/Practice)</i>	L	\$
<b>CE Recommendation # 10 Coordination Improvement</b>		
<i>a) Develop a comprehensive services strategy to improve between correctional education services, public safety services and provisions as well as critical community partners providing re-entry and employment supports. (Policy/Practice)</i>	S/ CMO	0
<i>b) Implement coordinated, industry-recognized standard assessments between DLLR/DWD, DLLR/CE, DLLR/Adult Ed and DPSCS. (Policy/Practice)</i>	S/ CMO	\$-\$\$
<i>c) Coordinate information-sharing in a uniform" language" defining the individual's skills, needs and potential barriers to employment and transition. (Policy/Practice)</i>	S/ CMO	\$-\$\$
<i>d) Share programmatic outcome data (i.e., sharing profiles, career development assessments &amp; plan) including employment outcome data. (Policy/Practice)</i>	S/ CMO	0
<b>CE Recommendation # 11 Data Tracking and Sharing Among Stakeholders</b>		
<i>a) Ensure that DLLR/CE, local WIBs and other partners have input into the DPSCS data management system. (Policy/Practice)</i>	P	0 - \$
<i>b) Include CE staff and other critical re-entry partners in the development/refinement of the case management system (OCMS) that is currently refining specifications underway will also include CE staff. (Policy/Practice)</i>	P	0
<i>c) Partner with other stakeholders to ensure the inclusion of important structural elements of across programs and services. (Policy/Practice)</i>	P	0 - \$
<i>d) Ensure that a tenable system is developed and has the capacity for interagency linkages and the ability to merge data for tracking of employment and re-entry outcomes. (Policy/Practice)</i>	S/ CMO	0 - \$
<b>CE Recommendation # 12 Sustainable Funding</b>		
Establish a consistent, sustainable and adequate funding stream for CE services; and a simplified procurement process for supplemental CE re-entry services and programming:		
<i>a) Ensure earlier notification in order to contract supplemental staff needed prior to July 1 implementation. (Policy/Practice)</i>	S/ CMO	\$
<i>b) Establish permanent state CE positions (with benefits) in order to eliminate reliance on contractual employees for academic, occupational and transition programming. (Policy)</i>	S/ CMO	\$\$\$
<i>c) Create a separate budget line item for CE re-entry staff and programming needs i.e. earmarked funds for supplies and materials, service delivery, professional development, regional job developers, program graduates, etc. (Policy/Practice)</i>	S/ CMO	\$
<i>d) Ensure that new/renovated correctional facilities have sufficient space for education and training needs. (Practice)</i>	S/ CMO	\$\$
<i>e) Build capacity to provide comprehensive re-entry services, academics critical to the workplace, occupational training and apprenticeship training options (inside and outside the fence). (Policy)</i>	S/ CMO	\$\$\$

<b>CE Recommendation # 13</b> <b>Employer Engagement</b>		
Expand existing employer engagement strategies to increase the pool of job orders that skilled individuals who have been incarcerated can fill.		
<i>a) Develop/expand partnerships with apprenticeship programs, industry-recognized training providers and community college programs to facilitate career pathways. (Policy/Practice)</i>	S/ CMO	\$\$
<i>b) Increase linkages to and capacity of One-Stop workforce system to work with former offenders upon release. (Policy/Practice)</i>	P	\$\$
<i>c) Create an employer work group within the EWTCCCI to examine policies, practices, and barriers to employment and recommend strategies for policy changes including a review of licensing restrictions and restrictions on state contract employment. (Policy)</i>	S/ CMO	\$
<i>d) Influence employers to hire ex-offenders through direct marketing, outreach and incentives. (Practice/Operational)</i>	L	\$\$
<i>e) Have the State lead by example to hire ex-offenders, using StateStat to track state agency progress. (Policy/Practice)</i>	P	\$
<i>f) Fund employer incentives to encourage hiring ex-offenders, including training grants &amp; On-The-Job-Training (OJT), etc. (Policy/Practice)</i>	S	\$\$
<i>g) Continue to work with employers to identify high-demand/high-wage jobs and tailor programs (behind the fence) to meet employer workforce needs. (Policy/Practice)</i>	L	\$\$
<b>CE Recommendation # 14</b> <b>Integrated Services Model</b>	S/ CMO	0
Implement an integrated services model that includes workforce services, academic education, special education (where appropriate), occupational education, and transitional services with a goal toward offender re-entry into the community. (Policy)		
<i>a) Continue postsecondary education and library services for inmates as part of the correctional education model. (Practice)</i>	S/ CMO	0

**PROGRAM IMPROVEMENT**

<b>CE Recommendation # 15</b> <b>Correctional Education Oversight</b>	P	0
Restructure the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI), formerly the “ECCCI” to serve as an oversight board for correctional education under DLLR. (Legislative/Policy)		
<i>a) Direct that the Council have a governance structure similar to a Board of Directors, responsible for strategic direction/planning, policy development, program outcomes, advocacy and overall accountability. (Policy/Practice)</i>	S/ CMO	0
<i>b) Ensure that the Council’s membership composition reflects both education and workforce needs and includes the following additional members:</i>	S/ CMO	0
<ul style="list-style-type: none"> <li>o Secretary of DBED</li> <li>o Community College President</li> <li>o Executive Director of GWIB or the GWIB Board Chair</li> <li>o Business representative</li> <li>o Business representative</li> <li>o Former Offender</li> <li>o A representative from the community at large (Legislative)</li> </ul>		
<i>c) Designate the Director of Correctional Education to provide staff support to the Council.</i>		

<b>(Policy/Legislative)</b>		
<i>d) Require that the Council should meet at least 4 times per year and continue to make an annual report to the Governor and General Assembly outlining progress of measureable goals and objectives. (Policy/Legislative)</i>	S/ CMO	0
<i>e) Direct the Council to coordinate with DPSCS's DOC staff to identify potential achievement based incentives for program completion and develop relevant policy initiatives. (Policy)</i>	I	0
<b>CE Recommendation # 16 Professional Development</b>	I	0
Continue and expand annual professional development planning. <b>(Operational)</b>		
<b>CE Recommendation # 17 Program Accreditation</b>	I	\$\$
Expand program accreditation <b>(Practice)</b>		
<i>a) The academic and occupational programs should be accredited by the Middle States Association for Secondary Schools and Colleges and/or Correctional Education Association (CEA) accreditation processes. (Practice)</i>	I	\$\$
<i>b) Consider accreditation for certain occupational programs with national certifications. Current national certifications are earned in PrintEd, NATAF (automotive), MOS (Microsoft Office Specialist). Occupational training in a field where there is no national certification needs to be based on labor market need and current data. (Practice)</i>	I	\$\$
<i>c) Continue American Council on Education certification for advanced/postsecondary education courses. (Practice)</i>	P	\$\$
<b>CE Recommendation # 18 Maintaining Staff Professional Certification</b>	S/ CMO	0
Continue MSDE certification of Correctional Education teaching, library, and administrative staff. <b>(Policy/Practice)</b>		
<i>a) Continue to certify CE teachers and librarian, employed by DLLR, in a content area or instructional skill level. (Policy/Practice)</i>	S/ CMO	0
<i>b) Continue to certify CE administrators in administration and supervision. (Policy/Practice)</i>	S/ CMO	0
<i>c) Establish new certification in the fields of adult education and correctional education as an alternative to a content area. (Policy/Practice)</i>	S/ CMO	0
<i>d) Include a professional development model in the certification renewal process to enable the CE staff to be uniquely trained in specific areas. (Policy/Practice)</i>	S/ CMO	0
<b>CE Recommendation # 19 Correctional Education Planning Process</b>		
<i>a) Include correctional education program services in each local Workforce Investment Act Plan, including Title I and Title II and any new consolidated WIA State Plan. (Policy/Practice)</i>	I/ CMO	0
<i>b) Involve the community colleges in planning and developing career and technical training initiatives offered at Maryland Correctional Facilities, with a focus on developing training and career pathways to middle-skills jobs. Utilize existing or develop curriculum pathways that will allow for ease of transition into community college programs. (Policy/Practice)</i>	I/ CMO	0
<i>c) Forge new partnerships with business and industry to obtain employment of offenders upon release (i.e., Printing Graphics Association Mid Atlantic and IEC Chesapeake)</i>	I/ CMO	0

<b>(Policy/Practice)</b>		
<i>d) Seek greater flexibility for offenders released to the community to move more freely in the metropolitan Baltimore-Washington area for work-related employment. (Policy/Practice)</i>	I/ CMO	0
<i>e) Promote a coordinated effort to obtain donations from businesses for both academic and occupational programs. (Policy/Practice)</i>	I/ CMO	0
<b>CE Recommendation # 20 Quality Program Services</b>	I/L/ CMO	0
Continue quality program services including Academic, Special Education and Accommodations, Transition, Occupation, Advanced/Postsecondary Education and Library Programs. (N.B.: All of the following sub-recommendations are Policy/Practice-related.)		

### ACADEMIC PROGRAMS

a) Continue the new CE statewide curriculum with the modification cited in an MSDE Nov 13, 2008 memo. Additional training will be provided to teachers and principals to support the implementation.	P	0
b) Identify inmates at intake without a high school diploma, refer to CE and provide timely information to principals. This process is especially important as a priority for a student transferred from another institution who was in an educational program.	P	0
c) Accept the TABE assessment, used for instructional placement, for reporting purposes, eliminating duplicate testing for reporting purposes only. (Practice)	P	0
d) Continue professional development is needed to facilitate curriculum and instructional improvement.	P	0
e) Provide substitute teachers when regular classroom teachers are absent.	I	\$\$
f) Provide long term substitutes to ensure program continuation, StateStat priority area .	I	\$\$
g) Expand the use of tutoring labs for beginning level learners at every institution.	I	0
h) Expand instructional technology in smart classrooms to facilitate learning.	I	\$\$\$
i) Explore distance/blended learning to enrich learning at the adult secondary education level.	I	\$-\$

### SPECIAL EDUCATION AND ACCOMMODATIONS

a) Offer a seamless Special Education delivery system for English speaking and non-English speaking inmates to remain in compliance with IDEA law and regulations.	P	0
b) Continue Special Education operational procedures within the requirements of IDEA 2004.	P	0
c) Continue collaboration with grant partners to maintain the current funding from MSDE.	P	0
d) Implement the statewide online IEP with access from each school.	P	\$\$
e) Provide PINs for an IEP manager to monitor internal quality assurance in the Special Education process and for data entry into the Maryland Online IEP/SISS Data Entry System.	I	\$\$
f) Develop career pathways and occupational training plans for inmates who are English speaking and non-English speaking.	P	0
g) Ensure ADA access and accommodations for inmates.	P	0

### TRANSITION PROGRAM

a) Offer a transition program at each school.	I	\$\$\$
b) Enhance professional development to institutionalize the capacity of transferring staff and DLLR staff to deliver transition/re-entry strategies and services to inmates.	P	\$\$

c) Ensure all inmates receive transitional/re-entry services prior to being released from the institution with complementary community-based services after release.	I	\$\$\$
d) Standardize program data for inmate profiles, career development assessments and planning and I-9 employment documentation.	P	0

### OCCUPATIONAL PROGRAMS

a) Provide internet access needs for certification testing of students.	I	\$\$
b) Assign at least one employment/transition counselor to each school to guide students along a career path.	I	\$\$\$
c) Fund program accreditation (PrintEd, NATAF (automotive), Microsoft Office Specialist).	I	\$\$
d) Fund a student tracking program.	I	\$\$\$
e) Develop additional articulation agreements among community colleges and technical schools for students to obtain college credit.	I	0
f) Develop partnerships with approved registered apprenticeship programs.	I	0
g) Engage employers and business groups in discussions with instructors and principals concerning curriculum, donation of equipment and supplies and employment opportunities.	I	0
h) Ensure that all occupational training programs are available only to inmates who have completed all other program requirements (i.e., drug counseling, violent offender training, and high school diploma/GED, where required, and have approximately 18 months to serve).	I	0
i) Expand occupational program services to take advantage of space utilization and correctional shift coverage.	P	\$\$\$
j) Expand the number and scope of career and technical training that lead to high-demand jobs upon release.	P	\$\$\$

### ADVANCED/POSTSECONDARY EDUCATION PROGRAMS

a) Offer postsecondary education opportunities at all schools.	P	\$\$\$
b) Ask the EWTCCCI to explore course offerings, distribution, and relevance of courses.	P	0
c) Link a remedial program to improve the basic skills of high school graduates with the Adult Skills Certificate 6 (ASC6) to prepare inmates for entry into postsecondary education programs.	P	0
d) Integrate inmate college students back into the community with the knowledge and skills necessary to continue their education or find meaningful employment.	P	\$\$\$
e) Develop an educational matrix to ensure that specific post-secondary programs are offered at those correctional facilities where inmates can complete training.	P	\$\$\$
f) Ensure that inmates earning an ASC6 receive one free (no cost to the student) ACE college course.	P	\$\$

### LIBRARY PROGRAMS

a) Ensure that all libraries have a career center.	P	\$\$\$
b) Direct Maryland Correctional Education Libraries to collaborate with academic, occupational, transitional and approved institutional groups.	P	\$\$
c) Ensure that all Maryland Correctional Education Libraries continue to provide full library services to the entire institutional population.	P	0
d) Ensure that all Maryland Correctional Education Libraries continue to provide legal reference services to help fulfill the constitutional right of access to the courts as mandated by the U.S. Supreme Court (funded by DOC and administered by LASI).	P	0
e) Ensure that all Maryland Correctional Education Libraries support the lifelong learning	P	0

needs of offenders.		
f) Ensure that all Maryland Correctional Education Libraries have funding streams from the academic, transition, occupational and post-secondary programs, in addition to funding for full institutional library services.	<b>P</b>	<b>\$\$\$</b>
<b>CE Recommendation # 21</b> <b>Coordination of Program Services</b>	<b>I/L/ CMO</b>	<b>0</b>
Increased coordination of Program Services. <b>(Practice/Operational)</b>		
a) <i>Coordinate service integration, increase understanding and cooperation among CE, DLLR and DPSCS Divisions to build inmate skills in accordance with the integrated services model.</i> <b>(Practice)</b>	<b>I</b>	<b>0 - \$\$</b>
b) <i>Preserve the liaison position between DOC and CE.</i> <b>(Policy)</b>		
c) <i>Explore and establish new linkages with industry-driven apprenticeship programs to improve the delivery of occupational programs and services offered behind the fence.</i> <b>(Practice)</b>	<b>I</b>	<b>0 - \$\$</b>
<b>CE Recommendation # 22</b> <b>Data and Reporting</b>		
a) <i>Develop data collection systems to track post-release employment and wage information.</i> <b>(Policy)</b>	<b>I</b>	<b>\$\$\$</b>
b) <i>Continue to collect data and implement additional data collection according to the Data Guidebook to comply with federal guidelines for program and funding eligibility.</i> <b>(Policy)</b>	<b>I</b>	<b>\$\$\$</b>
c) <i>Continue to work with other states to refine and augment standardized data collection.</i> <b>(Policy)</b>	<b>I</b>	<b>\$\$\$</b>
d) <i>Collaborate with the Division of Correction to review the Mandatory Education Law.</i> <b>(Policy)</b>	<b>P</b>	<b>0</b>
e) <i>Continue to computerize record-keeping and data collection at the classroom, institutional and central office levels.</i> <b>(Operational)</b>	<b>I</b>	<b>\$\$\$</b>
f) <i>Encourage CE students to enroll in the Maryland Workforce Exchange (MWE) system immediately prior to release.</i> <b>(Policy/Operational)</b>		
g) <i>Explore expanding the (MWE) to accommodate the re-entry needs of ex-offenders.</i> <b>(Policy/Operational)</b>	<b>P</b>	<b>0 - \$\$\$</b>
h) <i>Ensure that data systems developed for non-incarcerated adult learners include correctional education data and outcome tracking.</i> <b>(Policy)</b>	<b>I</b>	<b>\$\$\$</b>

**FUNDING WORK GROUP RECOMMENDATIONS**

Recommendation	Time table	Funds
<p><b>FWG Recommendation #1 Sustainable Funding Model</b></p> <p>Develop a model of sustainable funding for statewide adult literacy WIA Title II grantee providers with a goal of achieving the same level (or higher) of state support compared to the federal WIA II funding level (currently \$9 million). Include financial incentives for providers who also leverage local (jurisdictional and/or private) sources or other government grant funds. <b>(Legislative/Policy/Practice)</b></p>	L	0
<p><b>FWG Recommendation #2 Sustainable Funding – Strategic Plan</b></p> <p>Develop a DLLR-led (in conjunction with proposed state literacy coalition &amp; stakeholders) strategic plan that prioritizes specific strategies for increasing sustainable funding from private, state, federal, and local government sources in support of adult education &amp; literacy, and workforce programs. <b>(Policy/Practice)</b></p>	I	0
<p><b>FWG Recommendation #3 Sustainable Funding – Increase State Funding</b></p> <p>Increase state funding to \$9 million to reach the current federal WIA Title II allocation to Maryland. <b>(Legislative/Policy/Practice)</b></p>	I/L	\$\$\$
<p><b>FWG Recommendation #4 Sustainable Funding – Statutory</b></p> <p>Ensure statutory language to maintain state funding level at the \$9 million level and automatically increase it when federal WIA II funds increase. <b>(Policy/Practice)</b></p>	I	\$\$\$
<p><b>FWG Recommendation #5 Sustainable Funding – Other States</b></p> <p>Investigate 24 States that report (through NAEDPC, OVAE, and other report vehicles) proportionately higher state &amp; local contributions for adult education &amp; literacy services, and other human service areas, and determine the methods/model used to increase these funding streams. <b>(Policy/Practice)</b></p>	I/L	\$
<p><b>FWG Recommendation #6 Funding Consolidation</b></p> <p>Consolidate current adult education &amp; literacy state grant streams into the Literacy Works funding line. Literacy Works grant funding would continue to be available for the same purposes and funding levels as allocated to present eligible grantees (EDP, instruction, data management, etc). <b>(Policy/Practice)</b></p>	I	0

<p><b>FWG Recommendation #7</b>  <b>Additional Research on State Models for Multiple Funding Sources</b></p> <p>Continue to research models from other states and countries and consider the development of state policies that support coordination of multiple funding sources at the state and local level that will sustain a system of services for undereducated adults. Ensure that process assures accountability and does not burden on providers as it relates to grant applications, tracking &amp; reporting. <b>(Practice)</b></p>	I/L	\$
<p><b>FWG Recommendation #8</b>  <b>Funding Options for non-WIA II Programs</b></p> <p>Develop a DLLR-led effort to identify and leverage funding options and offer technical support for programs that deliver adult literacy services and do not qualify for WIA Title II funding. <b>(Practice)</b></p>	I/L	0
<p><b>FWG Recommendation #9</b>  <b>Program Improvements &amp; Capacity Building</b></p> <p>Examine and prioritize new program improvements and capacity and fund these activities when resources become available. <b>(Policy/Practice)</b></p>	I/L	\$\$\$
<p><b>FWG Recommendation #9.1</b>  <b>Increase and ensure state funding allocations</b></p>		
<p>a. Substantially and equitably increase general funds for adult literacy programs that serve Marylanders who are in need or are incarcerated. <b>(Legislative/Policy)</b></p>	I/L	\$\$\$
<p>b. Ensure that state funding remains dedicated and allocated to adult education services, and not directed elsewhere. <b>(Practice/Policy)</b></p>	S/ CMO	0

#### ADVOCACY AND MARKETING

<p><b>FWG Recommendation #10</b>  <b>Statewide Literacy Coalition/Best-Practice Research</b></p> <p>Research national best practice literacy coalitions to identify successful models, particularly as to developing statewide plans. <b>(Practice)</b></p>	I	0
<p><b>FWG Recommendation #11</b>  <b>Coalition Building</b></p> <p>Convene the diverse group of external stakeholders involved in the Funding Work Group to lay the groundwork for broad community engagement efforts and statewide coalition-building <b>(Practice)</b></p>	I	0
<p><b>FWG Recommendation #12</b>  <b>Creation of Statewide Literacy Coalition</b></p> <p>Develop a statewide literacy coalition, with support from DLLR, whose mission would include increasing public and private investment in adult education and</p>	L	\$\$

literacy; continuing to raise visibility; and helping to ensure that investments are able to reach underserved populations. <b>(Policy/Practice)</b>		
<b>FWG Recommendation #13</b> <b>Marketing Plan</b>	<b>I</b>	<b>0</b>
Create a marketing plan for adult education and literacy services that includes case statements and strategies to target diverse audiences, including businesses and foundations in particular. <b>(Policy/Practice)</b>		
<b>FWG Recommendation #14</b> <b>Strategic Plan for Increased Funding</b>	<b>I/L</b>	<b>0</b>
Develop a DLLR-led (in conjunction with proposed state literacy coalition & stakeholders) strategic plan that prioritizes specific strategies for increasing sustainable funding from private, state, federal, and local government sources in support of adult education & literacy, and workforce programs. <b>(Policy/Practice)</b>		

### “STEPPING UP TO THE FUTURE” REPORT

<b>FWG Recommendation #15</b> <b>“Stepping Up To the Future” – Resource for Guiding Decisions</b>	<b>S/I</b>	<b>\$\$\$</b>
Rely on <i>Stepping Up To the Future</i> as a resource in answering current questions and in addressing future policy and funding decisions. <b>(Policy)</b>		
<b>FWG Recommendation #16</b> <b>“Stepping Up To the Future” – Three Guiding Principles</b>	<b>I</b>	<b>\$\$\$</b>
Design future adult education funding and performance around three “guiding principles” developed by the Superintendent’s Panel on Excellence: <b>(Policy/Practice)</b>		
<i>a. Achievement through Outcome Based Funding. The design must be research based and sufficiently robust to achieve the performance expectations of the students and government. The State should establish target outcomes and support local flexibility to achieve the performance standards.</i> <b>(Legislative/Policy)</b>	<b>I</b>	<b>\$\$\$</b>
<i>b. Adequacy. Funding must be sufficient to address the need and the demand to achieve clear results. It is important that each of the organizations delivering services have adequate resources.</i> <b>(Legislative/Policy)</b>	<b>I</b>	<b>\$\$\$</b>
<i>c. Equity. Opportunities for students should not be affected by a jurisdiction’s ability to raise revenue or by the type of the organization.</i> <b>(Practice)</b>	<b>I</b>	<b>\$\$\$</b>

### BUSINESS LINKS

<b>FWG Recommendation #17</b> <b>Business Links – Integration WIA Titles I and II</b>	<b>I/L</b>	<b>0</b>
Integrate funding sources available under Title I of the Workforce Investment Act with Title II adult education and literacy program funds to provide allowable		

services to business as defined by Title I & II funding, while minimizing the administrative burden on employers, such as cross-training for staff, incumbent worker training services, and job skill analysis. <b>(Policy/Practice)</b>		
<b>FWG Recommendation #18</b> <b>Business Links – Return on Investment</b>	<b>I/L</b>	<b>0</b>
Compare the results of the skills analysis and the pre and post assessments to show that education and workforce training programs show a return on investment benefit <b>(Practice)</b>		
<b>FWG Recommendation #19</b> <b>Business Links – Employer Engagement Plan</b>	<b>I/L</b>	<b>0</b>
Develop an comprehensive employer- engagement strategic plan that includes: <b>(Practice)</b>		
a. <i>Implement an employer outreach campaign that presents value added for adult education and workforce training services for employers by using WIB Business Service Representatives. (Practice)</i>	<b>I/L</b>	<b>0</b>
b. <i>Find a third party, business-friendly entity (i.e., a state level quasi-governmental non-profit, community college program, DBED or DLLR staff) to interact with employers. (Legislative/Policy/Practice)</i>	<b>I/L/ CMO</b>	<b>0</b>
c. <i>Identify employers who have received the benefit of adult education/workforce services for their employees and utilize them as outreach ambassadors. (Practice)</i>	<b>I/L</b>	<b>0</b>
d. <i>Develop a reputation for delivering an outstanding return on investment for employers with implementation of the comprehensive employer- engagement strategy. (Practice)</i>	<b>I/L</b>	<b>0</b>
e. <i>Conduct customer satisfaction surveys with participating businesses to determine adult education and workforce training program effectiveness. (Practice)</i>	<b>I/L</b>	<b>0</b>
f. <i>Work with local adult education and workforce training programs based on employer’s recommendations and feedback. (Practice)</i>	<b>I/L</b>	<b>0</b>

### IDENTIFYING RESOURCES

<b>FWG Recommendation #20</b> <b>Leveraging Funds</b>		<b>0</b>
Determine how to leverage funding from the various state agencies to increase and improve statewide offerings for adult education and literacy (DLLR, DBED, DHR, MHEC, DHCD, DPSCS). <b>(Policy/Practice)</b>		
<b>FWG Recommendation #21</b> <b>Other Models</b>	<b>I/L</b>	<b>0</b>
Investigate the NAEDPC State Partnership and Coordinated Funding strategy and consider its applicability in Maryland <b>(Practice)</b>		

<p><b>FWG Recommendation #22</b>  <b>Quasi-Governmental Non-profit</b></p> <p>Develop a quasi-governmental not-for-profit entity that can administer and develop funding streams (i.e., foundations &amp; fee-for-service) focusing on adult education and workforce service programs (<b>Legislative/Policy</b>)</p>	<p>I/L</p>	<p>\$\$</p>
<p><b>FWG Recommendation #23</b>  <b>Local Jurisdiction Support</b></p> <p>Initiative a DLLR-led partnership with local providers to promote and leverage support from local jurisdictions for adult education and literacy services (<b>Practice</b>)</p>	<p>I/L</p>	<p>0</p>
<p><b>FWG Recommendation #24</b>  <b>Local Private Support</b></p> <p>Encourage and coordinate state-wide initiatives that result in investments in local programs by private foundations, corporations, and individual donors (<b>Practice</b>)</p>	<p>S/I/L</p>	<p>\$\$-\$</p>
<p><b>FWG Recommendation #25</b>  <b>State-sponsored revenue stream</b></p> <p>Create a specific state-sponsored revenue stream in support of adult education and literacy and workforce training (e.g., “Save the Bay” license plates or special tax) (<b>Legislative/Policy</b>)</p>	<p>L</p>	<p>\$\$-                  \$\$\$</p>
<p><b>FWG Recommendation #26</b>  <b>Local Matching Requirements for WIA Title II Grants</b></p> <p>Review existing system and create a future process for local matching requirements to consider possible adjustments to current policy within the parameters of WIA requirements and state legislation (<b>Policy/Practice</b>)</p>	<p>I</p>	<p>0</p>
<p><b>FWG Recommendation #27</b>  <b>Funding Process to Jurisdictions &amp; Grantees</b></p> <p>Review the allocation method for funding jurisdictions and provide a transparent explanation of the distribution of funds to local programs, including state funds and all WIA funds in Title I and Title II (<b>Policy/Practice</b>)</p>	<p>S/I/L</p>	<p>0</p>
<p><b>FWG Recommendation #28</b>  <b>Categorical Funding of Pilot Projects by Foundations</b></p> <p>Create categorical funding initiatives by applying for grants from private foundations to support pilot projects, such as transition to community college degree programs &amp; other training initiatives, that become sustainable through government sources (<b>Policy/Practice</b>)</p>	<p>I/L</p>	<p>0 - \$\$</p>
<p><b>FWG Recommendation #29</b>  <b>Technical Support for Grant Funding Opportunities</b></p> <p>Provide technical support to both grantee and non-grantee programs by maintaining and providing a list of government and non-government grant sources for adult</p>	<p>I/L</p>	<p>0</p>

literacy. A state-wide coalition may eventually take on this task. **(Policy/Practice)**

### CORRECTIONAL EDUCATION FUNDING

<b>FWG Recommendation #30</b> <b>Maintain Current Level of Funding</b>	S/ CMO	0
Maintain the continuity and integrity of the correctional education budget to fund the current program components. <b>(Practice)</b>		
a. <i>Protect the state funding from budget cuts. (Communicate the need for continued funding to Governor and Legislature.)</i>	S/ CMO	0
b. <i>Continue earmark of DPSCS Inmate Welfare Funds for correctional education purposes. (Obtain assurances from DPSCS that the current level of funding will continue)</i>	S/ CMO	0
c. <i>Ensure that each of the state PIN positions is preserved. (Communicate the need for continued funding to DBM and the Governor.)</i>	S/ CMO	0
d. <i>Continue to pursue and utilize the federal grant funding from Neglected and Delinquent Funding under No Child Left Behind, Adult Education Funding under Adult Education and Family Literacy grants, IDEA funding from MSDE, Youthful Offender Grants to States, Library Services Technology Act, and Carl D. Perkins Vocational and Technical Education Act. (Practice)</i>	C/ CMO	0
<b>FWG Recommendation #31</b> <b>Increase Funding to Expand Correctional Education Programs</b>	P	\$\$\$
Request additional state PINs for program operations in order to offer educational and vocational services to 10,000 students within a system of 23,000 inmates. <b>(Practice)</b>		
<b>FWG Recommendation #32</b> <b>Identify Additional Funding Strategies for Correctional Education</b>	P	0
Identify strategies to secure funding to maintain the current program and expand to meet needs.		
a. <i>Collaborate with DPSCS to prepare for the utilization of federal monies to the States through The Second Chance Act (HR 1593/S1060). (Administrative)</i>	P	0
b. <i>Promote a coordinated effort to obtain used equipment and materials from businesses for both academic and occupational programs. (Administrative)</i>	P	0
c. <i>Create a statewide nonprofit to apply for funds from alternative sources. (Administrative)</i>	P	0
d. <i>Track federal discretionary funds to identify additional grant opportunities. (Administrative)</i>	P	0

**INTERNAL ADMINISTRATION RECOMMENDATIONS  
PERSONNEL**

<p><b>IA Recommendation #1 Accountability Plan</b></p> <ul style="list-style-type: none"> <li>a. Rename the Division of Workforce Development to the “Division of Workforce Development and Adult Learning</li> <li>b. Create two additional Deputy Assistant Secretary positions within the new Division of Workforce Development and Adult Learning</li> <li>c. Add Responsibility for Adult Learning to the Job Duties of the Assistant Secretary</li> <li>d. Ensure StateStat monitoring of the transition process</li> <li>e. Create a GWIB Adult Learning Oversight Committee</li> <li>f. Perform a fiscal audit of the transferring programs</li> </ul> <p><b>(Administrative)</b></p>	S/ CMO	0
<p><b>IA Recommendation #2 Institutional Educator Pay Plan</b></p> <p>Ensure that transferring MSDE employees who are in the Institutional Educator Pay Plan remain in this plan by amending Section 6-302(a)(3) of the Education Article to reflect DLLR’s responsibility for operating correctional education programs in DPSCS facilities. In addition, Section 6-303 must be revised to reflect that the Director of Correctional Education will sit on the IEPP Advisory Committee. <b>(Legislative)</b></p>	S/ CMO	0
<p><b>IA Recommendation #3 Collective Bargaining Unit Representation</b></p> <p>Provide transferring MSDE employees collective bargaining rights by submitting a letter to the DBM requesting the assignment of transferring MDSE employees into collective bargaining units. <b>(Administrative)</b></p>	S/ CMO	0

**FISCAL**

<p><b>IA Recommendation #4 Funding Streams</b></p> <p>Develop a chart that shows each function within the Adult and Correctional Education programs, and that shows each funding stream. <b>(Administrative)</b></p>	S/ CMO	0
<p><b>IA Recommendation #5 Continuation of grant process</b></p> <p>Implement the process to award FY 2010 AELS grants on a timely basis. <b>(Administrative)</b></p>	S/ CMO	0
<p><b>IA Recommendation #6 Annual financial and program reporting</b></p> <p>Develop a timeline that depicts all financial and program reporting obligations with due dates. <b>(Administrative)</b></p>	S/ CMO	0

<b>IA Recommendation #7 Contracts and Agreements with Partners and Vendors</b>	S/ CMO	0
a. Review copies of all current contracts and agreements that involve the transferring programs. <b>(Administrative)</b>		
b. Ensure that all deadlines are met for procurements related to conferences, testing materials, and other items or services covered by regularly scheduled or annual procurements. <b>(Administrative)</b>	S/ CMO	0

### INFORMATION TECHNOLOGY (IT)

<b>IA Recommendation #8 Transfer of the Literacy Works Information System (LWIS) from MSDE to DLLR</b>		
a. Develop a plan for the physical move and migration of the LWIS and related systems to ensure the system will be operational on July 1, 2009. <b>(Administrative)</b>	S/ CMO	0
b. Purchase the equipment necessary to run LWIS and related systems at DLLR. <b>(Administrative)</b>	S/ CMO	\$
c. Due to the timing of the move, all end-of-year reporting (which requires the extraction of information from LWIS and other systems physically located at MSDE) will be prepared at MSDE. This will mean that one MSDE employee whose position will transfer to DLLR may have to maintain offices at DLLR and MSDE until the applicable reports are submitted by September 30. <b>(Administrative)</b>	S/ CMO	0
<b>IA Recommendation #9 Implementation of MGETS</b>		
a. Develop a plan for the physical move and migration of MGETS to ensure the GED office will be operational on July 1, 2009. <b>(Administrative)</b>	S/ CMO	0
b. Purchase the equipment necessary to run MGETS at DLLR. <b>(Administrative)</b>	S/ CMO	\$\$
<b>IA Recommendation #10 Licenses and maintenance contracts</b>		
a. Purchase a one-time license: MSDE uses the MGETS COTS to support a program (Food and Nutrition) that is not transferring to DLLR, and to use Food and Nutrition funding to pay for the software license. Therefore a second one-time license (\$128,000) will need to be purchased from the vendor. <b>(Administrative)</b>	S/ CMO	\$\$\$
b. Review all IT maintenance contracts and licenses to ensure they are current, and create a renewal schedule to ensure the equipment is properly supported. <b>(Administrative)</b>	S/ CMO	0
<b>IA Recommendation #11 Transfer of IT equipment</b>	S/ CMO	0
Inventory all IT equipment equipment/devices that will be moving with the employees. <b>(Administrative)</b>		

<b>IA Recommendation #12</b> <b>Access to communication services and equipment</b>		
a. Lease/purchase appropriate high-capacity copying equipment. <b>(Administrative)</b>	S/ CMO	\$
b. Lease/purchase/develop appropriate communication services/products (i.e., WebEx, Desire2Learn, Zoomerang Survey). <b>(Administrative)</b>	S/ CMO	\$

**FACILITIES**

<b>IA Recommendation #13</b> <b>Planning the Move to DLLR</b>	S/ CMO	0
Identify approximately 3000 sq. ft. of office and meeting space for the Adult Instructional Services Section. <b>(Administrative)</b>		
a. Develop a floor plan for the new Adult Education, Correctional Education, and GED Testing Offices. <b>(Administrative)</b>	S/ CMO	0
b. Identify storage space for five years worth of program records (approximately 300 sq. ft.). <b>(Administrative)</b>	S/ CMO	0
c. Inventory all office furniture, office equipment, and personal equipment/devices that will be moving with the employees. <b>(Administrative)</b>	S/ CMO	0
<b>IA Recommendation #14</b> <b>Correctional Education Inventory</b>	S/ CMO	0
Coordinate a visit to all correctional facilities and work with correctional educators and MSDE Business Services staff to conduct an inventory of all equipment and furniture. <b>(Administrative)</b>		

**ADULT AND JUVENILE CORRECTIONAL EDUCATION SEPARATION**

<b>IA Recommendation #15</b>	S/ CMO	\$\$\$
Transfer Adult Correctional Education to DLLR provided that 3-4 new PINS are allocated for juvenile services education functions at MSDE headquarters.		
<i>Per the Council's consensus on December 9, 2008, that the transfer of adult correctional education to DLLR will not have an adverse impact on juvenile correctional education provided that 3-4 new PINS are allocated for dedicated headquarters functions at MSDE, the move of adult correctional education to DLLR is advisable. The Council also agreed that if the new PINS are not provided, then adult correctional education will move to DLLR, the 3-4 PINS with overlapping responsibilities will remain at MSDE, and DLLR and DPSCS will support those functions with existing resources. <b>(Administrative)</b></i>		