

REPORT TO THE LEGISLATURE
Pursuant to P.A. 154 of 2005
Section 1009
Academic/Vocational Report

Michigan Department of Corrections
Correctional Facilities Administration
Education Section
April 2006

Section 1009(a)

Prisoner Enrollment Data

- Prisoners Enrolled
- Completions
- Waiting Lists

SCHOOL STATISTICS FOR SEPTEMBER 2005

**ENROLLMENT FIGURES BASED ON NUMBERS ENROLLED DURING September 2005
YTD FIGURES REPRESENT CUMULATIVE TOTALS FOR FY 2004-05**

FAC.	SCHOOL	GED EXAMS PASSED		# CTE PRGMS	CORE CTE PROGRAM COMPLETIONS		PRE VOC. PROGRAM COMPLETIONS		# ENROLLED				# ON WAITING LIST		
		MONTH	YTD		MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	CTE	Academic	Pre-Rel.	CTE
LMF	Alger Max. Facility	3	4	0	0	0	0	0	48	0	0	0	95	0	0
AMF	Baraga Max. Fac.	7	34	0	0	0	0	9	133	0	0	0	0	0	0
IBC	Bellamy Creek	9	99	2	17	105	2	12	341	49	15	55	11	0	13
OTF	Boyer Road Corr. Fac.	8	35	3	8	66	8	119	96	0	10	80	23	69	112
LRF	Brooks Corr. Fac.	4	59	3	6	64	0	13	178	0	0	50	84	0	180
CDW	Camp Branch	3	8	0	0	0	0	0	45	0	0	0	0	0	0
CBI	Camp Brighton	0	38	0	0	0	0	0	82	0	1	0	50	0	0
CCU	Camp Cusino	6	48	0	0	0	0	0	79	0	24	0	11	76	0
CLE	Camp Lehman	2	33	0	0	0	0	0	127	0	28	0	0	191	0
CMQ	Camp Manistique	5	69	1	2	20	30	45	183	0	0	6	0	0	0
DRF	Carson City Corr. Fac.	6	53	1	2	15	0	0	191	0	0	19	27	110	43
URF	Chippewa Corr. Fac.	4	57	4	0	3	0	0	248	0	23	0	19	15	42
JCS	Cooper Street Fac.	3	78	1	0	10	15	171	260	0	0	55	0	0	0
JCF	Cotton Corr. Fac.	4	62	1	0	9	0	0	276	32	24	55	14	0	10
ACF	Crane Corr. Fac.	5	29	2	2	39	0	0	223	0	17	45	2	322	25
ITF	Deerfield Corr. Fac.	6	99	6	7	111	0	0	408	9	0	142	3	0	54
ARF	Gus Harrison Corr. Fac.	8	28	2	7	99	0	0	228	0	28	64	2	130	107
MTU	Handlon Corr. Fac	23	353	7	12	73	0	0	363	0	0	125	74	0	155
HTF	Hiawatha Corr. Fac.	0	0	2	5	106	33	308	19	0	8	140	4	11	111
HVM	Huron Valley Men's Fac.	0	3	0	0	0	0	0	66	4	0	0	51	0	0
WHV	Huron Valley Women's	13	28	5	6	56	3	32	221	9	24	170	42	67	18
ICF	Ionia Max. Fac.	0	4	1	0	5	0	0	119	0	0	9	0	0	0
KCF	Kinross Corr. Fac.	4	16	7	16	172	39	448	36	0	15	224	18	17	325
LCF	Lakeland Corr. Fac.	2	45	2	6	65	0	0	246	0	14	0	13	34	63
MRF	Macomb Corr. Fac.	0	29	2	31	0	0	0	267	0	0	30	5	0	122
MBP	Marquette Branch Prison	2	48	0	0	0	14	103	121	0	36	47	55	55	0
STF	Mid-Michigan Corr. Fac.	13	96	5	10	92	1	41	122	0	0	196	0	0	0
NRF	Mound Corr. Fac.	3	0	3	0	0	0	0	109	0	0	95	164	115	61
MCF	Muskegon Corr. Fac.	13	49	4	13	113	25	68	173	7	13	167	20	9	312
NCF	Newberry Corr. Fac.	7	160	1	4	65	0	0	448	0	56	45	0	7	3
ECF	Oaks Corr. Fac.	3	39	0	0	0	0	0	141	0	0	0	0	0	0
OCF	Ojibway Corr. Fac.	13	121	1	4	46	5	58	315	0	24	16	0	228	296
SMT	Parnall Corr.Fac.	9	89	3	13	128	0	0	287	0	14	86	0	8	48
ATF	Parr Highway	2	29	1	1	16	0	0	111	0	34	26	17	286	15
SPR	Pine River Corr. Fac.	9	78	2	2	38	15	54	275	0	43	85	2	43	58
MPF	Pugsley Corr. Fac.	1	6	2	4	42	3	55	50	0	14	90	63	124	231
RCF	Riverside Corr. Fac.	0	37	3	6	71	0	0	195	0	8	73	12	0	26
RRF	Ryan Corr. Fac.	2	53	2	0	8	0	0	178	0	0	51	4	27	27
SRF	Saginaw Corr. Fac.	6	62	3	3	61	8	126	262	0	24	74	0	0	0
SCF	Scott Corr. Fac.	0	40	2	0	22	0	0	190	0	0	38	50	0	21
JMF	Southern MI	5	62	4	12	96	4	15	269	0	0	158	0	0	0
SLF	St. Louis Corr. Fac.	15	69	1	6	89	0	0	250	0	7	48	0	0	54
SMF	Standish Max.	0	5	0	0	0	0	0	38	7	0	0	0	0	0
KTF	Straits Corr. Fac.	12	96	1	4	28	0	0	341	0	0	46	0	0	0
TCF	Thumb Corr. Fac.	7	68	3	13	76	12	59	284	0	0	48	0	0	0
MTF	West Shoreline	3	30	1	2	19	22	146	132	0	19	68	22	44	68
	TOTAL	250	2548		224	2028	239	1882	8774	117	523	2726	957	1988	2600

Numbers do not include male facilities without education programs, Field Operations Administration programs, or Huron Valley Center. The reporting period is October 1 through September 30. MDOC recently implemented the new MDOC Offender Education Tracking System (OETS) and Department of Information Technology is working towards automating this report.

SCHOOL STATISTICS FOR FEBRUARY 2006

**ENROLLMENT FIGURES BASED ON NUMBERS ENROLLED DURING February 2006
YTD FIGURES REPRESENT CUMULATIVE TOTALS FOR FY 2005-06**

FAC.	SCHOOL	GED EXAMS PASSED		# CTE PRGMS	CORE CTE PROGRAM COMPLETIONS		PRE VOC. PROGRAM COMPLETIONS		# ENROLLED				# ON WAITING LIST			
		MONTH	YTD		MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	CTE	# FTE	Academic (GED)	Pre-Rel.	CTE voc.
		LMF	Alger Max. Facility		0	2	0	0	0	0	0	45	0	0	0	1
AMF	Baraga Max. Fac.	0	10	0	0	0	0	0	142	0	0	52	3	40	0	0
IBC	Bellamy Creek	7	36	2	9	45	2	10	345	52	33	50	14	7	0	22
OTF	Boyer Road Corr. Fac.	0	17	3	7	29	3	32	90	0	6	75	6	33	47	87
LRF	Brooks Corr. Fac.	4	17	3	1	3	3	6	266	0	0	68	9	0	0	0
CDW	Camp Branch	0	5	0	0	0	0	0	46	0	0	0	1	0	0	0
CBI	Camp Brighton	1	16	0	0	0	0	0	82	0	14	0	2	94	0	0
CCU	Camp Cusino	2	6	0	0	0	0	0	82	0	24	0	2	5	82	0
CLE	Camp Lehman	5	17	0	0	0	0	0	132	0	15	0	2	0	76	0
CMQ	Camp Manistique	0	13	1	0	1	0	0	176	0	0	7	3	0	0	19
DRF	Carson City Corr. Fac.	0	18	1	2	8	0	0	174	0	0	15	6	31	134	70
URF	Chippewa Corr. Fac.	3	17	3	1	6	0	0	239	0	22	60	7	4	15	32
JCS	Cooper Street Fac.	0	14	1	2	5	44	165	292	0	0	44	5	0	0	0
JCF	Cotton Corr. Fac.	3	12	1	0	0	0	0	336	30	24	54	9	4	0	30
ACF	Crane Corr. Fac.	7	17	2	6	24	0	0	215	0	13	45	6	0	289	20
ITF	Deerfield Corr. Fac.	12	33	5	10	54	0	0	228	31	0	102	11	1	0	37
ARF	Gus Harrison Corr. Fac.	3	15	2	9	86	0	0	228	0	29	57	5	32	153	155
MTU	Handlon Corr. Fac.	13	47	5	8	17	0	0	324	1	0	132	14	67	0	136
HTF	Hiawatha Corr. Fac.	0	4	2	0	45	21	110	24	0	9	117	6	5	20	126
HVM	Huron Valley Men's Fac.	0	2	0	0	0	0	0	59	5	0	0	1	0	0	0
WHV	Huron Valley Women's	4	25	5	2	31	0	0	214	4	26	182	11	62	104	31
ICF	Ionia Max. Fac.	3	6	1	0	0	0	0	106	2	0	16	3	0	0	0
KCF	Kinross Corr. Fac.	0	4	6	12	79	48	177	31	0	15	199	10	16	14	339
LCF	Lakeland Corr. Fac.	4	24	2	4	23	0	0	273	0	17	50	7	0	37	62
MRF	Macomb Corr. Fac.	0	0	2	0	0	0	0	316	0	0	29	5	0	0	0
MBP	Marquette Branch Prison	1	18	0	0	0	6	48	129	0	37	51	7	76	52	0
STF	Mid-Michigan Corr. Fac.	5	11	5	3	51	20	41	111	0	30	119	6	0	0	0
NRF	Mound Corr. Fac.	0	35	3	0	0	0	0	114	0	0	96	5	0	6	74
MCF	Muskegon Corr. Fac.	0	28	4	7	52	0	0	169	5	12	145	8	32	11	320
NCF	Newberry Corr. Fac.	3	61	1	14	41	0	0	402	0	31	45	11	0	10	5
ECF	Oaks Corr. Fac.	0	17	0	0	0	0	0	142	0	0	0	3	0	0	0
OCF	Ojibway Corr. Fac.	0	32	1	0	1	0	0	332	0	0	15	9	12	274	311
SMT	Parnall Corr.Fac.	0	19	3	8	51	0	0	254	0	17	73	7	50	13	76
ATF	Parr Highway	4	11	1	1	3	0	0	108	0	41	28	4	6	358	35
SPR	Pine River Corr. Fac.	11	44	2	0	4	24	40	297	0	0	126	8	28	0	0
MPF	Pugsley Corr. Fac.	1	9	2	1	34	0	26	59	0	0	54	5	54	125	209
RCF	Riverside Corr. Fac.	5	19	3	3	37	0	0	206	0	23	79	8	18	0	37
RRF	Ryan Corr. Fac.	0	8	2	3	10	0	0	188	0	0	49	7	4	25	62
SRF	Saginaw Corr. Fac.	8	31	3	5	22	11	40	293	0	40	74	7	24	0	51
SCF	Scott Corr. Fac.	0	35	3	0	1	0	0	165	3	0	83	8	39	0	25
JMF	Southern MI	8	26	4	6	41	0	0	255	0	0	167	7	0	0	0
SLF	St. Louis Corr. Fac.	3	36	1	4	43	0	0	263	0	12	48	7	0	0	50
SMF	Standish Max.	0	3	0	0	0	0	0	39	3	0	0	1	111	0	0
KTF	Straits Corr. Fac.	6	30	1	4	8	0	5	270	0	0	43	6	0	0	0
TCF	Thumb Corr. Fac.	15	30	3	25	38	0	0	310	0	0	118	10	0	0	0
MTF	West Shoreline	2	23	1	0	0	5	8	131	0	5	65	5	0	0	0
	TOTAL	143	903		157	893	187	708	8702	136	495	2832	288	935	1845	2421

Numbers do not include male facilities without education programs, Field Operations Administration programs, or Huron Valley Center. The reporting period is October 1 through September 30. MDOC recently implemented the new MDOC Offender Education Tracking System (OETS) and Department of Information Technology is working towards automating this report.

Section 1009 (b) & (d)

Steps to Improve Program Outcomes

- Programming
- Waiting List Reduction
- Program Outcomes

MDOC Education Program Improvement Plan

It is to be noted that improvements to prison schools and prisoner education are identified and addressed continuously. Recent steps include:

Efficiency of Enrollment and Data Collection

- Implemented the Offender Education Tracking System (OETS), a client-server statewide database.
- Improved the quality of data collection through OETS.
- Increased the ability to establish and measure outcomes through standardized curriculum software, education program plans, adult learning plans (DLEG) ALP's, and revised progress plotters.
- Monitored and reviewed programs for consistency through mandated data reporting and OETS capabilities.
- Completed annual prisoner educational surveys, in compliance with DLEG adult education program recommendations. This will be done annually with results reviewed by the Education Steering Committee.
- Developed OETS reports to increase monitoring of educational statistical data.
- Worked with DIT to improve the ability to record and collect accurate data in OETS.
- Established the use of Adult Learning Plans (ALP) to collect student goals and outcomes.
- Increased the efficiency of the federally mandated "Child Find" eligibility for Special Education and ESL identification process at reception.
- Improved Reception & Guidance Center (R&GC) assessment process through revised TABE testing process and "Fast-Track" GED.

Program Oversight

- Monitor and review educational programs for consistency through audits and follow-up.
- Maintain curriculum committees to review/recommend program improvements.
- Focus teaching resources on effective GED preparation.
- Ensure program standardization to provide minimal disruption when prisoners are transferred to various MDOC prisons and camps.
- Develop a "Fast-Track" GED process for prisoners identified at high functioning levels to GED test without delay.
- Monitor "Fast-Track" GED prisoner student achievement and refine the program as needed.
- Establish tester positions by geographic locations to increase efficiency of testing operations.
- Establish a goal for increased GED completions, based on school enrollment and staffing.
- Utilize GED testing accommodations to improve GED passing rate opportunities.
- Initiate transfers if needed to appropriately place students to meet programming needs.
- Revise R&GC academic testing process to improve data accuracy for the determination of student academic achievement level and program placement.
- Developed statewide standardized school budgets to improve cost effectiveness.
- Continuously monitored spending and programming and identified efficiencies in material purchases, staffing and operations to reduce costs and maintain schools without funding increases.
- Centralized purchasing to optimize vendor discount opportunities.

Program Improvement Through Curriculum Design

- Develop a standard, individualized, performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.
- Identify additional math/writing materials for increasing competencies
- Implement curriculum improvement as resources allow.
- Adopted the State's Adult Learning Plan as a standardized method of establishing goals.

- Expanded the use of community in-reach volunteers, mentors, and other community members to enhance Pre-Release programming.
- Utilized grant funds to initiate delivery of employment soft skills.
- Used grant funds to provide nationally recognized CTE programming and certifications.
- Identified, delivered, implemented prisoner programming for MPRI through standardized curriculum.
- Initiated development of outcome-based curriculum using Worldwide Instructional Design System (WIDS).
- Established system to identify, review, and implement “best practices” in the prison schools while working to maintain standardization.

Professional Development to Improve Program Efficiency and Effectiveness and to Optimize Data Management

- Provide training to those responsible for data entry to increase efficiency of prisoner placement.
- Provide professional development to further improve teaching techniques, best practices, and instructional strategies.
- Provide teachers with enhanced training in writing of clear, measurable, effective education objectives to improve ability to measure gains/outcomes and transfer information if prisoner transfers.
- Used curriculum committees to develop professional development specific to correctional educators.
- Development of secretary, school principal and instructor manual(s) to provide guidelines and direction on school operations and increase consistency.

Test Administration and Assessment Improvements

- Mandate schools to give the full battery of GED tests to prisoners testing for the first time.
- Increase frequency of testing to ensure that schools test on a regular schedule.
- Implement a statewide, standardized testing schedule to improve the capture and quality of achievement data in the state.
- Ensure the statewide GED operating procedure provides guidelines to optimize testing.
- Initiated the conversion from TABE 7/8 to TABE 9/10 to meet state reporting requirements.
- Developed a standardized plan for R&GC assessment testing protocol.
- Centralized and standardized the purchase of GED test materials.
- Incorporated CareerScope assessments into the Pre-Release curriculum to ensure all prisoners have adequate career assessment information prior to community release.
- Increased ESL materials and ESL teacher training.
- Facilitate GED testing accommodations as appropriate.

Audit Factors

Audit factors have been assessed, and improvements made with the goal of improving programs and completions and to reduce waiting lists. The audit factors are dynamic and under continual review. Following are a sample of current factors that address these areas:

- The GED test is scheduled at least monthly or administered when candidates are qualified.
- The TABE test is administered to active academic students in accordance with state requirements to capture Educational Functioning Level (EFL) gains.
- School staff has received mandatory training and training related to area(s) taught, per policy/Department Standards.

- Each school eligible prisoner:
 - Is currently on the waiting list or enrolled in academic (ABE/GED, Special Ed/ESL) programming
 - Is exempt from GED programming with a CAJ-789 GED Completion Exemption
OR has a verified GED/high school completion documented on the CAJ-266
- The monthly classroom enrollment average per teacher per class is no less than 10% of the Department Standard for that class/program.
- The special education eligible prisoners are receiving special education services or are pending transfer to a special education center.
- After audit of all schools in 2005, it has been determined that additional audit factors are needed. These audit factors are currently under revision.

Fast-Track GED

This program is designed to identify and test those individuals whose assessments indicate the likelihood of success on the GED with minimal instruction time. Additionally, this allows classroom space for those in need of academic instruction.

- Prisoners are identified at Reception or at the facilities.
- They are placed on the list for the next testing session.
- Prisoners are given instruction in test taking strategies.
- This program is monitored for future refinement and continuous improvement.

Priority of Enrollment

In order to reduce waiting lists and to assure optimal use of classroom space, the following guidelines were issued in December, 2005. Prisoners are to be enrolled using the following priority/guidelines:

Academic

- Special Education eligible
- Title I eligible
- No verified GED or high school diploma
- Sentenced for a crime committed on or before December 15, 1998
- Within two years of parole eligibility
- Those with Earliest Release Date (ERD) beyond two years are entered on a waiting list and enrolled according to ERD

Career and Technical Education

- Special Education eligible with CTE recommendation (minimum reading/math not applicable)
- R&GC recommendation for CTE training
- CareerScope and vocational counseling and/or program interest/aptitude
- Prisoners who have partially completed the program at another facility/school
- Those with Earliest Release Date (ERD) beyond five years are entered on a waiting list and enrolled according to ERD after consideration of CareerScope and R&GC recommendations
 (Note: Prisoner may take more than one CTE program in accordance with the education policy.)

All prisoners with a vocational recommendation are to complete CareerScope and vocational counseling prior to entering an appropriate CTE program. The Classification Directors are to work with School Principals to ensure rapid classification to school placement. Prisoners serving life sentences are last in priority for academic/career and technical programs. If no waiting list exists and openings are available in these programs, prisoners with a life sentence may then be considered for enrollment.

Academic Staff Realignment of Responsibilities

Effective January, 2006, schools have been instructed to assure that all academic staff has GED preparation as their primary responsibility and provide supplemental programming as resources allow.

Explanation of Value/Purpose of Each Program

According to the US Department of Justice, Bureau of Justice Statistics, correctional populations report substantially lower educational attainment than the general civilian non-institutional population. According to another study*, prisoners who had no educational programming while incarcerated were re-incarcerated at a rate of 49.1%, compared to a 19.1% rate for those who completed an educational program. National studies consistently show the value of correctional education.

The 2006 Washington State Institute of Public Policy Meta-Analysis found statistical significance between education and reduced recidivism:

- ABE 5.1% Reduction
- Job 4.8% Reduction
- Voc. Ed. 12.6% Reduction

In Michigan, the number of prisoners has tripled in the last 25 years. Approximately half of these prisoners do not have a high school diploma. According to research compiled by Michigan Department of Labor and Economic Growth:

- Prisoners who participate in basic education programs while incarcerated have lower recidivism rates than those who do not.
- Prisoners who participate in basic education programs while incarcerated are more successful at finding and sustaining gainful employment upon release than those who do not.
- A Michigan male with a high school credential or equivalency earns \$6,700 more annually than a male without a high school diploma.**
- Persons with lower levels of education attainment are more likely to be unemployed than those with higher levels of education.***

During 2004-2005, approximately 2,500 prisoners earned their GED. Using the wage differential cited above, the potential annual taxable income increase from these graduates is more than \$16 million.

Research shows that by improving employees' basic skills:

- Employees work smarter and better
- Employees cope well with change in the workplace
- Union/management relations improve
- Output and profitability increase

There are currently nearly 50,000 prisoners incarcerated in Michigan. At any given time, approximately 11,000 prisoners are enrolled in academic career and technical education and pre-release programming.

*Virginia Department of Correctional Education

**Institute for Women's Policy Research, 2005

*** National Center for Education Statistics

Identification of Program Outcomes for Academic and Vocational Program

Per state standards, students functioning below the 9th grade level are categorized as adult basic education students. Over 80% of the current prisoner student enrollment is below this level in at least one subject area. For these students, the annual yearly progress standard set by the U. S. Department of Education is one gain in Education Functional Level. Last year, according to DLEG statistics 8,336 prisoners improved their basic skills. In the same year, 13,653 prisoners successfully passed one or more of the five required components of the GED test, and 2,586 prisoners passed the GED.

Approximately 2,500 prisoners are enrolled in vocational programs. It is estimated by the Department of Labor and Economic Growth that over 80% of Michigan's prisoner population is in need of additional vocational training. Vocational training also provides work assignments within the prison (maintaining standards and reducing state costs) while preparing prisoners for returning to work in the community.

MDOC Education continues to support and collaborate with Prison Build/Habitat for Humanity and Michigan State Industries through CTE programming. Activities have included:

- Jimmy Carter Habitat Project
- Department of Natural Resources projects
- Beautification of Michigan Welcome Centers
- Extensive Community Support Projects

Section 1009(c)

Value and Purpose of each Program

- Employer, Parolee and Prisoner/Student Perspectives
- Summary of Value and Purpose of MDOC Education Programs

A Measurable Outcome

A real-life success story...

Employer: Connie Misico, Owner, Elk Lake Floral, Elk Rapids, Michigan

“I appreciated Ms. Greig’s honesty about her history. She was one of ten applicants for my position as greenhouse manager. I chose Ms. Greig because I thought she needed the opportunity. She has proven herself. She is a knowledgeable, hardworking, eager employee.”

Parolee: Laurie Greig, 413414
Vocational Student
Horticulture Completion
Huron Valley Women’s Facility

Obtained employment through Michigan Works!

“My horticulture training from MDOC was instrumental in my success today. My skills as a horticulturalist helped my employer look beyond my past and gave me a chance to prove my abilities. I am now managing seven greenhouses for Elk Lake Floral. I am proud of my new career and my new pathways in life.”



Why Education matters...

Prisoner/Student Preparing for Release

MDOC: “Why should we continue our Career and Technical Education Programs?”

(prisoner response to survey conducted by MDOC Education)

“Technical education programs provide the means for an offender to exercise legitimate income options instead of everything back to “old” illegal ways of making money. A jobless, income-less offender is much more likely to re-offend than an ex-felon with a promising career and opportunities.”

“Please, consider keeping the funding as it is not only a humane endeavor, but also a fiscally sound one if it helps ex-convicts generate tax dollars rather than consume them.”

“These programs provide better skills for better jobs so we can be a help to our family and community.”

“To send prisoners out into the streets without any tools to attempt to succeed, the chances of re-offending is greatly enhanced.”

“The Career and Technical Education Programs aide in helping the inmate learn job (work) ethics.”

“These courses have helped me to believe in myself. I have learned to work with other people. Ms. Lewis has helped change my life for the better and has helped give me a new perspective towards life.”

“With the B.E.T. class, I am learning to face my fears of entering into a positive workforce upon release. I’ve also learned that competing in the workforce is determined by how competitive I am and how hard I push in selling myself to an employer.”

“Being a tutor here in the academic program, I have the opportunity on a daily basis to witness inmates gaining self confidence and pride. A lot of the guys in these classes have not been in school for long periods of time, and you know something; most of them are great students and make myself, the other tutors, Mr. Knorr and Mr. Parkinson feel good that we are able to give them a leg up on those who have not graduated! There is nothing more rewarding for me, than to see the “light come on” in these students eyes when they realize that they “can” do the work.”

“There is so much negative people and situations in the prison system it would be wrong to take anything positive that us inmates who want to change out of the prisons.”

“I have learned a lot from school in prison and have got my G.E.D.; this helps me to become a better person.”

“Because if I don’t learn how to read and gain some job skills I’m going to go out and rob and steal to get the things I need.”

Academic

It should be recognized many prisoners sentenced to MDOC are low-level learners who require significant assistance and encouragement in order to achieve functional academic results. If deficiencies are not addressed, these prisoners will not be capable of reading basic instructions, guidelines, or self-help pamphlets. Additionally, job or vocational training for those functioning below basic literacy level is more difficult for them to pass certification requirements. For those at or above the “functional literacy” (6.0 grade) level, the primary goal is GED attainment. The following Academic programs are offered:

Academic Education

- Approximate completion time depends on skill level at intake
- Student-teacher contact – 32 hours weekly
- Programs are offered statewide

Special Education (provided to eligible prisoners 21 and younger)

- Approximate completion time: not applicable
- Student-teacher contact – 32 hours weekly
- Programs are offered at designated sites

English as a Second Language

- Approximate completion time: not applicable
- Student-teacher contact – 32 hours weekly
- Programs are offered at designated sites

Career & Technical Education (CTE)

The purpose of each Career and Technical Education (CTE) program is to provide meaningful work skills that are marketable in the community upon release. Studies show that meaningful employment does consistently reduce recidivism. Additionally, community based outcomes and employment is the primary goal for providing vocational education. It should be recognized MDOC education programs provide opportunity for community success when combined with other critical support services. This is the basic premise of the Michigan Prisoner Re-Entry Initiative (MPRI). MDOC relies on MPRI contacts to provide employment placement services and community follow-up. The following CTE programs are offered by the Department of Corrections. All programs have future marketability projected by the Department of Labor and Economic Growth.

Auto Body Repair

- Approximate completion: 720 Hours
- Typically there are two classes per day, 15 students per class.
- Students entering the Auto Body Repair program will learn the basics of auto body restoration and repair, including bumping, painting, and disassembly/reassembly of fenders, doors, and hoods. They will also complete the core components of shop safety and basic automotive construction. Students will receive a certificate after successfully completing an average of 720 hours in the program.
- Number of Programs: 1

Auto Mechanics

- Approximate completion: 720 Hours
- Typically there are two classes per day, 15 students per class.
- The program begins with a core program of shop safety, basic automotive construction and shop skills development. After completion of the core program, students will move to the four required

areas of study: engine repair, brakes, electrical systems and tune-up, and engine performance. Students are required to take the Michigan certification tests in any three of the four primary skill areas. Students will receive a certificate after completing program requirements which take an average of 550 hours.

- Number of Programs: 5

Building Trades

- Approximate completion: 800 Hours
- Typically there are two classes per day, 15 students per class.
- Students completing the Building Trades program will have a strong base of knowledge and experience in the building trade's field and NCCER certification. They will receive instruction in the basics of carpentry and drafting. The course will offer hands-on experience working on various projects. This program requires an average of 800 hours for a completion certificate.
- Prisoners who complete the program are eligible to apply for a job with the Prison Build Program.
- Number of Programs: 11

Business Education Technology (BET)

- Approximate completion: 585 Hours
- Typically there are two classes per day, 15 students per class.
- The BET class is a self-paced computer training program. The class includes keyboarding, consumer math, and instruction in Microsoft Office 2000, particularly the components of Word, Excel, and PowerPoint. Completion certificate requirements take an average of 585 hours.
- Number of Programs: 12

Custodial Maintenance Technology

- Approximate completion: 240 Hours
- Typically there are two classes per day, 15 students per class.
- Upon completion, a student will be prepared for employment as an institutional janitor or in a cleaning service business. Textbook instruction will cover the following areas: restroom care; floor care; cleaning chemicals; carpet and upholstery care; safety and health. Students will receive hands-on instruction in the use of tools and equipment of the trade including high speed buffers, strippers, and cleaning aids. This course requires an average of 200 hours for a completion certificate.
- Number of Programs: 22

Electronics

- Approximate completion: 650 Hours
- Typically there are two classes per day, 15 students per class.
- The core curriculum consists of Direct Current (DC), Alternating Current (AC) and Semi-Conductor Technology. It requires approximately 650 hours of classroom, lab, and exams to complete. The supplementary subject matter will include advanced study in Digital and Microprocessor Electronics (200 hours), Certified Electronics Technician Exams (100 to 300 hours) and other certificate programs which include Industrial Electronics (Robotics), Computer Repair, and A+ certification.
- Number of Programs: 3

Food Service/Hospitality Management (FSHM)

- Approximate completion: 600 Hours
- Typically there are two classes per day, 15 students per class.
- The primary focus of FSHM is to educate and facilitate information pertaining to the food service and hospitality industry. The curriculum encompasses food service operations and emphasizes safety

and sanitation in compliance with the Food Code. Students utilize text, video, guest speakers, teacher instruction, team instruction and lab work in a restaurant kitchen and classroom setting. Hospitality and management are integrated components, and supplementary programs will offer instruction in areas such as lodging, nutrition, and catering. The variety of instructional experiences is relevant and meaningful to real employment situations. The program requires an average of 600 hours for a completion certificate. This program also offers an opportunity to earn Safe Serve and National Restaurant Association certification and START – Lodging Management certification.

- Number of Programs: 12

Horticulture

- Approximate completion: 525 Hours
- Typically there are two classes per day, 15 students per class.
- Students will be required to complete a core course in horticulture including the following areas of study: greenhouse management, plant science, landscaping, fruit and vegetable gardening, and turf management. Students will have an opportunity for hands-on instruction preparing garden beds, planting trees, flower and vegetable crops, and/or working in a greenhouse. They will receive training in areas related to establishing and maintaining turf and ornamental plants. To receive a certificate, a student must complete the core and one supplementary program. Students will also be given the opportunity to prepare for Pesticide Control and Nurseryman certifications.
- Number of Programs: 18

Machine Tool

- Approximate completion: 750 Hours
- Typically there are two classes per day, 15 students per class.
- The program is designed to supply students with sufficient skills to obtain entry level employment in the machine tool field. Students will receive classroom and hands-on instruction in all areas of machine tool set-up and operation. Included is work on various grinders, mills, lathes, and saws, including Computer Numerical Control (CNC) and Computer Assisted Machines. Completion of the program takes an average of 750 hours.
- Number of Programs: 1

Ophthalmic Lens Technology

- Approximate completion: 415 Hours
- Typically there are two classes per day, 15 students per class.
- This class is designed to give students a thorough grounding in the principles of optics. Upon successful completion of this 415 hour course, a student will receive a CTE certificate of completion which also includes a list of topics studied. The class prepares a student to enter the MSI optical lab and for a position in the optical field upon release.
- Number of Programs: 1

Optical Dispensing Technology

- Approximate completion: 350 Hours
- Typically there are two classes per day, 15 students per class.
- The core curriculum requires 360 hours of training, including 60 hours of hands-on. Students learn about the anatomy of the eye, eye diseases, and how to read the prescriptions and adjust them to meet the doctor's requirements. Upon completion, students receive a certificate and the opportunity to take a test through the American Board of Optometry to gain national certification as an optical dispenser.
- Number of Programs: 1

Visual Graphic Technology (VGT)

- Approximate completion: 800 Hours
- Typically there are two classes per day, 15 students per class.
- VGT is a job readiness course that prepares students for entry to mid-level employment for a print shop, publisher, specialty print shop, quick printer, ad agency or marketing department. Students learn skills in computer lay-out using programs such as Adobe PageMaker and Photoshop. They learn about design requirements for pre-published projects such as business cards, letterheads, forms, brochures, catalogs, ads and flyers. Students also gain skills on mass production equipment such as digital duplicators or offset presses and binding and finishing equipment. Students gain practical job skills by being involved in VGT job production which includes products for the school or the institution or other service learning projects. Completion of the course takes an average of 800 hours.
- Number of Programs: 2

Welding

- Approximate completion: 845 Hours
- Typically there are two classes per day, 15 students per class.
- Students participate in study and testing in the following skill areas: oxyacetylene safety welding, brazing, cutting, T.I.G. and M.I.G., and welding - plasma arc cutting. They will receive hands-on instruction in arc and M.I.G. welding in all positions, T.I.G. welding on steel, stainless steel, and aluminum; plasma arc cutting on steel, stainless steel and aluminum, and M.I.G. welding including spoolmatic welding on aluminum. The program takes an average of 845 hours to complete.
- Number of Programs: 2

Transition Skills (Pre-Release)

- Approximate completion: 36 Hours
- Transition programming provides prisoners an opportunity to participate in workplace employment, life skills, and other appropriate community reentry programming. The transition program will provide opportunities for the prisoner to develop and apply skills in both educational and employment situations. Prisoners who participate in this 36 hour program will develop a portfolio within one year of scheduled community reentry. Additionally, it is the intent of the department in 2006 to provide Intro to Computers/Keyboarding skills to prisoners needing these skills prior to release.
- Number of Programs: All Facilities (47)

Related Trade Instruction

Technical Math

- Completion time varies by student ability.
- Basic math skills required for all technical trades as well as trades specific math requirements. May be taught as a separate class and prerequisite for trade's classes or as part of a trade's class.
- Number of Programs: Based on resources available

Introduction to Computers

- Approximate completion: 40-50 Hours
- Basic Windows course using MDOC developed modules and keyboarding using Mavis-Beacon software. Recommended that this be taught as a separate class, or in a learning lab situation.

Special Program

- Youthful Offender Program (YOP) (Grant-funded)
- Provide post GED/Diploma job readiness skills to prisoners who are under 26 years old and less than 5 years from release.

Section 1009(e)

Department Plans for Academic and Vocational Programs

- Education Action Plan

Michigan Department of Corrections

Education Action Plan: 1995
Revised, Phase II: 2000

Education Action Plan – Phase III



October 1, 2004 – September 30, 2007

Revised by the MDOC Education Steering Committee

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INTRODUCTION

The Education Action Plan Phase III is a strategic framework for the consistent, cost-effective delivery of educational programming. This document provides an overview of prison education and a specific plan of action to address educational priorities for the plan period.

Public Act 320 of 1998 requires prisoners to obtain a GED, with some exemptions, prior to release. Policy Directive 05.02.112 “Education Programs for Prisoners” ensures accountability, provides dynamic leadership for continually improving education strategy, and outlines the programming and criteria for prisoners to receive these educational services.

Prisoner education plays a critical role in the implementation of the Michigan Prisoner Reentry Initiative (MPRI) and the Prison Build Program. The Department continues to implement strategies gleaned from expert input and to develop collaborative partnerships with other organizations including post-secondary schools, Michigan Department of Labor and Economic Growth, Michigan Rehabilitation Services, Michigan Works!, and the Michigan Department of Education. As a vital component of the MPRI, all educational programming is designed to maximize a prisoner’s skills for successful community reentry.

MISSION STATEMENT

The mission of the MDOC Prisoner Education system is to facilitate the transition from prison to the community by assisting prisoners in the development of their academic, workplace, and social competencies through effective and cost-efficient programs.

EDUCATION PROGRAMS

Each prisoner's academic and vocational achievements, aptitudes, and interests will be assessed and verified. Based on these assessments, counseling, and verifications, prison schools administer the following programs:

- Academic – Adult Basic Education (ABE), GED Preparation (GED), and English as a Second Language (ESL)
- Special Education (SPEC ED)
- Career and Technical Education (CTE) (formerly called Vocational Education)
- Transition Life Skills (TLS) – including employability, social and life skills (formerly called Pre-release)
- Specialized grant-funded programs

It is the focus of prisoner education to prepare prisoners for successful reentry into the community while addressing prisoner needs (barriers), aptitudes, and interests. All education programs incorporate workplace, communication, and social skills training.

Education Assessment and Guidance

During the reception process, diagnostic assessments are completed which determine each prisoner's educational development in accordance with PD 04.01.104 "Reception Center Services" and PD 05.02.112 "Education Programs for Prisoners". Based on the assessments and counseling, an education program plan will be developed by school and program staff with prisoner input. All efforts will be made through the classification process to ensure prisoners are placed at facilities that provide programming required in his/her education program plan.

The following educational needs provide guidelines for prison placement:

- Academic (GED/HS Diploma) – Eligible prisoners will be sent to a prison offering academic programming.
- Special Education – Eligible prisoners must be sent to a designated Special Education center. Special education programming for eligible prisoners is required by law. Appropriate prison placement is mandatory.

- English as a second language (ESL) – Eligible prisoners will be sent to a designated ESL center.
- Career and Technical – to the extent possible, prisoners will be sent to a facility offering the vocational program(s) identified through his/her vocational assessment (CareerScope) and a review of the prisoner’s prior training and/or employment.
- Transition – All facilities offer this programming and all prisoners will have an opportunity to participate at the appropriate time in their sentence.

Academic

The Department will provide academic programming through a flexible schedule offering open entry/open exit. Prison security level, classroom space, prisoner transfers, and staffing can impact program availability and completion rates. Facilities designated as Academic Centers concentrate available resources and focus on academic education. School principals will ensure classroom enrollment is optimized and waiting lists are kept to a minimum so each prisoner can achieve educational goals as efficiently and economically possible. Special accommodations will be provided for prisoners as appropriate.

It is the responsibility of the principal to ensure that school procedures include establishment of clearly defined educational goals and proper documentation of prisoner progress.

Every effort will be made to ensure each prisoner paroled with an educational minimum of a GED. However, a prisoner impacted by PA-320 who has not completed a GED prior to his/her parole date will be granted a GED Completion Exemption under the “no fault of their own” provision if the following minimum criteria are met and documented:

- 1) regular school attendance at every opportunity within the prior two years
- 2) satisfactory school progress evaluations
- 3) submission of a completed GED Completion Exemption form (CAJ-798) and administrative approval

English as a Second Language (ESL) is offered at designated centers for prisoners for whom English is not their native language and who are functioning below the 5th grade level in reading. School principals will work with facility transfer coordinators to arrange transfer to an ESL center if a prisoner is determined to need ESL services.

Title I programming is a federally-funded educational enforcement program for prisoners who are under the age of 22, read below the 8.0 grade level, and who have not earned a high school diploma or GED. Eligible prisoners must be enrolled for a minimum of 15 class hours per week which may include a combination of academic and vocational programming in

order to ensure optimal Title I funding. Title I support services are available at a limited number of facilities.

Special Education

In accordance with federal law, a prisoner who is eligible to receive Special Education services must be placed in class within ten calendar days. Special Education programming is provided as required by the Federal Individuals with Disabilities Education Improvement Act (IDEIA), MDOC Special Education Plan, and PD 05.02.114 "Special Education". If a prisoner under age 22 is potentially eligible to receive special education services, school principals must work with transfer coordinators to ensure the prisoner is transferred to a Special Education Center and placed in class in accordance with PD 05.02.114 (SEE SPECIAL EDUCATION PLAN). Assistance to ensure compliance is to be requested from the Education Manager as necessary.

Vocational Counseling

Prisoner interest, aptitude testing, and vocational counseling will be provided to each prisoner prior to placement in CTE programming. School principals will ensure every effort is made to match the programming placement to each prisoner's interests, abilities, and past experiences.

Career and Technical Education (CTE)

CTE programs provide the prisoner with training in technical skills and workplace competencies. These include marketable job and employability skills critical to finding and maintaining employment. The department provides CTE programming in a flexible schedule offering open entry/open exit. Prison security level, classroom space, prisoner transfer, and staffing can impact program availability, and completion rates. Facilities designated as CTE Centers concentrate available resources and focus on career and technical education. School principals will ensure classroom enrollment is optimized and waiting lists are kept to a minimum so a prisoner can achieve vocational skills as quickly and economically as possible.

Class size for each CTE program will be determined by guidelines established by the Michigan Department of Labor and Economic Growth. Each CTE program will have a core technical training component, an approved progress plotter, and a projected number of hours for completion. Upon completion of the course requirements, the approved MDOC CTE certificate will be issued which will include information on skill areas mastered.

It is the expectation that all CTE programs will:

- afford eligible students the opportunity to acquire and develop necessary job skills and aptitudes for meaningful, long-term employment
- offer state or national certification upon completion

- have economical start up and operational costs
- require less than a year to complete
- involve community/industry input and influence

Technical Programming

School principals will ensure that qualified staff provides the following technical training components: (exceptions based on security level may be approved by the Education Manager)

- assessment/evaluation/counseling
- computer literacy
- technical mathematics
- employment search/research using the Michigan Occupational Information System (MOIS)
- applied skills
- approved core curriculum and trade area (e.g. Auto Mechanics, Building Trades, Business Education Technology)

Completion of a technical training component will be recorded as part of the prisoner's CTE program goals, but not as a CTE completion. A prisoner within three years of earliest release date who has a high school diploma or GED will be given priority for placement in CTE programming if he/she has not previously completed an MDOC CTE program. A prisoner whose earliest release date is within the year will be eligible for general workplace skills training placement, including computer literacy training.

Special institutional and community projects provide prisoners the opportunity to demonstrate hands-on skills by offering invaluable job-related training and restorative justice opportunities. This is a cost-effective method to supplement classroom experiences through community service. School principals are to ensure that all special projects are consistent with the CTE curriculum, educational goals, and specific prisoner training needs.

Career and Technical Education is an integral component of the Prison Build program. It is the intent of related CTE programs to support Prison Build activities while maintaining a focus on the completion of the core curricula requirements.

Transition Skills

Transition programming provides prisoners an opportunity to participate in workplace employment, life skills, and other appropriate community reentry programming. Vocational assessment may be conducted as part of this programming. Completion/mastery of all skills listed on the plotter for Transitional Skills meets the criterion of the pre-release program requirement and the Michigan prisoner reentry initiative goals. Transitional programming begins during the intake process and progresses through release to assist the prisoner in

working toward completion of his/her individual educational goal(s) and preparing for success in the community. Community and facility resources will be used whenever feasible. The transition program will provide opportunities for the prisoner to develop and apply skills in both educational and employment situations. Prisoners will receive basic computer literacy training as a component of pre-release. Each prisoner will be provided with the opportunity to participate in transition programming and develop a portfolio within one year of scheduled community reentry.

Facilities are encouraged to involve available staff, including non-teaching staff, in the delivery of various transitional skill programming components. The school is responsible for coordinating transitional programming and reporting participation in the transitional skills program.

Supplemental Programming

Correspondence Courses - Prisoners will be permitted to enroll in correspondence courses as set forth in PD 05.02.119 "Correspondence Courses". The coursework must comply with the policy requirements. If requested by the prisoner, a verified copy of the transcript or certificate of completion will be placed in the prisoner's school file.

Prison Build – This is a supplemental program to provide building components and landscaping plants to nonprofit organizations such as the Habitat for Humanity. It employs qualified prisoners who have successfully completed specified CTE programming.

Youthful Offender Program - This is a grant funded program for prisoners under the age of 26 who will be returning to their communities within five years. It is facilitated through partnerships with accredited post-secondary schools and other agencies. This is offered at designated facilities.

ACTION DATES

The Education Steering Committee with input from the curriculum committees and others will:

WHEN	WHO	DOES WHAT	WHY/COMMENTS
June 1, 2005	Steering Committee	Identify/implement at least 3 strategies to highlight education impact and significance to MPRI success.	
July 1, 2005	All Curriculum Committees	Develop 2 year professional development plan with priorities	Primarily grant funded
October 1, 2005	CTE Committee	Develop written curriculum for at least 3 trades including measurable outcomes	Program evaluation Grant Monitoring
May 1, 2005	Special Education and Academic Committees	Distribute school principal and secretary handbooks	
October 1, 2005	CTE Committee	Submit a plan for tiered training for at least 3 trades	To better utilize resources by differentiating between institutional needs and employment training.
Ongoing	All Committees	Identify strategies for increasing utilization of CLN, distance learning and other technology to supplement programming. Report recommendations/status at each Steering Committee meeting.	Increase efficiency
January 1, 2006	Transition Committee	Incorporate computer literacy into appropriate pre-release programs	
Ongoing	CTE and Transition Committees	Develop partnerships with MSI and report recommendations/status at each Steering Committee meeting	
July 1, 2006	CTE and Transition Committees	Submit plan for apprenticeship preparation program implementation to Steering Committee	
October 1, 2006	Academic Committee	Distribute Teacher handbooks	
November 1, 2006	All Committees	Policy review and recommendations for policy and procedures submitted to Education Manager	Increase efficiency
November 1, 2006	CTE Committee	Develop a minimum of 5 measurable performance standards for at least 20% of the CTE programs	This to be expanded upon completion of first 20%
October 1, 2006	CTE Committee	Establish (community) advisory groups/professional association relationships for a minimum of Food Service, Building Trades and Horticulture	This to be expanded upon completion
As Indicated	All Committees	Develop 3 recommendations/ strategies to leverage community resources / grant funding collaborations and at least 2 cost saving strategies per year per committee	Increases cost effectiveness
Ongoing	All Committees	Coordinate group purchases / discounts – minimize operational costs with large purchases to be made through CFA, Education Continually seek funding and other resources to supplement programming.	Cost savings Expansion of available limited state resources.
As Needed	Steering Committee	Identify for auditors and review school audit factors at least every 3 years	
At Least Quarterly	Steering Committee	Evaluate key performance indicator status of Action Plan and establish new action steps	

NOTE: THE EDUCATION MANAGER IS RESPONSIBLE FOR OVERSIGHT OF THESE TASKS INCLUDING DEVELOPMENT OF SUBCOMMITTEES AS NEEDED

SUMMARY

This Education Plan Phase III will be reviewed at least annually by the Education Steering Committee and revised as appropriate. A Phase IV plan will be developed including new goals no later than September 30, 2007.

Approval:

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