

EWTCCCI

Education and Workforce Training Coordinating
Council for Correctional Institutions

ACTIVITY REPORT 2015



MARYLAND DEPARTMENT
OF PUBLIC SAFETY AND
CORRECTIONAL SERVICES



IN
PARTNERSHIP
WITH



MARYLAND DEPARTMENT OF
PUBLIC SAFETY AND
CORRECTIONAL SERVICES

EDUCATION AND WORKFORCE TRAINING COORDINATING
COUNCIL FOR CORRECTIONAL INSTITUTIONS
1100 N. Eutaw Street, Room 121

October 2015

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

Dear Governor Hogan:

The Council is pleased to send a copy of the Fiscal Year 2015 Report of Activities of the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI) as required by MD Code, Labor and Employment, §11-902 (d).

Pursuant to COMAR, the EWTCCCI shall develop and recommend an educational and workforce training program for each correctional institution in the Division of Corrections; adopt regulations for all correctional institutions in the Division of Correction for the implementation of a mandatory education program for qualifying inmates, requiring the standard of attainment of a GED or verified high school diploma; and adopt regulations for all correctional institutions in the Division of Correction for the implementation of a mandatory workforce skills training program for any inmate who has 18 months or more remaining to be served and is not exempted due to a medical, developmental, or learning disability.

In FY 2015, the Correctional Education Program awarded 220 students a Maryland State High School Diploma. In addition, 916 students received occupational certificates preparing them for productive employment upon their release. In the academic program 2,234 received certificates, documenting increased literacy skills. Students in transitional classes earned 3,457 certificates for completing courses such as the Employment Readiness Workshop and Introduction to Computers and 180,502 patron visits were made to the library.

The Council thanks you for your ongoing support as we work to prepare our students for successful release and employment in the community.

Thank you for your consideration.

Sincerely,

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

Sincerely,

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



Chris White receiving a car through Vehicles for Change

ANNUAL ACTIVITY REPORT TO THE GOVERNOR FY2015
EDUCATION AND WORKFORCE TRAINING
COORDINATING COUNCIL FOR CORRECTIONAL INSTITUTIONS (EWTCCCI)

Table of Contents

1 About the EWTCCCI.....	1
1.1 EWTCCCI Members	2
1.2 EWTCCCI Responsibilities	2
1.3 EWTCCCI Council and Agencies	3
1.4 EWTCCCI Council and Committees	4
2 Department of Public Safety and Correctional Services Highlights	7
3 Correctional Education Overview	8
3.1 Correctional Education Mission Statement	8
3.2 FY2015 Programs / Overview	8
3.3 Programs at a Glance	10
3.4 Mandatory Education	11
4 FY2015 Program Outcomes	11
4.1 Academic Programs	11
4.2 Postsecondary Education Programs	12
4.3 Occupational Programs	13
4.4 Transition Services.....	15
4.5 Special Education.....	16
4.6 Library Services	16
4.7 Implementing Computer Based GED Testing.....	17
5 Success Stories	18
6 Correctional Education and Workforce Development Services.....	21
7 Unique Programs.....	24
Governor’s Office of Crime Control and Prevention	24
Students on Segregation	25
8 Summary	26

1 ABOUT THE EWTCCCI *

Recognizing the importance of adult and correctional education's role in furthering employment opportunities for offenders, and pursuant to Labor and Employment §11-901-902, MD Code Ann., the Education and Workforce Training Coordinating Council for Correctional Institutions (EWTCCCI) was established by Chapter 134 of 2008 created to oversee the implementation of DLLR's Correctional Education Program (CE). Meetings of the Council were held in July, September and December of 2014 and March of 2015.

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

Additionally, in 2015 the EWTCCCI worked with DLLR's CE Program to foster progress of the correctional education comprehensive program. An emphasis focused on linking education level and training of inmates to productive reentry and employment opportunities in the community. Data on recidivism rates provided insight to the Council. DPSCS is pleased that the state rate is at the lowest rate in fifteen years, 40.5%. [The highest sub-group recidivism rate is for drug offenders (41.2%) and the lowest rate is for rapists (2.5%).]



* The name "Correctional Education Council" replaced the name "Education and Workforce Training Coordinating Council for Correctional Institutions" on July 1, 2015.

1.1 EWTCCCI Members

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

Member Name	Professional Affiliation	Type of Member
Stephen Moyer	Secretary, Department of Public Safety and Correctional Services, Co-Chair	Ex Officio
Kelly M. Schulz	Secretary, Department of Labor, Licensing and Regulation, Co-Chair	Ex Officio
Jack Weber	Uptown Printing	Business Community
Yariela Kerr-Donovan	Johns Hopkins Hospital	Business Community
John Danko	Danko Arlington, Inc.	General Public
Thomas Lane	Maryland Correctional Enterprises	Former Offender
Lillian Lowery / Beth Hart, designee	State Superintendent of Schools	Ex Officio
R. Michael Gill	Secretary of the Department of Business and Economic Development	Ex Officio
Dawn Lindsay / Faith Harland-White, designee	President, Anne Arundel Community College	Ex Officio
Martin G. Knott, Jr.	Chair, Governor's Workforce Investment Board	Ex Officio
Jack Kavanagh	Superintendent of Howard County Detention Center	Ex Officio
Jennie Hunter-Cevera	Acting Secretary of Higher Education	Ex Officio
Alice Wirth	Director of Correctional Education	Ex Officio
VACANT	Local Representative, County Superintendent of School	Ex Officio

1.2 EWTCCCI Responsibilities

The Council is charged with the following responsibilities:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population
- Adopt regulations for all correctional institutions for the implementation of mandatory education and workforce skills training programs
- Actively advocate and promote interests of education and workforce skills training opportunities in correctional institutions
- Ensure quality education and workforce skills training are available to inmates
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction
- Recommend and advocate improvements to the educational and workforce skills training programs
- Meet quarterly
- Submit an annual activities report to the Governor on or before October 30

1.3 EWTCCCI Council and the Agencies

The Council met four times during the year. Each meeting had committee reports, focused on a major topic, and provided an update on Correctional Education and other major activities at DLLR. Many changes took place at each agency and within the Correctional Education Program as a result of the election of Governor Larry Hogan. New leadership was appointed to each cabinet position.

CHANGES IN REVIEW

The greatest change for Correctional Education continues to be the implementation of the computerized 2014 GED Test. Not only is testing done by computer for the first time in the history of the GED Test, but the rigor of the test has increased. Correctional Education is adapting well. The pass rate is 74%.

A college program where inmates self-pay tuition and fees was implemented at three institutions and was delivered by three colleges, Anne Arundel Community College, Hagerstown Community College, and Wor Wic Community College.

Vehicles for Change is a new program that offers paid internships in automotive mechanics to former offenders to repair and restore cars. These cars are then marketed to individuals who need a car to get to and from work but cannot afford to buy one. Many of these interns have received occupational training while incarcerated to prepare for the internship.

National Institute of Corrections and DLLR partnered to offer a Train-the-Trainer opportunity for Offender Workforce Development Specialist (OWDS) for staff at DLLR, DPSCS and other state agencies. In the Spring of 2015, 25 participants completed the OWDS program.

A major push to ensure that all teaching positions are filled yielded success. DPSCS has many new faces from the Secretary to local institutional wardens and assistant wardens. A new DPSCS Liaison was hired this year. Dr. Kathleen White was the former Coordinator of Special Education for Correctional Education.

COUNCIL ACTIVITIES

The Council embarked upon an active and productive year. Committees met regularly to advance the work of Correctional Education. They examined the recidivism rate, the EARN program, Vehicles for Change, Computerized GED Testing, Reentry, Transition, as well as Legislation affecting Public Safety, Correctional Education, and inmates. Recidivism and college behind the fence were two major topics of interest to the EWTCCCI.

1.4 EWTCCCI COUNCIL AND COMMITTEES *

During FY2015, the committees supported the mission and work of EWTCCCI. Each committee member serves for two years. All EWTCCCI members or their designee are encouraged to serve on a committee. Non-council members may serve on committees to allow for a greater range of expertise and staff to assist with the endeavors of each group. Participants on the committees include:

<i>Occupational/Apprenticeship/Academics combined with Employer Engagement</i>	
Alice Wirth	Thomas Lane
Kenneth Weeden	John Danko
Jack Weber (Chair)	Charlene Templeton
Brandon Butler	Kathryn Holmes
Deborah Monroe	Lamon Harris
Yariela Kerr-Donovan	Ryan Huether
Chris Hadfield	Michael Thomas
Kathleen White	

<i>Workforce Transition/Community Integration</i>
Thomas Martin
Yariela Kerr-Donovan
Andree Duval (Co-Chair)
Constance Parker (Co-Chair)
Scot Pullen

* The Funding Committee ceased to exist this year as it was determined that the Council had no legal authority to pursue or accept funding. The Council continues to advise and assist DLLR and DPSCS as each pursues funding initiatives.

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

WORKFORCE TRANSITION/COMMUNITY INTEGRATION COMMITTEE

- Continue to develop a series of DVDs to support the transition of inmates from the correctional system to the community statewide
- Support regional reentry coordination and regional reentry activities

EMPLOYER ENGAGEMENT AND OCCUPATIONAL/APPRENTICESHIP/ACADEMIC COMMITTEE

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



2 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES (DPSCS)

The work of the EWTCCCI is integral to the Department of Public Safety and Correctional Services' overall effort to help offenders under its supervision successfully re-enter the community. As part of its overall reentry efforts, the Department has made Public Safety Works (PSW) a key priority to help inmates learn valuable skills and give back to the community. In FY 2015, PSW gave back over 600,000 hours of work to communities throughout the state. Key projects included:

- Construction of access areas to bring Eastern Pre-Release Unit (EPRU) into compliance with the Americans with Disabilities Act specifications
- Construction of a neighborhood gateway sign for Glen Neighborhood in Northwest Baltimore
- Construction and installation of 16 flower boxes at the Vietnam Veterans Memorial
- Constructing shop interior walls, installing electrical lines, developing and office and customer waiting area at *Vehicles for Change* automotive shop
- Citizens grow oysters in cages (many of which were made by inmates at EPRU) by hanging them from their docks and delivering them to a set location and having an inmate crew collect the oysters for a sanctuary at Glebe Bay

In addition, through a partnership with the Department of Health and Mental Hygiene, the Departments expanded the sharing of mental health data with Core Service Agencies for individuals released from a Departmental facility. The agreement now included 10 local jurisdictions, with more expected to be approved this coming year. This agreement allows the Department to better understand the mental health treatment needs of assessed individuals, while also allowing community providers to better adjust the treatment needs of individuals recently released from incarceration. Furthermore, in FY 2015 the Department had over 2,000 inmates complete substance abuse services, most of which were received closer to the inmate's release date so as to maximize the impact of treatment.

Inmate crews completed deconstruction of the Maryland House of Correction. Under its contract, the project trained over 100 inmates in construction/deconstruction, safety rules, asbestos abatement and other meaningful skills while demolishing the building in an environmentally responsible way, with any salvageable materials being recycled for use. For example, over 1 million bricks used in the facility were cleared and recycled for future use. Recycling material significantly reduced the cost of the project to the state as a whole.

The Department entered into an agreement with Community Mediation Maryland (CMM) to deliver mediation services to inmates and their families for the purpose of mending relationships that may have been damaged due to incarceration. A total of 440 mediation sessions were completed in FY 2015. The Department renewed the relationship with CMM for the coming year and expanded services. Through the Department's continued agreement with the Motor Vehicle Administration (MVA), a total of 2,270 MVA ID's were processed prior to release or within 60 days of release from incarceration. This effort represents a crucial step in the ability of individuals to access much-needed services and employment upon returning to the community.

3 CORRECTIONAL EDUCATION OVERVIEW

The Council works collaboratively with the Correctional Education program at DLLR to advocate for and promote education and workforce skills training opportunities in correctional institutions.

3.1 Correctional Education Mission Statement

The Correctional Education program seeks to provide incarcerated individuals with high quality services that facilitate successful transition into Maryland's workforce and communities.

3.2 FY2015 Programs Overview

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

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

Specific attention is given to academic, transitional and occupational students who are under 21 year of age to address their unique needs.

Correctional Education prepares incarcerated students to become responsible members of their communities.

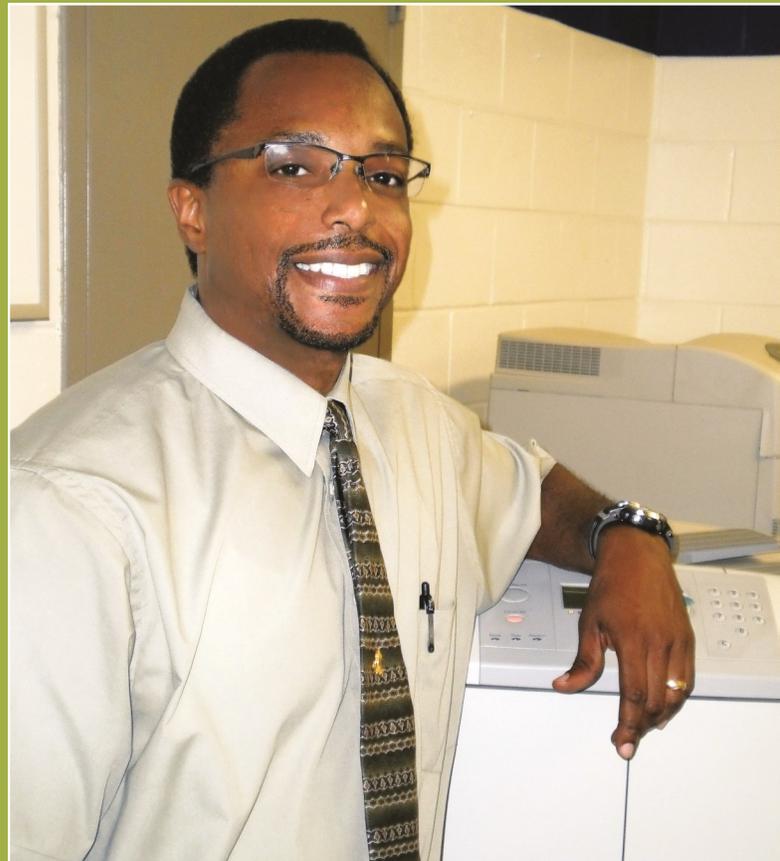
EWTCCCI COUNCIL AND COMMITTEES: Occupational Program Highlight

Printing and Graphics Program Accredited at Eastern Correctional Education—West

Jerry Watford, a graphic arts teacher at the Eastern Correctional Institution – West Education obtained Print-ED National accreditation for the Introduction to Graphic Communications and Advertising Design class in August. The accreditation was awarded through the Graphic Arts Education and Research Foundation (GAERF) in Reston, Virginia. GAERF is the graphic communications/printing industry's accreditation program for graphic communications courses of study at the secondary and post-secondary levels.

The PrintEd program ensures standards for instructional programs are current, relevant, and consistent across the nation. This accreditation ensures that the course's content is aligned with industry standards. Students that complete the course receive a PrintEd certificate which helps students when they enter into the workplace or when they further their education with college credit in hand.

Mr. Watford prepared the application and completed the elements of the course with the assistance of Diane King West Education Principal, Daryl Ferring of Delmarva Printing, Inc., Kara McClymont co-owner Signs by Tomorrow, and Joe Morris publisher of African Pride Magazine.



Jerry Walford prepared the GAERF application

3.3 Program at a Glance

Educational programming for offenders has been found to be one of the most effective tools in reducing recidivism rates. The Rand Institute Study notes that data indicate that inmates who earn their GED were more likely to find a job and less likely to return to prison once released. Correctional Education has 237 positions dedicated to offender instruction and educational support; the educational program offers more than fifty academic, occupational, or workforce skills classes.

The need for correctional education in Maryland is well documented. For example, of the 23,000 inmates currently in the Maryland prison system, the average reading level is between 5th and 8th grade. In addition, less than half of these inmates have a high school diploma when they enter the correctional system. As such, Correctional Education provides a comprehensive education program designed to meet the needs of students at all educational levels.

Average numbers of students served per day	3,300
Approximate number of students served per year	12,000
Number of full-time state CE employees	155.3
Number of part-time contractual employees	81
Number of schools	22

3.4 Mandatory Education

Pursuant to Maryland Code Annotated Labor and Employment §11-09.37.02, education for certain inmates is a requirement. The law mandates that inmates must enroll in educational or workforce skills classes if the individual does not have a high school diploma or GED, has at least 18 months remaining on their sentence, and is not exempt due to medical, developmental, or learning disabilities. Inmates must participate for a minimum of 120 days.

3.5 Community College Partnerships

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

4 FY2015 PROGRAM OUTCOMES

In 2015, the Council reviewed the program outcomes for all sectors of CE. As a result of these evaluations and the ongoing work of the Council, the following goals were established for FY2015:

- The Council Chairs and members will work with Community College Presidents to identify ways to expand current partnerships and strengthen CE programs within the prison system and allow postsecondary education opportunities for inmates
- The Council will investigate potential funding sources to assist in the upgrade of occupational training equipment and support for national certifications to improve employment possibilities
- The Council will explore ways to educate the private sector regarding hiring ex-offenders
- The Council will encourage and support the development of a mentoring/volunteer network to assist ex-offenders as they transition back into the community

During FY2015, the Council worked on several initiatives to strengthen and improve the mission and efforts of the Correctional Education Program. Those initiatives included the continuation of the working committees whose scope of work is outlined in Section 1.3 of this report. The Council supported the development and work of Employer Advisory Boards, expansion of the limited internet computer labs, the development of several new occupational training programs, and the establishment of a regional reentry demonstration project funded through GOCCP. Finally, EWTCCCI initiated the development of a partnership with the community colleges to strengthen and expand the capability of the academic, postsecondary, occupational and transitional service programs. All of these efforts worked in concert to support the mission of Correctional Education.

4.1 Academic Programs

Comprehensive Academic Programs were delivered at 22 institutions through the dedicated work of 81 Position Identification Numbers (PIN) and 31 contractual instructors.

- Academic grade level completions (see chart)
- ESOL (English for Speakers of Other Languages) - approximately 120 students served in three institutions
- Services to the under 21 population for their success led to 30 high school diplomas issued to this population group and over 95% gaining reading and/or writing skills

0.0 - 3.9	653	Completions
4.0 - 5.9	756	Completions
6.0 - 8.9	825	Completions
9.0 - 12.9	220	GED Completions

Leadership and Accountability Highlights

The following EWTCCCI legislative mandates are evidenced by FY2015 outcomes:

- Develop and recommend an educational and workforce training program for each correctional institution to meet the needs of the inmate population
- Ensure quality education and workforce skills training are available to inmates
- Review educational and workforce skills training programs at correctional institutions, including curriculum, resource materials, supplies and instruction
- Recommend and advocate for instructional changes based on the 2014 series GED Test

4.2 Postsecondary Education Programs

In FY2015, three new postsecondary education self-pay programs were held at three prisons, MCTC, JCI, and ECI-E in conjunction with Hagerstown Community College (HCC), Anne Arundel Community College (AACC), and Wor Wic Community College (WWCC) respectively. Goucher College, through a private grant, continued to offer courses at two institutions, MCI-J and MCI-W, that may be applied to a Bachelors of Science degree. Planning was initiated to offer Pell Grants to inmates in college programs. The United States Department of Education will be announcing a national pilot and Maryland has an opportunity to secure funds for the program.

COLLEGE SELF-PAY PROGRAM

Men enrolled in the self-pay college program which began this year at MCTC, JCI, and ECI-E. Each institution partnered with a community college to offer a certificate program (Desktop User Specialist at HCC, Business Support Specialist at AACC, and Small Business Management Option at WWCC) leading to an Associates in Arts degree. Inmates at the institutions were polled to determine interest in a self-pay program. There was sufficient interest to offer a pilot program at each of the three institutions. Inmates pay tuition and fees directly to the Community College to participate in the classes.

GOUCHER COLLEGE PROGRAM

In FY2015, thirty-seven (37) students completed individual college courses at MCI-W. Sixty-six (66) students completed college level courses at MCI-J during the same time period. This program partners with Bard College in New York which provided the funding for the program. The Goucher program was recently recognized as a part of a federal effort to provide Pell Grant funding for college programs offered to inmates.

SECOND CHANCE CAREER TECHNOLOGY GRANT EFFECTIVE PRACTICES

The Second Chance Career Technology grant was a one-time competitive grant award of \$645,552 from the Bureau of Justice to DLLR - Correctional Education. The program provided a College Certificate as Desktop User Specialist to inmates at the Maryland Correctional Training Center. This 19 college credit program was offered through Hagerstown Community College. The program had an enrollment of 85 inmates. After their release, they were able to participate in a paid internship in a career technology field. Our Daily Bread Employment Center in Baltimore worked to place the inmates in an internship, offered wrap-around services and mentoring, and assisted them in securing permanent, full time employment. Effective Practices learned from the program included:

- Peer mentoring enabled the men to have a resource for information
- A college certificate is an effective job training program and it offers documents, such as Letters of Recognition and a Desktop User Specialist Certificate
- National Certifications in Microsoft Word and/or Excel enhance the employability of former offenders
- An internship enhances opportunities for permanent full-time employment
- Wrap around services (drug treatment, community housing, transportation assistance, and food assistance) were critical for life stability
- A college technology program led to a decrease in recidivism (Rate was 8% and saved the state \$2.65 million over a three year period)

4.3 Occupational Programs

OVERVIEW:

This past year CE enrolled 2,169 students in 40 classes provided in 10 institutions. This is the same number of students as those served in FY2014. In terms of completions 916 students received Occupational Certificates in the career programs offered below:

- Architectural CADD (1) *
- Auto Body Repair (1)
- Automotive Maintenance and Inspection (5)
- Building Maintenance (1)
- Fabric and Upholstery Cleaning (1)
- Furniture Upholstery (1)
- Graphic Arts and Design (3)
- Introduction to Word and Excel (2)
- Office Practice and Management (1)
- Office Technology (5)
- Pre-Apprenticeship Carpentry (3)
- Pre-Apprenticeship Electrical (1)
- Pre-Apprenticeship Facilities Maint. (1)
- Pre-Apprenticeship HVAC/R (2)
- Pre-Apprenticeship Masonry (3)
- Pre-Apprenticeship Plumbing (2)
- Pre-Apprenticeship Sheet Metal (1)
- Pre-Apprenticeship Welding (1)
- Print Communication (2)
- Roofing (1)
- Small Engine Repair (1)
- Warehouse/Distribution (1)
- Woodworking/Finish Carpentry (1)

*Indicates the number of schools offering this program

NATIONAL CERTIFICATES

In addition, 656 certificates, offered by national certifying organizations, were awarded to 356 students in the following programs:

OCCUPATIONAL PROGRAM	NATIONAL CERTIFICATE	NUMBER AWARDED
Automotive Maintenance and Inspection	Automotive Services Excellence (Refrigerant Test)	21
	Automotive Service Excellence	11
Construction Programs: CORE, and Pre-Apprenticeship courses listed above	National Center for Construction Education and Research (NCCER)	CORE: 282 Trades: 219
	Pro Clean College	24
HVAC	Environmental Protection Agency	110
Office Technology	Microsoft Office Specialist	NA *
Print Communication	Graphic Arts Education, Research Foundation (PrintEd)	NA *
Total		667

*Online testing not permitted

OCCUPATIONAL PRIORITIES

For 2014-2015 school year priorities, Correctional Education focused on hiring staff for vacant positions, increasing the number of national certifications offered, certifying staff to issue national certifications in their specialty, and developing a partnership with “Vehicles For Change” to train automotive mechanics for possible employment as paid VFC interns and eventually employment in the private sector.

1. **Hiring Staff for Vacant Positions**

Over the course of the 2014—2015 school year, instructors were hired for the following positions: Introduction to Word and Excel at Patuxent Institution, Cabinetry and Finish Carpentry at WCI Pre-Apprenticeship Welding at WCI, and JSTP Assistant for Hagerstown.

2. **Training and Certifying Staff to Issue National Certifications**

Instructors for the pre-apprenticeship programs in Electrical Wiring and Welding were trained and certified as NCCER instructors. In addition, CORE, the basic NCCER construction course was added to Roofing and that instructor was likewise trained and certified. Finally, certified basic welding was added to the Sheet Metal Fabrication program at MCI-H.

3. **Providing Online Student Testing for National Certifications**

With the support of DPSCS, online testing for the Automotive Service Excellence (ASE) Certification for the Automotive Maintenance and Inspection program was provided at five institutions. Though it was late in the year when details were finalized, OSTC was able to conduct assessments. Each student who took the assessments online passed with very high scores ranging from the 69th to the 98th percentiles. Unfortunately, similar online testing was not able to be implemented for the Microsoft Office, CADD, or Adobe-based programs.

4. **Developing the “Joint Skills Training Partnership” (JSTP) in the Hagerstown Facilities**

Correctional Education began working with DPSCS Kitchen and Maintenance staff at MCI-H, MCTC, and RCI to document specific competencies that inmate workers master in the scores of different prison jobs in these facilities. Normally, inmates work in these various jobs without realizing that they are learning some very significant job skills as well as gaining employability skills that will translate to employment once released. JSTP is unique in that Correctional Education collaborates with DPSCS staff to specify skills inmates learn on the job and reflect the skills in resumes. With JSTP training, 139 inmate workers met the standards set forth by the supervisors and were issued Certificates of Completion.

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

VFC staff joined Correctional Education in visiting all five schools that offer an “Automotive Maintenance and Inspection” (ASI) program to speak with current and potential student about a potential internship that can lead to employment in the private sector. VFC opened its “Full Circle” automotive service center in June with its first group of interns — all of whom were in the Correctional Education Automotive Maintenance and Services Inspection program. Some of the men were hired in the third month of a six month internship. This opened space for new interns.

4.4 Transition Services

The Council's Workforce Transition and Community Engagement sub-committee is continuing its efforts to evaluate and make recommendations regarding the curriculum and instruction provided to inmates in preparation for employment and re-entry into the community. Transition Program curriculum is offered at 20 sites by 25 instructors with 3,457 participants successfully completing courses during FY2015.

Courses of Instruction in the Transition Program:

- Personal Assessment and Career Exploration
- Employment Readiness Workshop
- Financial Literacy
- Health and Nutrition
- Parenting
- Introduction to Computers
- Basic Keyboarding
- Success at Work
- Life Skills for Reentry

Institution-Level Employment and Reentry Efforts:

- Supported DPSCS Reentry Conference at Brockbridge Correctional Facility
- Supported Reentry Resource Fairs for Community Supervision
- Provided updated DWDAL publications regarding one stops and employment to the DPSCS Transition Team, Correctional Education Libraries, and Correctional Education Transition Instructors

Transition Program Initiatives and Partnerships:

- Limited Internet Lab for Job Search continued operations at facilities throughout the state
- Worked closely with Maryland Community Services Locator staff to ensure proper usage behind the fence
- Delivered professional development workshops to Correctional Education Transitions Instructors on the topics of GOCCP Reentry Program Initiatives, Second Chance Act Grant Best Practices, Maryland DHR Benefits Overview, and Social Media for Job Seekers with a Criminal Background
- Continued the partnership with the Maryland Reentry Initiative. Provided technical assistance and staff training on offender employment issues
- National Institute of Corrections/Maryland Offender Workforce Development Specialist Partnership delivered an Offender Workforce Development Specialist certificate course for 25 participants including staff members of the DLLR Veterans Employment Services program. This 160-hour training program leads to national certification in OWDS and Global Career Development Facilitator (GCDF)
- Reentry Center Partnership Network, a multiagency partnership, developed and initiated the First Annual Reentry Practitioners Symposium; over 170 reentry professionals attended the event

4.5 Special Education

Collaboratively, the Council worked to ensure the active support of the interests of all populations incarcerated to serve the needs of all inmate populations. During FY2015, the Special Education Coordinator and staff worked to ensure that the program operates within the parameters of security and public safety ensuring the delivery of special education services and operating within the legal mandates of IDEA 2004, COMAR 13A.05.01 and NCLB 2001.

Outcomes of the Special Education Programs included:

- Provided service delivery to incarcerated through the age of 21
- Services offered at 11 institutions and the Baltimore City Detention Center
- Approximately 250 students enrolled
- Over 256 IEP meetings held
- Over 757 screening intakes administered
- Appropriate fiscal monitoring and the allocation of federal funds
- Instituted Maryland On Line IEP services at all institutions
- Increased number of Special Education students received High School Diplomas
- Awarded Transition and Occupational Certificates
- In conjunction with DPSCS, provided interpreters to deaf or hearing impaired

Professional Development Opportunities Initiated:

- Brain-Based Teaching Model for 21st Century Schools
- Response to Intervention Model
- Maryland Common Core Standards
- Maryland On Line IEP Service Development Training
- GED Updates for Curriculum
- Technology Use for Instruction
- ADHD in the Adult Education Classroom

4.6 Library Services

Libraries continued to serve as information centers for the entire incarcerated community living in prison institutions across the state. The greatest use of the library is for book circulation. This year the legal references increased significantly as did intra-library loans.

Library patrons had the opportunity to:

- Access resources to meet information needs
- Seek, locate, and retrieve library resources in different formats
- Receive instruction regarding the use of technology and other resources to find general and specific information
- Research information related to careers and transitional services using up-to-date materials
- View educational videos

- Choose from a collection of materials that meet recreational reading needs, lifelong learning, and transitional aspirations
- Limited Internet Access in most libraries

LIBRARY SERVICES OUTCOMES FOR FY2015

Book circulations increased (FY2014 - 164,680) this year. Legal references soared from FY2014 (75,406) as did intra-library loans (271). Patron visits remained constant (181,416) while magazine circulation decreased.

Patron visits	180,502
Book circulation	206,783
General reference questions answered	44,529
Legal reference questions answered	116,259
Intra library loans	431
Magazine circulation	47,552
Media circulation	4,583
Educational Programs	198

4.7 Implementing Computer Based GED® Testing

The GED® Testing Service implemented computerized assessment testing in January 2014 to allow adults to earn a high school credential. After one year of testing, adults in the community and inmates within the prisons are adapting to computerized testing and the increased rigor of the GED Test. Testing candidates register for and schedule the 2014 GED® test online and take the test on computers in Pearson-Vue Certified Testing Centers (in the community and within prisons).

Each Correctional Education school has become an official Pearson-Vue Testing Center with 4 to 8 individual testing stations for privacy and security. Students take the GED® Ready test prior to taking the GED Test to determine if the student would likely pass the GED® Test. To date, students testing in the correctional education testing centers are passing the 2014 GED® at a significantly higher rate than the national average. The pass rate for Correctional Education on the GED Test is 74%. Teachers have adjusted their classroom instruction to meet the needs of the new skills tested so that Correctional Education students are able to achieve a high school diploma.

5 SUCCESS STORIES

COLLEGE AND INTERNSHIP SUCCESS STORY

“Are you sure I can enroll in the internship?” was the last question that Jordan asked when he was informed of the paid internship and job placement services that were offered by Our Daily Bread Employment Center (ODBEC) after release. He went on to say, “I have had other promised made that were broken. I want to be sure that I can enroll in this program.”

Needless to say, Jordan was nervous and excited about being an intern. While at the Maryland Correctional Training Center, he earned a Letter of Recognition and a Certificate as a Desktop User Specialist from the college career training program offered by Hagerstown Community College. Jordan went from a high school diploma to a college student in the Second Chance program offered with federal funding from the Bureau of Justice to DLLR. The grant was designed to offer demonstration projects showing successful ways to improve transition to the community.

Jordan completed the college program, graduated, and gathered all the information he could about the potential internship. He told us, “I grew up in Baltimore and want a space in the internship program.” He knew it would be important to have a program that would help him stay out of prison. He had a son who wanted to come live with him when he got on his feet.

When Jordan was released, he came the next day to ODBEC to enroll in the internship. He wanted to start supporting his son as soon as possible. Jordan was a favorite at ODBEC for his willingness to help others. He knew computers and helped other men using his computer skills. Soon he was receiving accolades from staff at ODBEC for his helpfulness.

His world started to change once he started the internship. The ODBEC mentor helped him find housing, get transportation, obtain clothing to go to interviews. His skills earned him a position at the front desk at Our Daily Bread. When he got his apartment, his son came to live with him.

Jordan tell everyone, “I have the suit that I wore to the job interview hanging in my closet. I will never forget what this program has done for me.” Then he excused himself to help the men asking for assistance to access the computers.

FROM YOUTH TO GRADUATE

“You may be the only person left who believes in you, but it’s enough. It takes just one star to pierce a universe of darkness.

Never give up.” Richelle E. Goodrich, author of inspirational quotes

Brockbridge Correctional Institution’s Caleb R. knows that in life emphasizing persistence and perseverance has rewarding benefits. At Brockbridge nobody gave up on Caleb.

Caleb had to overcome many obstacles, the largest one was at the age of 18 when he was incarcerated. In elementary school, he was diagnosed with Attention Deficit Disorder (ADD) and also spent much his youth in and out of juvenile facilities. As a Special Education student with a learning disability it took him 1 ½ years progressing through the instructional levels from Intermediate Low to Intermediate High to GED class. With the help of teachers Ms. Golden, Ms. Terry and Ms. Perrini, he reached his goal of earning a high school diploma.

When Caleb took the GED Test, Science was the first subject that he passed. The most difficult of them all was Math, but after hard work and determination, he passed the GED Test and what a happy day that was. He was so proud and pleased. He shared his joy with his mom by sending his diploma home to her as a surprise.

Caleb never allowed his learning disability to hinder him from achieving while he was incarcerated. With the help of his teachers, other staff, and his own strong will to change his life for the better, his past will remain that and his future is now very promising.

Everyone at Brockbridge was so proud of his achievement that he was given the MCPRS “Dig Deep” Award for his “dedication of unwavering pursuit of education, and his ability to overcome all obstacles that would serve to encumber pursuit.”

AUTOMOTIVE MAINTENANCE AND INSPECTION PROGRAM SUCCEEDS IN THE COMMUNITY

Vehicles for Change (VFC) is a nonprofit organization that repairs donated cars and sells them at very low prices to individuals who need a car to get to work but cannot afford to buy one. As a next step, VFC is setting up an automotive mechanics paid internship training program that will lead to employment in the private sector. Correctional Education identifies motivated inmates nearing release, enrolls them in our “Automotive Maintenance and Inspections” program at 5 schools and prepares them for the Automotive Services Excellence national examination. VFC interviews and employs selected graduates upon release. Moreover, private sector employers have agreed to interview and hire selected interns. Project designs and buy-ins from necessary parties were completed in May and June, and the program began in the Fall.



AJ was an example of a program success. He was incarcerated for many years, most recently at MCI-J. He enrolled in that school’s “Automotive Maintenance and Inspection” program; quickly stood out as an exceptional student having never worked on cars before and became an academic tutor.

Today, AJ tune-ups brakes, does suspension work, and tire and muffler replacements. He is one success of several men have completed an internship early and obtained full time jobs in the field.

BOOK DISCUSSION GROUP GOES TO THE DOGS



ECI-W was selected as one of five national prison programs to train America’s VetDogs for wounded veterans returning to their communities. Many men at ECI-W were selected for the dog training program. Puppies arrived at eight weeks of age and learn how to perform household tasks, like retrieving items for vets and pushing handicap buttons at doors and traffic lights. ECI-W inmate-trainers have their dogs accompany them throughout the day to all of their activities. So when it came time for the Book Discussion Group in the library, the dogs went along.

Ms. Brittingham has directed the joint ECI/Salisbury University book discussion series for 15 years. She welcomed the inmate dog handlers along with their dogs into the book discussions. Dogs rested at the feet of the men and seemed to enjoy the book discussions as much as the men. This discussion series discussed the book entitled, **The Distance between Us**, which was the One Maryland, One Book project and grant funded by the Maryland Humanities Council.

[Notes: Over 220 students from SU have volunteered their time to facilitate many of these book discussion groups. Statistics show that prison-trained dogs are able to complete their final training in half the time of home-raised dogs.]

6 CORRECTIONAL EDUCATION AND WORKFORCE DEVELOPMENT SERVICES

Historically, Correctional Education has worked with local American Job Centers (Formerly known as One Stop Career Centers) to share employment information regarding how incarcerated individuals can access employment services. EWTCCCI supports the continuation and expansion of this partnership to aid in the successful reentry of inmates following release. While the transition starts behind the gate, an indicator of the success of Correctional Education's Transition program occurs once individuals are connected to employment opportunities in their communities. This practice is an effort to encourage individuals to make use of the myriad number of services provided through our Maryland One Stop Career Center system. Efforts such as annual resource fairs and Employment Readiness Workshop (ERW) class presentations inside the prisons by One Stop Career Center staff have been important activities to support the linkages to the workforce development system. In addition, The Reentry Center located at the Northwest One Stop Career Center in Baltimore has formulated a unique partnership with Correctional Education that began while Correctional Education was located at MSDE and has continued at DLLR.

WORKFORCE DEVELOPMENT INITIATIVES:

CORRECTIONAL EDUCATION/REENTRY CENTER PARTNERSHIP

In its 7th year of operation, Correctional Education, DLLR and the City of Baltimore's Northwest One Stop Career Center and Reentry Center provide outreach services to inmates in the Maryland prison system. During FY2015, two Career Development Facilitators (CDF) completed 152 prison visits (an increase of 33 more visits over the previous year) where they met with 2,044 inmates. Presentations of the One Stop Career Center services are offered in the Employment Readiness Workshop classes as well as at the DPSCS Exit Orientation sessions. The CDFs provide post-release case management services to 265 ex-offenders with whom they completed 193 assessments, 154 job readiness services, and 160 barrier removal services. These intensive services support the efforts of ex-offenders to get prepared for successful employment.

OCCUPATIONAL PROGRAM INITIATIVES

Under the direction of the Occupational Coordinator, the Correctional Education employment training programs expanded. Electrical Wiring, Welding, Cabinetry and Introduction to Word and Excel were re-opened. New instructors were employed to replace vacancies from retirements or resignations. ASE online certification was approved and began assessing students. The innovative Joint Skills Training Partnership (JSTP) began in Hagerstown facilities for work skills mastered behind the fence would be recognized. Finally, the Vehicles for Change program met at 5 institutions with potential students to explain this unique program. Hired as interns, former students work as automotive technicians in "Full Circle," VFC's automotive service center open to the public.

OFFENDER WORKFORCE DEVELOPMENT SPECIALIST TRAINING (OWDS)

The Maryland OWDS Partnership along with the National Institute of Corrections worked with DPSCS and DLLR to offer a full 160-hour OWDS training course during the spring of 2015. The course, held at the DPSCS Public Safety Training Center, resulted in 25 staff graduating from the course representing DLLR One Stop Career Centers, DPSCS, DLLR's Correctional Education, community based reentry programs, faith based reentry programs and others.

RE-ENTRY PROGRAMS AND SERVICES IN THE WORKFORCE DEVELOPMENT SYSTEM

Studies have shown that employment upon release significantly reduces the likelihood that the formerly incarcerated will re-offend. A National Institute of Correction Study (March 2006) notes that an unemployed offender is three times more likely to return to prison than an offender who has a job. Connections to the workforce development system and employment services are a critical component of release planning, and strengthening these important partnerships is an ongoing effort. In the coming year, EWTCCCI subcommittees will guide much of the work to improve these outcomes.

Consistent with EWTCCCI's goals, Correctional Education staff has engaged in other activities to strengthen correctional education programs aligned with the workforce development system. These activities include Correctional Education efforts to:

- Operate computer labs with job search capabilities and limited Internet access for inmates who are identified as soon-to-be-released. Inmates are trained to complete web-based job search and to learn to navigate and query web-based resources that assist in transition and employment planning.
- Provide DLLR workforce development training for CE Transition and Employment Readiness instructors. During FY2015 topics included GOCCP Reentry Program, Second Chance Grant Best Practices, Maryland DHR Benefits overviews, and Social Media for Job Seekers with a Criminal Background.
- Prepare staff and students for instruction, administration, and delivery of the GED® Ready and 2104 GED® Test through the Pearson-Vue Certified Testing Centers established in the prison schools.
- Increase the number of skills training program offered behind the fence and ensure that the coursework aligns with labor market data and provides an opportunity for students to attain national certifications in their occupational training field.



DLLR's Division of Workforce Development and Adult Learning and the Maryland Reentry Initiative of the Office of Workforce Development have had a long and successful history of designing and implementing workforce development programs to serve individuals with criminal histories. The American Job Centers throughout the state serve incarcerated and/or previously incarcerated individuals in varying capacities. Examples of services to ex-offenders in American Job Centers include core services such as Orientation, Assessment, Job Development, Job Search, Job Referral, and Job Placement.

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

- Educational Programs
- Workforce Training
- Case Management and referral to Support Services
- Follow up Services

The Department of Labor, Licensing and Regulation also supports the delivery of services that are of particular relevance to the offender population entering the workforce. These services include:

- Federal Bonding
- Documents for Employment
- Staff Training
- Outreach to Prisons
- Outreach to Local Detention Centers
- Mobile Career Centers Site Visits to Eastern Pre-Release Unit and Poplar Hill Pre-Release Unit

The Department of Labor, Licensing and Regulation, in addition, has 19 Disabled Veterans Outreach Program Specialists (DVOPS) trained and certified as Offender Workforce Development Specialists (OWDS) covering all counties throughout Maryland. DVOPS have gone into detention centers and prisons on an as need basis to serve veterans who are detained and need assistance. As more of the detention centers and prisons are made aware of the services...the more incarcerated veterans DLLR's DVOPS will touch.

7 UNIQUE PROGRAMS: GOVERNOR'S OFFICE OF CRIME CONTROL PREVENTION (GOCCP)

DLLR received a GOCCP Safe Streets grant to do a multi-county Reentry Project. With the grant award a contractual Reentry Coordinator was hired for Washington County (Hagerstown) and Wicomico County (Salisbury) respectively. The project subsidized the salary of an existing Reentry Coordinator in Howard County (Howard County Detention Center). The purpose of the project was to demonstrate the impact of providing coordinated wrap-around services through interagency collaboration to Maryland citizens with criminal backgrounds including both those released and those soon-to-be-released. Two main outcomes were evaluated: a) the establishment of an interagency collaborative service providers' network and b) the development of a Reentry Community Service Resource Guide unique to each of the three regions.

Each region established an interagency collaborative services network. The Reentry Coordinator in Hagerstown created a network of 20 service providers, including state and local government agencies as well as community and faith-based organizations. The results include a Job Club for re-entry job seekers and employment workshops offered in the local detention center and state correctional facilities. Job seekers have participated in the Job Club or worked directly with the coordinator to become employed in jobs offering from \$7.25 to \$14.75 per hour.

The Salisbury Reentry Coordinator established a network of 15 agencies and organizations including the Police Department, Goodwill Industries, Community Mediation Maryland, and DLLR Wicomico County Workforce Development One Stop Job Market, DPSCS and local Division of Corrections (DOC) resulting in workshops developed for the Wicomico County Detention Center (WCDC). The Coordinator also participated in the Safe Streets Coalition which now has Reentry as a major focus aligning the Safe Streets focus on law enforcement.

Howard County networked over 34 agencies and established an Employer Advisory Board. The Howard County Reentry Coordinator also provided a reentry workshop series. This network was key in establishing the Laurel Regional Workforce Center Reentry Program.

UNIQUE PROGRAMS

The GOCCP grant is one example of the many reentry successes. Offenders reentering the community are referred to the GOCCP centers where they receive employment services.

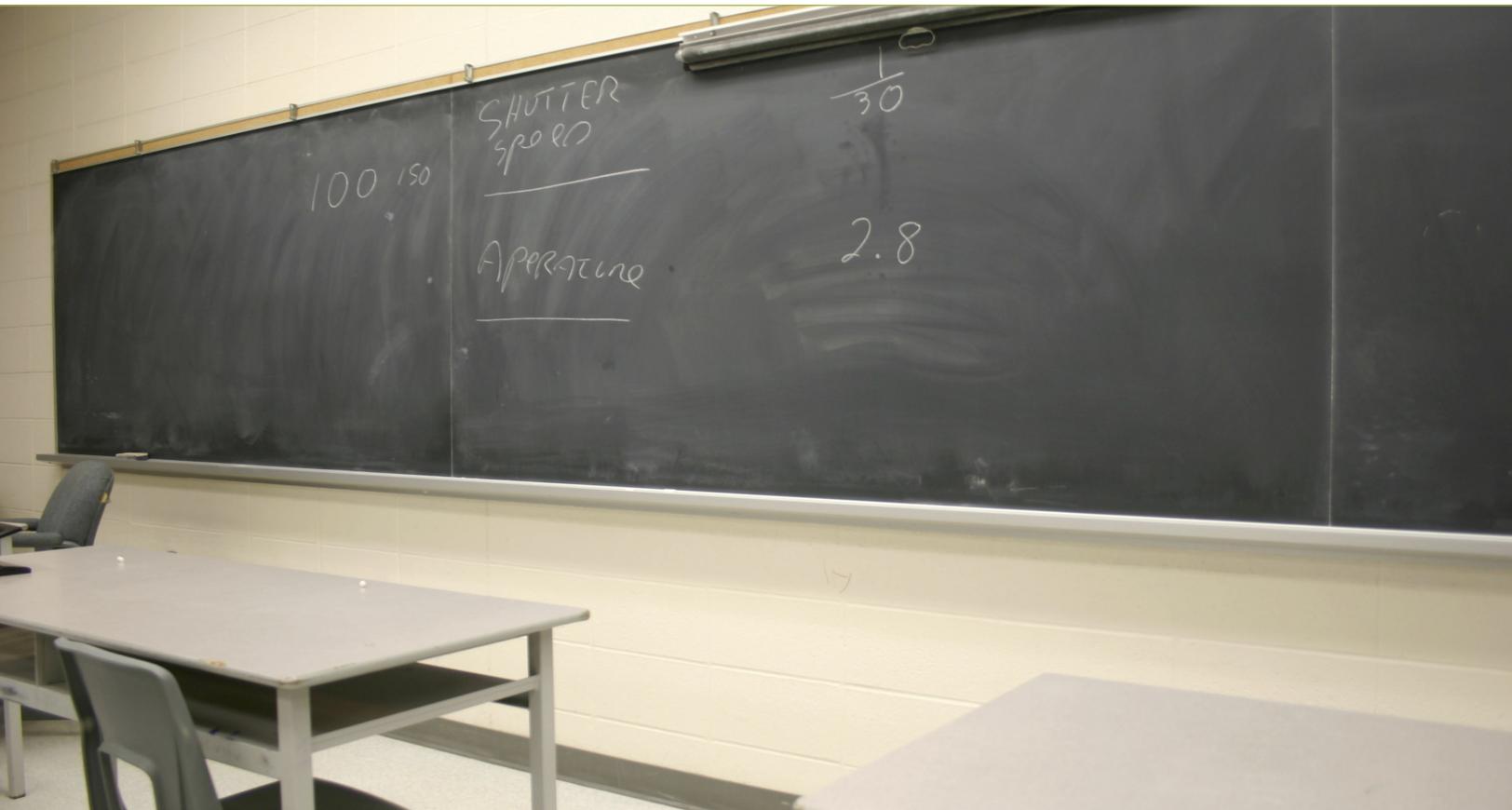
SOS helps students on segregation to learn the skills to a high school diploma.

UNIQUE PROGRAMS: STUDENTS ON SEGREGATION (SOS)

At MCIW, the school offers an educational outreach service to students who have been placed on segregation-Students on Segregation (SOS). This is a voluntary instructional service and students have to apply to receive the services. SOS meets the educational needs of GED level students serving long segregation sentences. A teacher is assigned 10 hours per week to provide instruction, encouragement, and to coach these inmates.

Instruction in this program is offered in less than “ideal” conditions with high levels of noise and minimal resources, but learning takes place. From this instructional service, four students have prepared to take the GED Test and earned a high school diploma.

Students were motivated by the SOS program. The program brochure quotes Mary Pickford who said, “If you have made mistakes, even serious ones, there is always another chance. What we call failure is not in the falling down, but in the staying down.” One student definitely did not “stay down” because she was also tutored by her neighbor in the next cell by answering questions through the air vent unit. This is evidence that a motivated student can learn anywhere at anytime.



8 SUMMARY

EWTCCCI met regularly with the staff of Correctional Education to ensure that quality education and workforce skills training was available to all inmates in the prison system. The Council recommended several actions to strengthen and improve both program service delivery and inmate employment opportunities upon release.

The subcommittees established priorities and took action steps during FY2015 to support the mission and mandates of EWTCCCI and that of Correctional Education. Action items included investigation of potential funding sources to assist in carrying out the mission of Correctional Education with a special focus on occupational training and equipment, reentry services, post secondary training and more. EWTCCCI explored the need to educate the private sector on hiring ex-offenders, and supported the expansion of Employer Advisory Councils for the occupational programs. Finally, the Council supported the implementation of the 2014 GED® Test and the establishment of a self-pay post-secondary education program.

EWTCCCI continued its commitment to the mission and programs of Correctional Education and has established itself to be uniquely positioned to promote correctional education and employment opportunities for this population. EWTCCCI supported the efforts of the Governor to ensure that quality education and training programs were available to all inmates and worked to strengthen partnerships both in the prison system and throughout the state to enhance the employment opportunities for the students served.

With a focus on student success, Jack Weber, President of Uptown Press and longstanding member of the EWTCCCI, spoke at the Employer Advisory Meeting for Printing and Graphics at the Occupational Skills Training Center. He addressed students in the printing and graphics training program outlining the effort it takes to prepare for a successful transition from incarceration to employment in the community. Mr. Weber discussed the “*FOUR L’s*” for success. These elements form the backbone of successful change and should be shared with all correctional education students as they strive to improve their skills and knowledge through participation in the correctional education program:

1. Look to improve yourself
2. Learn all you can while you can
3. Leave bad habits behind and focus on the new you
4. Love what you choose to do

