Maryland
DEPARTMENT OF LABOR

Department of Public Safety
and Correctional Services

CEC

Correctional Education Council

ACTIVITY REPORT 2024

Acronym Guide

American Library Association (ALA)
American Traffic Safety Services Association (ATSSA)
Automotive Service Excellence (ASE)
Certified Peer Recovery Specialist (CPRS)
Commercial Drivers License (CDL)
Connecticut Community for Addiction Recovery (CCAR)
Correctional Education (CE)
Correctional Education Council (CEC)
Department of Public Safety and Correctional Services (DPSCS)
Free and Appropriate Public Education (FAPE)
High School Diploma (HSD)
Incarcerated Individual (II)
Individualized Education Program (IEP)
Individuals with Disability Education Act (IDEA)
Industry Recognized Credential (IRC)
Joint Skills Training Program (JSTP)
Least Restrictive Environment (LRE)
Library Assistance to State Institutions (LASI)
Maryland Longitudinal Data System Center (MLDSC)
Maryland State Department of Education (MSDE)
Multiple Disabilities (MD)
National Center for Construction Education & Research (NCCER)
Other Health Impairment (OHI)
Personal Assessment and Career Exploration (PACE)
Prison 2 Professionals (P2P)
Roxbury Correctional Institution (RCI)
Self-Management and Recovery Training (SMART)
Special Education (SPED)
Students With Disabilities (SWD)
Transition Independent Study Program (TISP)
Vehicles for Change (VFC)

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Introduction

Many individuals entering Maryland's prisons have gaps in their academic and occupational skills that put them at risk for a wide range of challenges, including increased rates of recidivism. When we help them build literacy and earn marketable credentials, their opportunities expand and the likelihood of returning to custody declines. The Maryland Department of Labor's Correctional Education (CE) program strives to equip incarcerated individuals (IIs) with academic credentials, occupational skills, and transition supports that improve reentry outcomes, strengthen public safety, and advance Maryland's workforce. These services are a vital investment in building a state where no Marylander is left behind.

Maryland's CE program is implemented in 17 schools where 12 principals, 139 full-time employees, and 56 contractual employees are dedicated to improving outcomes for IIs. On average, Maryland's CE program serves 1,408 academic, 455 occupational, and 280 transition students per month (including 100 special education students per day). CE offers 49 occupational programs across the state, many of which offer nationally recognized certifications. CE also offers 12 transition programs to educate and support IIs to succeed upon reentry and transition into Maryland's communities and workforce. CE also operates 12 full-time libraries and three satellite libraries which will serve over 67,204 patrons in 2024.

Pursuant to Maryland Code, Labor and Employment Article §§ 11-901–902, the Correctional Education Council (CEC) was established in 2008 to provide cross-agency oversight, guidance, and advocacy for CE programs in partnership with the Maryland Department of Public Safety and Correctional Services (DPSCS) and other stakeholders. This report satisfies the requirement in Md. Code, Lab. & Empl. § 11-902(d) by documenting CE activities, program delivery, outcomes, and quality-assurance efforts during the reporting period, with an eye to continuous improvement and transparency.

CEC Membership

The CEC consists of 14 members. Four members are appointed by the Governor, and 10 ex officio members are identified in § 11-901 of the Maryland Code, Labor and Employment Article.

- Carolyn Scruggs, Secretary - DPSCS (Co-Chair)
- Jason Perkins-Cohen, Deputy Secretary - MD Labor (Co-Chair)
- Ruschelle Reuben, Director of Correctional Education, MD Labor
- Sarah Sheppard, Department of Commerce
- Lyndsay Silva, Maryland Higher Education Commission
- Rachael Stephens Parker, Governor's Workforce Development Board
- Kathleen Jordan-D'Ambrisi, Hagerstown Community College
- Dr. Sylvia Lawson, Maryland State Department of Education
- MaryAnn Thompson, St. Mary's County Corrections
- Jack Weber, Uptown Printing
- Jennifer Gauthier, Lead4Life, Inc.
- Business Representative - Vacant
- Former Offender - Vacant
- Howard County School System - Vacant

CEC Roles and Responsibilities

The CEC is charged with the following responsibilities:

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

CEC Accomplishments (2024–2025)

The CEC made significant strides in 2024 and 2025. A new leadership team, organizational framework, and meeting structure were developed and implemented. The full CEC convened in July, October, and December 2024 and again in April 2025, for a total of four sessions. Meeting information, including agendas and minutes, are available online: https://www.labor.maryland.gov/ce/.

The CEC also served as a primary vehicle for collaboration to obtain first-of-its-kind employment outcome data for returning citizens. This collaboration between MD Labor, DPSCS, and the Maryland Longitudinal Data System Center (MLDSC) will continue as the project expands to examine recidivism and additional DPSCS programming data in FY26

Program Development

FY26 Program Framework and Strategic Alignment - Advancing Correctional Education:

CE is aligning programming across three major pillars. These emerged from continued efforts to strengthen and expand correctional education programming and reflect a more intentional alignment of ongoing improvements across instructional quality, access to programs, and post-release success. The framework builds directly on current program offerings, identifying where refinements and better coordination can improve educational and reentry outcomes.

Instructional Excellence - ensure instruction in all programs meets standards

- Data Driven Decision Making
- Ongoing Professional Development
- Classroom Observations
- Professional Learning Communities

Program Accessibility - Ensure program access to individuals most likely to recidivate:

- Virtual Academy
- National External Diploma Program
- Special Education High School Certificate Program
- Transition Independent Study Program

Reentry Success and Employment - Ensure returning citizens have an opportunity to use their education training post release:

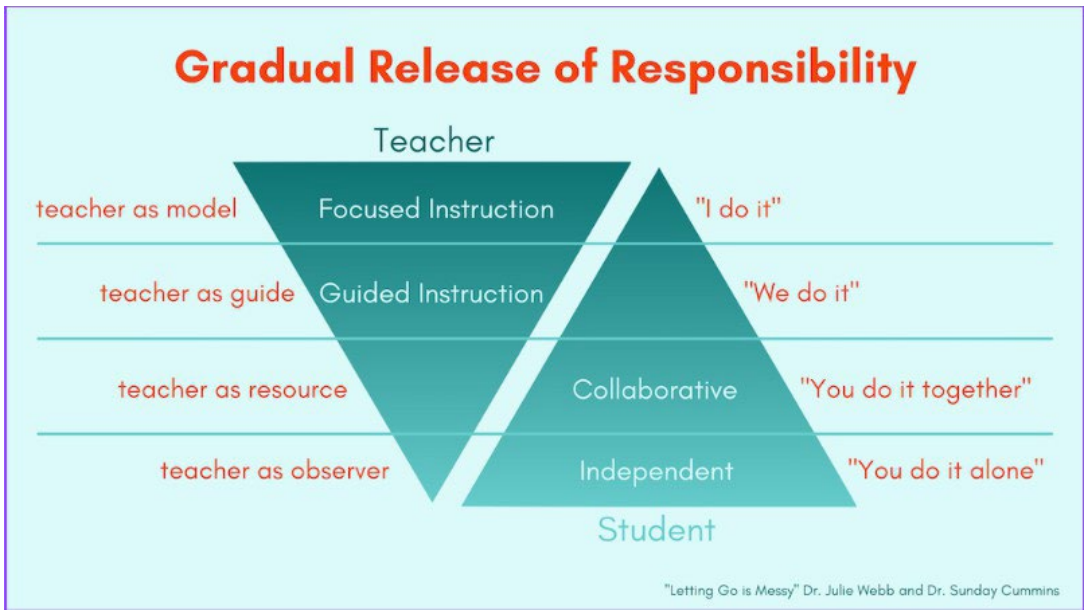
- Ensuring all students have a robust transition plan regardless of time to release.
- Exploring how to enhance connections to Registered Apprenticeship employment pathways

Mandatory Education Program

Academic Programming Report

The Academic Program of Maryland CE provides adult basic education services, guiding students through the K-12 curriculum up to the 10th grade/GED® level. The overall goal is to equip students with transferable academic skills for life during and after reentry.

Academic programming is aligned to the FY26 framework by focusing on professional learning to scaffold instruction using the gradual release of responsibility model.



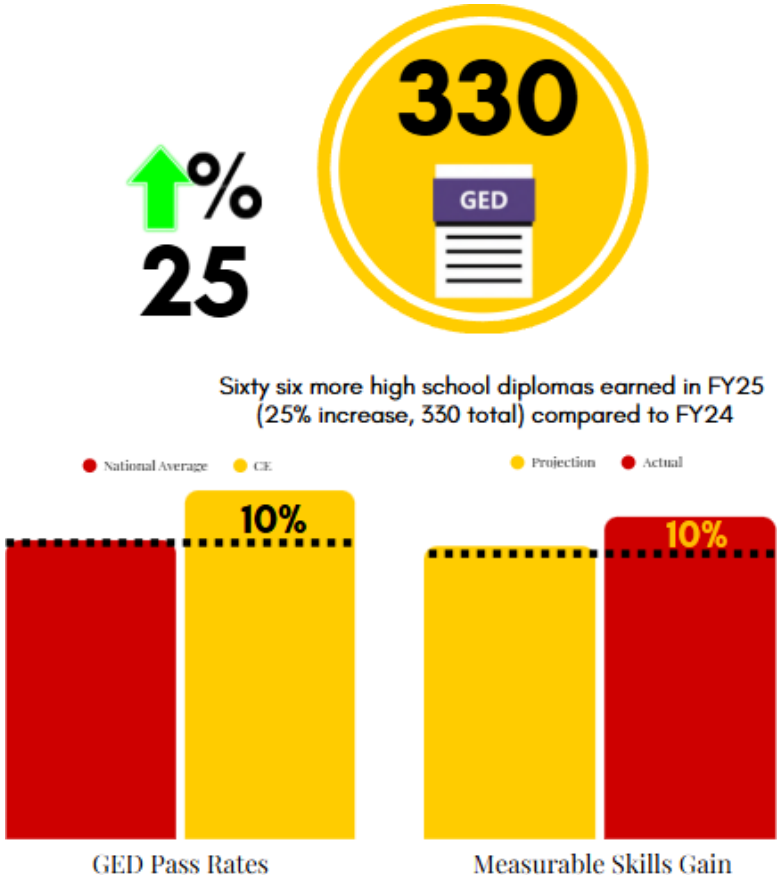
To increase programming accessibility, the Academic Program will pilot the Virtual Academy. The Virtual Academy pilot will initially be introduced at Roxbury Correctional Institution (RCI) and will deliver synchronous and asynchronous instruction for students enrolled in all programs.

Finally, the Academic Program is supporting the successful reentry of returning citizens by partnering with transition specialists to co-teach lessons connecting the academic curriculum with the process of creating transition plans.

Program Metrics

The Academic Program has shown substantial improvement in FY25.

- GED® pass rates of 84% remain about 10% above the national average of 74%, with more high school diplomas earned than in FY24 from increased testing volume [As per GED Analytics].
- The Adult Basic Education Program consistently surpasses State and Federal Measurable Skills Gain projections by 10% or more, typically meeting or exceeding State and National averages.
- CE awarded 25% more High School Diplomas than were awarded in FY24 for a total of 330 in FY25.



Special Education Programming Report

In adherence to the Individuals with Disability Education Act (IDEA) Part B and the Code of Maryland Regulations (COMAR)[1], the MD Labor CE Special Education (SPED) Program provides services to students with disabilities in DPSCS adult correctional facilities. Students receive a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE), in which, to the maximum extent appropriate, they are educated with students who are not disabled by highly qualified SPED teachers.

Our primary objective is to maintain up-to-date individualized education program (IEP) documentation. We are committed to providing uninterrupted instruction for students in SPED, regardless of whether they are in the classroom or in segregation. This continuous educational support is crucial for students' progress towards earning their diplomas.

Program Metrics

Between July 2024 and June 2025, the SPED Program:

- Has served 28 more students than last fiscal year (169 students served in FY25 compared to 141 in FY24), a 20% increase.
- The percentage of SPED students requiring review of active annual IEPs increased from 38% to 54%, while those needing evaluation of IEPs increased from 21% to 42%.
- 2 SPED students successfully earned their high school diplomas.

In FY26 the goal is to increase the number of SPED completions this fiscal year.

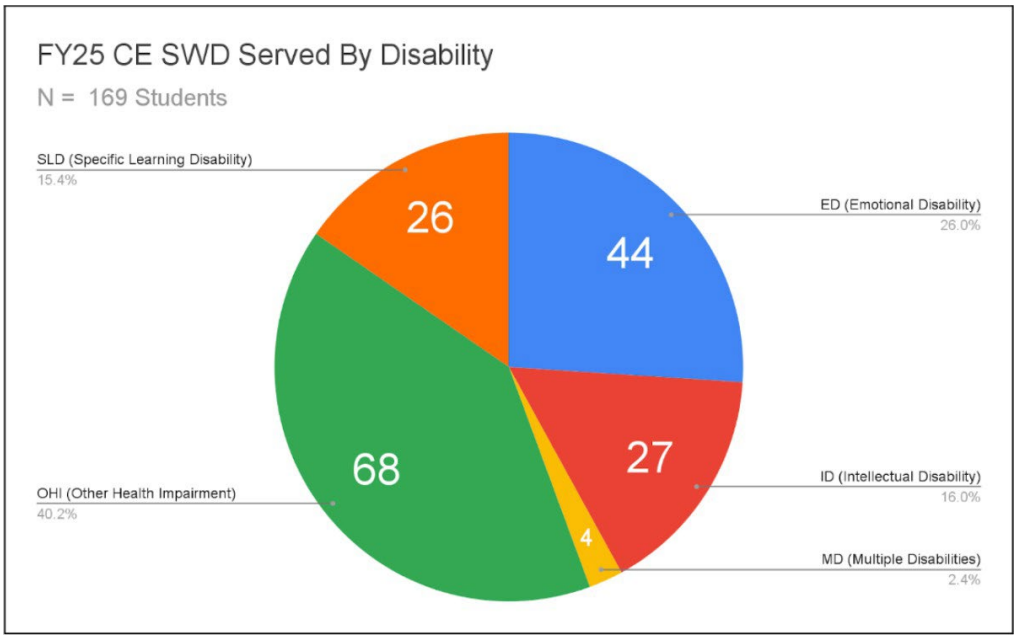
Special Education programming is aligned to the FY26 framework by focusing on professional learning to promote scaffolded instruction that fully implements IEP accommodations, modifications, and supplementary aids and services to ensure all students meet their goals.

To increase programming accessibility, the Special Education Program is opening opportunities through the Virtual Academy by identifying tablet programming that meets the needs of students with disabilities.

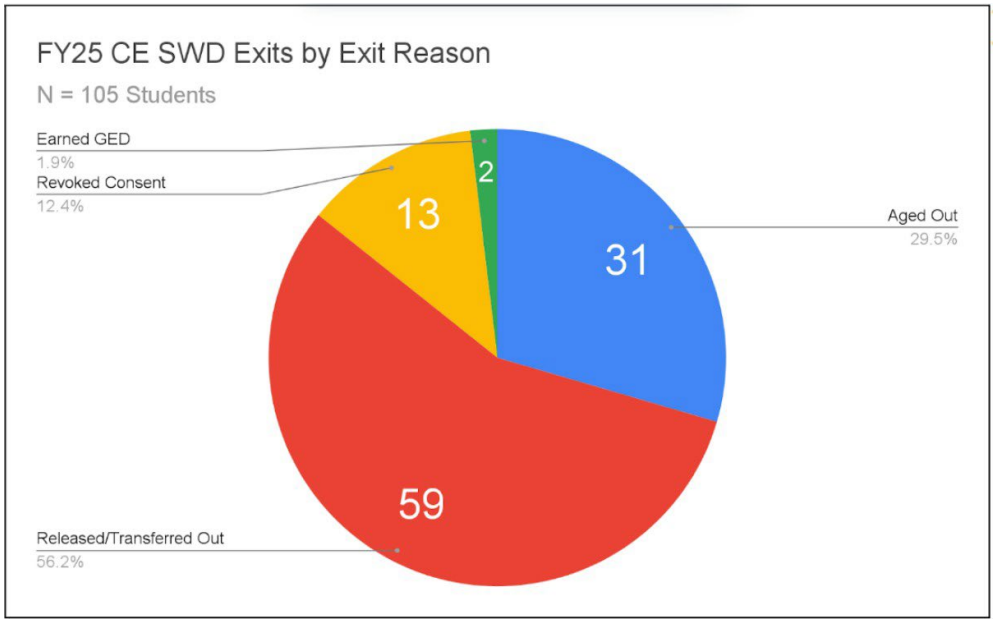
Finally, the Special Education Program will promote reentry by proactive partnership with the transition program for students to learn about transition planning and occupational pathways.

[1]Section 13A.05.01.09, Individualized Education Program Document, available at: https://dsd.maryland.gov/regulations/Pages/13A.05.01.09.aspx.

Students With Disabilities (SWD) Served:



Students With Disabilities (SWD) Exited:



Workforce Skills Training

Occupational Programming Report

The MD Labor CE Occupational Program provides occupational training programs for incarcerated individuals that have earned their HSD. Students earn Industry Recognized Credentials (IRCs) in in-demand fields, such as the skilled trades and automotive,to strengthen opportunities for successful careers post-release.

Program Metrics

The department saw significant growth in occupational programming outcomes for FY25. There was a 25% increase in attainment of IRCs, with a total of 1,465 earned as compared to 1,176 IRCs attained in FY24. These improvements reflect the department's commitment to enhancing vocational training and preparing students for successful reentry into the workforce.

Occupational programming is aligned to the FY26 framework by focusing on professional learning to promote scaffolded instruction aligned to specific occupation skills and competencies. Teachers will focus on knowledge and skills that are shared across occupational programs such as safety and applied mathematics in hands-on tasks.

To increase programming accessibility, the Occupational Program is supporting the virtual academy and has already begun to implement asynchronous occupational programming on the education tablets at RCI. Night school may be another effective option for expanding occupational program enrollment.

289 more IRCs earned FY25 (25% increase, 1465 total) compared to FY24

Occupational Programs

Currently there are 21 different occupational programs available for IIs:

- Architectural CADD
- Auto Body Repair
- Automotive Maintenance & Inspection
- Barber Stylist
- Building Maintenance
- Certified Peer Recovery Specialist
- Diesel Automotive Technology
- Graphic Arts and Design
- Office Practice and Management
- Pre-Apprenticeship Carpentry
- Pre-Apprenticeship Electrical
- Pre-Apprenticeship Facilities Maintenance
- Pre-Apprenticeship HVAC/Refrigerant
- Pre-Apprenticeship Masonry
- Pre-Apprenticeship Plumbing
- Pre-Apprenticeship Sheet Metal
- Pre-Apprenticeship Welding
- Print Communication
- Roofing
- Warehouse/Distribution
- Woodworking/Finish Cabinetry

Industry-Recognized Credentials:

Industry-recognized credentials function as a bridge between education and the job market, signaling to employers that an individual possesses skills that meet industry standards. They are developed and endorsed by trade associations, licensing boards, or recognized certifying bodies, ensuring that the qualifications reflect current labor market needs and are widely accepted by employers across industries. Currently there are 21 industry-recognized credentials available for IIs:

- Automotive Service Excellence (ASE) Entry Level Technician
- Barber License
- Certified Peer Recovery Specialist License
- Connecticut Community for Addiction Recovery (CCAR) Recovery Coach
- Diesel Engines
- Forklift Operator
- HAZMAT Handler
- Microsoft Office Specialist
- National Center for Construction Education & Research (NCCER) Core
- NCCER Construction Trade Certificates: HVAC
- NCCER Construction Trade Certificates: Masonry
- NCCER Construction Trade Certificates: Plumbing
- NCCER Construction Trade Certificates: Carpentry
- NCCER Construction Trade Certificates: Electrical
- NCCER Construction Trade Certificates: Welding
- NCCER Construction Trade Certificates: Facilities Maintenance
- OSHA 10
- PrintED
- Refrigerant Safety Certification
- Self-Management and Recovery Training (SMART) Recovery Facilitator Certificate
- Traffic Control Technician

Program Spotlight: Certified Peer Recovery Specialist (CPRS)

The CPRS program trains and certifies individuals with lived experience in recovery to provide peer support services to others facing substance use challenges, both during incarceration and after release. After completing a required number of training hours and passing an exam (overseen by the Maryland Addiction and Behavioral-health Professionals Certification Board), the program certifies individuals who use their personal recovery experience to help others. This program is an example of a successful partnership between MD Labor and DPSCS. Since the program was first piloted in 2019, 100 individuals have completed classroom training and are near to completing the 600 hours necessary for certification. These hours are earned by providing direct peer support to other individuals who are incarcerated. Due to its success, the program has been expanded to 10 facilities statewide. To date, every individual who completed the training while incarcerated and received certification has secured employment post-release.

Occupational Programming: Joint Skills Training Program (JSTP)

The JSTP Program is a 100% voluntary program in operation in prisons across Maryland. This partnership between MD Labor and DPSCS enables Incarcerated Individuals working in various job titles to demonstrate their mastery of competencies as an additional way to support their post-release employment success. The following chart outlines by region the number of Incarcerated Individuals earning a JSTP participation certificate prior to their release and their job areas (such as Tutor, Classroom Aid, Dietary Worker, Plumbing Helper, MCE Printing Shop Worker, Sanitation Worker, etc.). In FY25, 243 individuals supplemented their work assignment through the JSTP program with 145 of those being employed in Maryland Correctional Enterprises.

Library Programming as Equity, Quality, and Reentry Support

In FY25, the Correctional Education program made significant strides in revitalizing and aligning correctional library services across Maryland's state correctional facilities. The MD Labor CE Library Program empowers IIs to meet their personal, recreational and informational needs while cultivating their literacy and autonomy through assorted programming. The Library Program operates 12 full-service libraries and 3 satellite libraries at the following correctional facilities:

Full Service Libraries

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

Satellites

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

This year, a statewide Library Coordinator was hired to provide centralized leadership, standardizing operations, and championing the integration of high-quality, trauma-informed library programming. This was a culmination of the advocacy from the CEC during the 2024 legislative session resulting in Governor Moore and the Maryland General Assembly approving and budgeting for the Library Coordinator position beginning in FY25.

With the onboarding of the Library Coordinator, CE is centralizing library services statewide. This initiative focused on:

- Aligning policies and procedures with the American Library Association (ALA) Standards for Library Services for the Incarcerated and Detained
- Increasing consistency in program delivery, reporting, collection management, and patron access
- Supporting recruitment, onboarding, and supervision of librarians, ensuring coverage at all sites and the onboarding of new hires

The centralization process is improving support for librarians, streamlining communications with institutional leadership, and promoting greater visibility of library programming within and beyond the institutions.

Library programming is aligned to the FY26 framework by focusing on professional learning to create and lead programs that scaffold reading, writing, and reasoning into areas of interest for library patrons.

To increase programming accessibility, the Library Program is supporting the virtual academy by providing a space and support structure for many virtual activities to occur, including TISP. The library is also piloting the social emotional learning lecture series to support students with behavioral or motivational challenges.

Finally, Library programming is supporting reentry by hosting reentry workshops through partnerships with transition specialists, reentry navigators, and outside partners.

Program Metrics

Service Provided	FY25*
Patron Visits	58,972
Circulated Materials	48,633
General Reference Questions Answered	13,631
Legal Reference Questions Answered	16,782
LASI Requests	8,303
Educational Programs	219

*Data prior to FY25 was not reliable so it is omitted starting from this report.

Library Program – Services Offered:

- Patron-driven information services
- Research technology and database training
- Updated legal, general, and reentry resources
- Library Assistance to State Institutions (LASI) program services
- Recreational and educational reading materials
- Lifelong learning skills support
- Curriculum and readers advisory services
- Reference and referral assistance
- Career preparation (resumes and interviews)
- Technology and electronic resource guidance
- Accessibility services for vision and hearing impaired
- Inter-library loans
- Public and special library collaborations
- Book discussions and literary programs
- Educational workshops and motivational speakers
- Financial literacy programs

Diverse and Engaging Programs – FY25 Innovative Initiatives:

The goal of the Correctional Education Libraries are to support personal growth, emotional healing, and successful reentry by addressing the social, ethical, and financial dimensions of rehabilitation. These programs provide participants with critical skills for reflection, decision-making, and real-world readiness.

- Trauma-Informed Service Programming: This program recognizes the traumatic experiences many individuals carry with them into incarceration and provide guided activities that reduce the risk of retraumatization during incarceration and reentry. Activities include book clubs and journaling on healing/resilience; National Poetry Month workshops for self-expression; curated displays (Mental Health Awareness, Reentry Awareness, Grief Support); “Letters to Self” creative writing activity.
- Ethics Bowl Collaboration with Salisbury University: Collegiate scrimmages at ECI-W and ECI-E; new ethics teams for values-based dialogue and debate.
- National Financial Literacy Month Events: Sessions with Lexis/Nexis and external educators on budgeting, banking, and credit repair.

Transition Programming

In FY25, the Transition Program achieved 1,387 certificate completions statewide, up from 660 in FY24. The MD Labor CE Transition Program provides transition services and classes for students preparing to return to the community. Transition specialists work with CE students to develop transition plans at all points of their incarceration. CE also offers a wide range of transition courses that provide both life and employment soft skills to prepare students for reintegration. This is facilitated with comprehensive knowledge of businesses, non-profits, and government agencies supporting reintegration. Transition programming is aligned to the FY26 framework by focusing on professional learning to promote scaffolded instruction based on the needs and interests of students aligned to their lived experiences and ultimately promote reentry success.

To increase programming accessibility, the Transition Program is supporting the virtual academy and has already completed a pilot program to implement a fully asynchronous curriculum through the Transition Independent Study Program (TISP). Nine new transition specialists were also hired this year, aiming to provide all students with transition plans in FY26, regardless of program or time to release.

Finally, the Transition Program is leading the charge in reentry by piloting the new Student Success Specialist position that provides direct case management for students prior to their release to ensure their transition plans are implemented. The brand new Entrepreneurship Academy was also launched at the end of the year to build highly requested skills as an alternative to employment.

Program Metrics

The program tracks completion rates to measure success, assessing course and module outcomes and certification achievements in high school diplomas and trade skills. Certificates are awarded to students under the age of 22 who complete a comprehensive transition plan with a Transition Specialist or SPED teacher as part of the IEP process.

Transition Certificates Table

Course Name	Number of Certificates FY24	Number of Certificates FY25
Employment Readiness	232	356
Reentry and Employment Resources	42	116
Workshop Participation	110	337
Transition Plan	123	258
Introduction to Computers	8	12
Basic Keyboarding	25	32
Success at Work	33	115
Life Skills	57	8
Personal Assessment and Career Exploration (PACE)	26	19
Parenting	0	18
Financial Literacy	0	110
Entrepreneurship Academy	6	6
Totals	**662**	**1,387**

DPSCS Programming

The mission of the Programs, Treatment and Re-entry Services Unit is to provide programming, treatment, and comprehensive pre-release planning for returning citizens under the care, custody, and supervision of the Maryland Department of Public Safety and Correctional Services. DPSCS provides effective treatment plans, implements evidence-based programs, and coordinates linkages to community-based services that address each individual's risks and unique needs by changing their horizon and creating opportunity for community engagement.

Vehicles for Change (VFC)

- DPSCS and VFC partner to implement the interactive virtual reality program. By the end of the training, the women have the knowledge needed to become an entry-level tire and lube technician.
- The goal is for women to master the first level of the auto mechanic program then be approved for work/training release to the VFC Halethorpe location to finish their training in a paid internship during their pre-release stage of incarceration, right before going home. There are currently 10 women in the program.

Prison 2 Professionals (P2P)

P2P provides mentoring and educational counseling to individuals impacted by incarceration to start building their career. The objective is to:

- Provide a 2-month educational & career readiness in-person workshop to prepare individuals at MCIW, MTC, and BCCC, who are returning to the Baltimore area, for higher education pursuits.
- Provide a peer-mentoring network made of directly impacted people that will provide incarcerated and formerly incarcerated individuals a team of support to lean on in their incarcerated and post incarceration journey, for 9-months following the workshop.
- Connect MCIW and BCCC participants to continue onto the 12-week, 3 college credit Humanities course following the Scholars Program.

Commercial Drivers License (CDL) Training

- DPSCS purchased 3 mobile trailers outfitted with a CDL simulator to provide CDL training to IIs 24 months prior to release.
- Regional community colleges will provide an 18-month certificate degree program and post-release support for individuals to complete training and receive their CDL license.

DPSCS Postsecondary Educational Programs

The mission of the DPSCS Office of Correctional and Postsecondary Education is to ensure that high quality educational programming is provided to all incarcerated students, behind the fence and beyond, that reduces recidivism and meets the needs of Maryland's workforce and communities. The post-secondary programs available to DPSCS's incarcerated population are a fundamental component of rehabilitative programming offered through collaborative partnerships with multiple institutions of higher education.

- Goucher College:
  Hosted at MCI-Women and MCI-Jessup.
  Began in 2012 offering a Bachelor of Arts degree in American Studies.
  Enrolls 130 students each year.
- University of Baltimore:
  Hosted at Jessup Correctional Institution.
  Began in 2016 offering a six-year Bachelor of Arts in Human Services Administration and an optional minor in Business Management.
  Admits 10–25 students per year.
  An Interdisciplinary Studies degree will be offered in Fall 2025.
- Wor-Wic Community College:
  Hosted at Eastern Correctional Institution.
  Began in 2017 offering certificate programs in Business Management and Hotel-Motel Management.
  The program also offered general education courses for college admission post-release.
  Ended programming in May 2025.
- Georgetown University:
  Hosted at Patuxent Institution.
  Began in 2022 offering a five-year Bachelor of Arts in Liberal Arts, including Cultural Humanities, Interdisciplinary Social Science, or Global Intellectual History as majors.
  Admits 25 students each year.
  First program for incarcerated individuals that admits students from across the state with men and women taking class together.
- Bowie State University:
  Hosted at Jessup Correctional Institution.
  Began in 2022 offering a five-year Bachelor of Science in Sociology.
  Admits 15 students each year.
  Will offer Entrepreneurship Certification in Fall 2025.