

REPORT TO THE LEGISLATURE  
Pursuant to P.A. 87 of 2021  
Article II, Section 907  
Academic/Vocational Report

Sec 907. The department shall report by March 1 to the senate and house appropriations subcommittees on corrections, the senate and house fiscal agencies, the legislative corrections ombudsman, and the state budget office on academic and vocational programs. The report shall provide information relevant to an assessment of the department's academic and vocational programs, including, but not limited to, all of the following:

- (a) The number of instructors and the number of instructor vacancies, by program and facility.
- (b) The number of prisoners enrolled in each program, the number of prisoners completing each program, the number of prisoners who do not complete each program and are not subsequently reenrolled, and the reason for not completing the program, the number of prisoners transferred to another facility while enrolled in a program and not subsequently reenrolled, the number of prisoners enrolled who are repeating the program, and the number of prisoners on waiting lists for each program, all itemized by facility.
- (c) The steps the department has undertaken to improve programs, track records, accommodate transfers, and prisoners with health care needs, and reduce waiting lists.
- (d) The number of prisoners paroled without a high school diploma and the number of prisoners paroled without a high school equivalency.
- (e) An explanation of the value and purpose of each program, for example, to improve employability, reduce recidivism, reduce prisoner idleness, or some combination of these and other factors.
- (f) An identification of program outcomes of each academic and vocational program.
- (g) The number of prisoners not paroled at their earliest release date due to lack of a high school equivalency, and the reason those prisoners have not obtained a high school equivalency.

## FY 2020-2021 Boilerplate Report

### Section 907 (a)

#### Education FTE Breakdown per Facility Oct 1, 2020 - Sept 30, 2021

Facility	Position	Filled	Vacant
<b>MBP</b>	Academic Teacher	2	
	Special Ed Teacher	1	
	Building Trades Instructor	2	
	Employment Readiness Instructor		1
	Employment Counselor		1
	Secretary	1	
<b>AMF</b>	Academic Teacher	2	
	Employment Readiness Instructor	1	
	Secretary	1	
<b>LMF</b>	Academic Teacher	1	
	Employment Readiness Instructor	1	
	Secretary	1	
<b>URF</b>	Academic Teacher	4	1
	Employment Readiness Instructor	2	
	Building Trades Instructor	1	
	Food Tech Instructor	1	
	Employment Counselor	1	
	Secretary	1	
<b>NCF</b>	Academic Teacher	2	
	Trades Instructor TBD		1
	Welding Instructor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
<b>KCF</b>	Academic Teacher	1	2
	CDL Instructor	1	
	Welding Instructor	1	
	Employment Readiness Instructor	1	
	Employment Counselor	1	
	Secretary	1	
<b>ECF</b>	Academic Teacher	1	1
	Employment Readiness Instructor	1	
	Secretary	1	
<b>MCF</b>	Academic Teacher	1	
	Horticulture Instructor	1	
	Welding Instructor	1	
	Employment Readiness Instructor	1	
	Employment Counselor		1
	Secretary	1	
<b>LRF</b>	Academic Teacher	3	

	Food Tech Instructor	1	
	Employment Readiness Instructor		1
	Secretary	1	
<b>ARF</b>	Academic Teacher	1	3
	Special Ed Teacher		1
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	
	Optical Instructor	2	
	Employment Counselor	1	
	Secretary	1	
<b>LCF</b>	Academic Teacher	1	1
	Food Tech Instructor	1	
	Employment Readiness Instructor		1
	Secretary	1	
	TBD		1
<b>STF</b>	Academic Teacher	2	1
	Special Ed Teacher	1	
	Building Trades Instructor	1	
	Trades Instructor TBD		1
	Masonry/Concrete Instructor		1
	Trades Instructor TBD		1
	Employment Readiness Instructor	2	
	Employment Counselor		1
	Secretary	1	
<b>DRF</b>	Academic Teacher	4	
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	
	Employment Counselor	1	
	Secretary	1	
<b>SLF</b>	Academic Teacher	2	
	Special Ed Teacher	1	
	Title 1 Teacher Aide	2	
	Secretary	1	
<b>MTU</b>	Academic Teacher	1	
	Special Ed Teacher	1	
	Title 1 Teacher Aide	1	
	Secretary	1	
<b>MTU-VV</b>	Auto Mechanics Instructor	2	
	Building Trades Instructor	1	
	Machine Tool CNC Instructor	2	
	Welding Instructor	2	
	Plumbing/Electrical Instructor	1	
	Food Tech Instructor	1	
	Employment Counselor		1

	Employment Readiness Instructor	2	
<b>IBC</b>	Academic Teacher	2	
	Special Ed Teacher	2	
	Title 1 Teacher Aide	1	
	Employment Readiness Instructor	1	
	Building Trades Instructor	2	
	Employment Counselor	1	
	Secretary	1	
<b>ICF</b>	Special Ed Teacher	1	
	Secretary (shared with RMI)	0.5	
<b>RMI</b>	Academic Teacher	2	
	Special Ed Teacher	1	
	Secretary (shared with ICF)	0.5	
<b>JCF</b>	Academic Teacher	2	2
	Title 1 Teacher Aide	1	
	Special Ed Teacher	1	
	Employment Counselor	1	
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
<b>JCS</b>	Academic Teacher	4	
	Title 1 Teacher Aide		1
	Employment Counselor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
<b>SAI</b>	Special Ed Teacher	1	
	TBD		0.4
	Secretary	1	
<b>SMT</b>	Academic Teacher	2	
	Title 1 Teacher Aide	1	
	Employment Readiness Instructor	1	
	Special Ed Teacher		1
	Secretary	1	
	Employment Counselor	1	
<b>SMT-VV</b>	Auto Mechanics Instructor	2	
	Trades Instructor TBD		1
	Masonry/Concrete Instructor	2	
	Carpentry Instuctor	1	1
	Machine Tool CNC Instructor	2	
	Employment Readiness Instructor	2	
	CDL Instructor	1	
	Secretary	1	
	Tree Trimming/Line Clearance	1	1
	Computer Coding	1	

<b>RGC</b>	Teacher Aides (ABE Grant)	2	1
	Employment Counselor	1	1
	Secretary	1	
<b>MRF</b>	Academic Teacher	3	
	Special Ed Teacher		1
	Employment Readiness Instructor	1	
	Horticulture Instructor		1
	Food Tech Instructor	1	
	Employment Counselor		1
	Title 1 Teacher Aide		1
	Secretary	1	
<b>TCF</b>	Academic Teacher		1
	Special Ed Teacher	4	
	Title 1 Teacher Aide	2	1
	Employment Readiness Instructor	1	
	Building Trades Instructor	1	
	Food Tech Instructor	1	
	Employment Counselor	1	
	Secretary		1
<b>SRF</b>	Academic Teacher	2	
	Special Ed Teacher	1	
	Employment Readiness Instructor	1	
	Food Tech Instructor	1	
	Building Trades Instructor		1
	Employment Counselor	1	
	Secretary		1
<b>WHV</b>	Academic Teacher	3	1
	Special Ed Teacher	1	
	Title 1 Teacher Aide		1
	Employment Readiness Instructor	1	
	Employment Counselor	1	
	Secretary	1	
<b>WHV-RGC</b>	Academic Teacher	1	
	TBD		1
	Secretary	1	
<b>WHV-VV</b>	Employment Readiness Instructor	1	
	Employment Counselor	1	
	3D Printing/ Robotics	1	
	Cosmetology	1	1
	Building Trades Instructor	1	
	Horticulture Instructor	1	
	CDL Instructor		1
	Trades Instructor TBD		1
	Computer Coding		1

	Food Tech Instructor	1	
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**MICHIGAN DEPARTMENT OF CORRECTIONS - Correctional Education - Offender Success Administration  
907 (b) & (f) GED COMPLETIONS FY 2020-2021**

	SCHOOL/FACILITY	GED SUBTEST YTD	GED PASSED COMPLETE YTD	PAROLED w/o GED YTD	APPROVED EXEMPTIONS YTD	DENIED EXEMPTIONS YTD	CTE (VOC)COMP. YTD	EMPLOYMENT READINESS COMP.	ENROLLMENT				NUMBER OF INSTRUCTORS
									Academic Seats	SP. ED	Employment Readiness	VOC (CTE) Seats	
LMF	Alger Facility	1	1	25	25	0	0	24	31	0	17	0	1
AMF	Baraga Facility	41	5	33	33	0	0	57	45	0	14	0	1
IBC	Bellamy Creek Facility	23	9	52	52	0	3	94	70	9	68	10	1
LRF	Brooks Facility	20	1	15	15	0	11	0	93	0	0	14	0
DRF	Carson City Facility	82	17	53	53	0	3	113	114	0	72	0	1
STF	Central Michigan Facility	24	1	79	79	0	8	130	98	1	2	30	1
URF	Chippewa Complex	24	3	32	32	0	4	161	102	3	78	24	2
JCS	Cooper Street Facility	92	22	54	54	0	0	105	108	0	0	0	1
JCF	G. Robert Cotton Facility	116	26	41	41	0	0	18	100	5	0	0	1
ARF	Gus Harrison Facility	78	16	54	54	0	6	116	20	0	40	40	1
MTU	Handlon Facility	29	8	39	39	0	67	116	120	2	30	135	1
ICF	Ionia Facility	8	0	5	5	0	0	0	45	1	0	0	1
KCF	Kinross Facility	30	13	17	17	0	4	130	30	0	44	10	1
LCF	Lakeland Facility	17	7	5	5	0	0	0	37	0	0	16	0
MRF	Macomb Facility	0	0	27	27	0	4	0	113	5	14	7	1
MBP	Marquette Branch Prison	5	2	26	26	0	8	50	68	4	32	32	1
RMI	Michigan Reformatory	56	10	13	13	0	0	0	38	7	0	0	1
MCF	Muskegon Facility	4	1	17	17	0	13	10	36	0	30	24	1
NCF	Newberry Facility	3	1	29	29	0	0	113	67	2	63	13	1
ECF	Oaks Facility	23	5	18	18	0	0	0	54	0	0	0	0
SMT	Parnall Facility	104	16	46	46	0	49	331	39	2	85	168	2
SRF	Saginaw Facility	48	14	27	27	0	0	78	122	4	18	0	1
SLF	St. Louis Facility	33	12	35	35	0	0	0	60	6	0	0	0
TCF	Thumb Facility	126	22	8	8	0	6	3	73	9	18	17	1
SAI	Sp. Alternative Incar.	114	21	0	0	0	0	48	11	0	12	0	1
WHV	Woman's Huron Valley	83	19	82	82	0	5	36	45	1	20	60	1
RGC	Egeler RGC			14	14								
WCC	Woodland Facility			15	15								
	<b>TOTAL</b>	<b>1184</b>	<b>252</b>	<b>861</b>	<b>861</b>	<b>0</b>	<b>191</b>	<b>1733</b>	<b>1739</b>	<b>61</b>	<b>657</b>	<b>600</b>	<b>24</b>

**FY 2020-21 MONTHLY BOILERPLATE REPORT**  
**SECTION 907 (b) & (f) COMPLETIONS BY TRADE September 2021**  
**COMPLETIONS BY VOCATIONAL PROGRAM**

FAC.	SCHOOL	Enrollment	Auto Mechanics	Enrollment	Carpentry	Enrollment	Masonry Concrete	Enrollment	Plumbing Electric	Enrollment	CDL	Enrollment	Machine Tool CNC Tool	Enrollment	Food Tech & Hospitality	Enrollment	Horticulture	Enrollment	Optical Technology	Enrollment	Welding	Enrollment	Tree Trimming	Enrollment	Cosmetology	Enrollment	3D Printing	Enrollment	Computer Coding
		Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD	Mo.	YTD
LMF	Alger Max. Fac.																												
AMF	Baraga Max. Fac.																												
IBC	Bellamy Creek			10	3																								
LRF	Brooks Corr. Fac.													14	11														
DRF	Carson City Complex													0	2														
STF	Central Mich Complex			30	8	0	0	0	0							0	0												
URF	Chippewa Complex			12	1									12	1														
JCS	Cooper St. Corr. Fac.																												
JCF	Cotton Corr. Fac.													0	0														
RGC	Egeler Correctional Fac.																												
ARF	Gus Harrison - North													16	4			7	2										
MTU	Handlon Corr. Fac.	10	18	6	1			2	17				8	20	38	0					22	12							
ICF	Ionia Max. Fac.																												
KCF	Kinross Corr. Fac.									3	0										7	4							
LCF	Lakeland Corr. Fac.													16	0														
MRF	Macomb Corr. Fac.													7	4	0	0												
MBP	Marquette Branch Prison			32	8																								
RMI	Michigan Reformatory																												
MCF	Muskegon Corr. Fac.															11	5				13	8							
NCF	Newberry Corr. Fac.							0	0												13	0							
ECF	Oaks Corr. Fac.																												
SMT	Pamall Corr.Fac.	16	12	22	7	30	12			34	16	36	7									14	0					16	0
SRF	Saginaw Corr. Fac.			0	0									0	0														
SLF	St. Louis Corr. Fac.																												
TCF	Thumb Corr. Fac.			6	0									11	6														
SAI	Sp. Alternative Incar.																												
WHV	Huron Valley Women's			22	0									16	12	20	4							0	0	20	0		
	<b>TOTAL</b>	<b>26</b>	<b>30</b>	<b>140</b>	<b>28</b>	<b>30</b>	<b>12</b>	<b>2</b>	<b>17</b>	<b>37</b>	<b>16</b>	<b>44</b>	<b>27</b>	<b>130</b>	<b>40</b>	<b>31</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>55</b>	<b>24</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>16</b>	<b>0</b>

Vocational Programs Not Offered at: Alger, Baraga, Cooper St., Egeler (Intake Center), Ionia, Michigan Reformatory, Oaks, St. Louis and Special Alternative Incarceration.

***MICHIGAN DEPARTMENT OF CORRECTIONS - Correctional Education - Offender Success  
2020-21 Final Report - 907 (b) Academic Program Non Completions and the Reason Why***

<b>MDOC #</b>	<b>Last Name</b>	<b>Original Facility</b>	<b>Transfer Facility</b>	<b>Program</b>	<b>Date of Transfer</b>	<b>Reason Why</b>
534810	Flowers	IBC	STF	Academic	9/30/2021	Paroled
971141	Bond	JCS	STF	Academic	5/21/2021	Paroled
597993	Fleming	ARF	WCC	Academic	8/5/2021	Discharged
855121	Logan	LRF	MCF	Academic	8/19/2021	Paroled
181482	Blackwell	STF	ARF	Academic	9/8/2021	Paroled

***MICHIGAN DEPARTMENT OF CORRECTIONS - Correctional Education - Offender Success  
2020-21 Final Report - 907 (b) Vocational Program Non Completions and the Reason Why***

<b><i>MDOC #</i></b>	<b><i>Last Name</i></b>	<b><i>Orginal Facility</i></b>	<b><i>Transfer Facility</i></b>	<b><i>Program</i></b>	<b><i>Date of Transfer</i></b>	<b><i>Reason Why</i></b>
353854	Farrah	MBP	ZLI	Employment Readiness	8/4/2021	Paroled

FY 2020-2021 Boilerplate Report

Section 907 (b)

Number of prisoners on waiting lists for each program by facility

FACILITY	FACILITY NAME	ACADEMIC	CAREER and TECHNICAL EDUCATION	EMPLOYMENT READINESS
AMF	BARAGA	209	143	222
ARF	GUS HARRISON	482	273	905
DRF	CARSON CITY	340	233	618
ECF	OAKS	239	114	293
IBC	BELLAMY CREEK	369	193	496
ICF	IONIA	165	67	157
JCF	COTTON	364	210	753
JCS	COOPER	280	439	1134
KCF	KINROSS	179	152	32
LCF	LAKELAND	236	92	255
LMF	ALGER	225	121	134
LRF	BROOKS	227	113	344
MBP	MARQUETTE	131	107	176
MCF	MUSKEGON	183	62	109
MRF	MACOMB	256	112	291
MTU	HANDLON	321	118	286
NCF	NEWBERRY	12	250	59
RGC	EGELER	442	56	525
RMI	MICHIGAN REFORMATORY	202	76	181
SLF	ST LOUIS	340	115	242
SMT	PARNALL	293	329	878
SRF	SAGINAW	254	136	209
STF	CENTRAL	436	835	1722
TCF	THUMB	127	94	188
URF	CHIPPEWA	228	168	52
WCC	WOODLAND	157	75	193
WHV	WOMENS HURON VALLEY	588	226	797
TOTAL		7285	4909	11251

## Sec. 907 (c)

**The steps the department has undertaken to improve programs, track records, accommodate transfers and offenders with health care needs, and reduce waiting lists.**

### **Improving Programs**

Correctional Education in Michigan leads the nation in providing quality educational services to prisoners. Dedicated staff ensure continuous quality improvement, as well as standardized processes to ensure efficiency in the following areas:

#### **Education Orientation at Reception Centers**

Correctional Education is focused on the successful transition from the prison to the community starting at Intake. A coordinated process was implemented to ensure each prisoner's academic, vocational, workplace history, and vital document needs are recorded and documented, as well as allowing staff an opportunity to advise newly incarcerated individuals on educational opportunities offered statewide to assist in the rehabilitation process. This process includes in-depth assessments of individual aptitudes and interests, both academically and vocationally. Additionally, prisoners develop education and employment plans with an Employment Counselor designed to maximize their potential for successful reentry. Every effort is made to ensure all students reach their full educational potential.

#### **Career and Technical Education (CTE)**

Fiscal year 2020-2021 incorporated many changes, additions and improvements to Career and Technical Education programs offered by the Michigan Department of Corrections (MDOC).

The Department continued to fine-tune our delivery of educational services during the COVID-19 pandemic. The Education team worked to ensure the safety of staff and students by adjusted classes to provide optimal delivery of curricula and hands on training to prepare our students to re-enter society.

New technology in the form of Robotic Welders and Plasma Cutting machines were added in two Welding programs this reporting year. These items allow additional training and certification to better assist our students with employment opportunities once released. Automotive programs received a new Road Force Tire Balancer which provides a high standard of ride comfort and optimizes the corrective balance-weights on tires. This equipment provides students with additional training and hands on skills.

A new Fieldhouse was designed and built from the ground up at Handlon Correctional Facility (MTU). This fieldhouse includes a state-of-the-art Food Technology program and classroom space for our college partners. All new equipment and technologies were incorporated into this

program. (We need some more detail of what was constructed here...like TVs the learning lab, etc.

The Department added a new vocational training opportunity, Heavy Duty Diesel Engine Repair. Curriculum books, tools, cutaway engines and simulators have been purchased for the program. Students completing this program will receive certification from Department of State in Heavy Duty truck repair.

The Department expanded the Vocational Village program to the Women's Huron Valley Correctional Facility (WHV). Due to COVID delays with staffing and construction, it opened later than expected.

WHV Vocational Village was opened in September 2021. Vocational training programs include:

- Cosmetology
- Building Trades Carpentry
- Horticulture
- Forklift
- CDL Truck Driving
- 3D Printing/Robotics
- Food Technology

The Department continues to make upgrades to equipment in Career and Technology Programs.

- Food Technology programs received upgrades to refrigerators, freezers, and stoves in several programs across the state.
- Soundproofing was added to programs to assist with the acoustics in the classroom areas to promote learning.
- Food Technology instructors received software upgrades to the new Foundations curriculum that allows instructors to access resource material and generate tests for students in the program.
- CNC wood working machines and Saw stop were added to IBC Building Trades Carpentry programs.
- SolidWorks software was purchased for WHV 3D Printing and CNC programs at MTU and SMT.
- Mastercam software was purchased for CNC programs at MTU and SMT. Both Solidworks and MasterCAM software are very common in the industry and assist prisoners in CAD work in the programs.
- A Machine Lathe and Hydraulic Press was added to the CNC program at SMT.
- Wood Lathes were added to Building Trades Carpentry programs at SMT and STF.
- The CDL program at KCF received a new snowplow addition to their simulator.
- Horticulture programs received some updates to equipment.
- Automotive Instructors received software to access ShopKey. ShopKey provides updated codes and printable information on automotive computer diagnostics.

Building Trades Instructors received Profession Development conducted by Eastern Michigan University. This was update training for certified OSHA Outreach Instructors to continue in

provide OSHA 30 training to students in the Building Trades programs. Welding and 3D Printing instructors received FANUC training. Food Technology, Automotive, Employment Readiness and Horticulture Instructors also attended Professional Development. All CTE instructors received memberships to Corrections Education Association. This has provided critical training, cutting-edge resources, and valuable networking opportunities for instructors.

Supporting forms and documents were updated by the Vocational Committee. The Vocational Committee worked to standardize all vocational trade plotters, revised the Vocational Education Program Plan, updated the Vocational Directory to reflect new programs and staff. The committee also updated Vocational One Pagers, a one-page description of each trade that includes a course description, job outlook, estimated pay range and skill/abilities needed.

The following is a list of current CTE programs approved and offered within the MDOC

- Auto Mechanics/Light Diesel
- Building Trades – Masonry/Concrete
- Horticulture
- Food Technology
- CNC/Machine Tool/Robotics
- Optical
- Line Clearance/Tree Trim
- Heavy Duty Diesel
- Employment Readiness (MDL & FDIC) & Resume Workshop
- Building Trades – Carpentry
- Building Trades – Plumbing/Electrical
- 3D Printing/Robotics
- Computer Coding
- Commercial Truck Driving- CDL
- Welding
- Cosmetology

Note: Forklift Certification is offered at MBP, MTU, SMT, WHV and IBC.

### **Employment Readiness (ER), Resume Workshop (RW) and Workforce Development Programs (WFD) and Services**

The Employment Readiness program is using the most up to date program material and is offered at an earlier date during the offender's incarceration. Employment Readiness includes the completion of Microsoft Digital Literacy and FDIC Money Smart credentials. In addition, a Resume Workshop was implemented to ensure that every student is released with a functional resume to assist in obtaining gainful employment post-release. This program is offered within six months of the offender's release date.

A Workforce Development Referral (WFD) packet is a compilation of documents identifying accomplishments that offenders have earned throughout his/her incarceration. This file includes a working resume and cover letter, state or national certifications/credentials earned, a record of their institutional work history, and a record of the programming they completed while incarcerated. The Education Section has taken the following steps to improve ER, RW and WFD programs:

- Continued to develop partnerships with field agents and community stakeholders to ensure a smooth hand off and increased communication efforts to ensure articulation of offenders' educational achievements while incarcerated.
- Employment Readiness instructors have been working more closely with the Employment Counselors to create resumes and to have them available on the V-Drive so that they are easily accessible during the creation of the WFD packet.
- Monitored and improved the recently standardized process for requesting WFD Files to increase efficiency in providing the documents needed.
- Standardized a process to allow for Community Stakeholders to obtain Work Force Development files more easily by have Employment Counselors meet with Offenders to have a Release of Information signed so that Workforce Development files can be provided at Transition Team meetings. Employment Counselors meet with the Transition Team to go over completions of education programming and vital documents to ensure that anything not obtained during incarceration can be obtained upon release.
- Worked with the Offender Employment and Opportunities Unit to develop a process for students who did not participate in the Vocational Village, to be referred to employment.
- Continued improving our Vocational Counseling process so that offenders are receiving recommendations for vocational training that will allow them to be most success upon release.
- Continue to improve quality assurance through review and tracking of:
  - Certificate of Employability
  - Workforce Development Packets
  - Resumes
  - Vital Documents
  - Vocational Counseling
  - CareerScope
  - WorkKeys testing

## Vital Documents

Vital Documents involve assisting prisoners in obtaining their birth certificate, Social Security card and State ID/Driver's License to enhance an offender's ability to obtain employment post release. Improvements in this area include:

- The Department has taken significant steps to obtain vital documents for offenders. Beginning with a mass birth certificate process, education employees worked to complete as many birth certificate applications at their facility as possible in a three-week timeframe. At the end of the process, they had completed close to 20,000 birth certificate applications. The purpose of the mass birth certificate process was to ensure every offender had a birth certificate as a birth certificate is required to obtain a State ID/Driver License.
- As part of a new collaboration between MDOS and MDOC, education employees at the facilities put together packets that consist of an offender's birth certificate, Social Security number, prisoner ID and picture. Each facility was issued a camera and an MDOS regulated backdrop to assist in the photograph required in the packets. Upon completion of the packets, the Employment Counselors upload the packets to a secure file transfer service where MDOS can download them and process them. Included in the file name for each packet is a release date for the offender. MDOS processes each ID/DL in order of release date. This collaboration between MDOS and MDOC will allow anywhere from 6,000-8,000 offenders to be released with a State ID/Driver License each year.
  - ❖ As part of this collaboration, MDOC and MDOS continue to meet monthly to identify and resolve any issues. These monthly meetings have improved the number of IDs/DLs issued. On average, 95% of eligible offenders are leaving with an ID/DL. To further productivity and improve the data, the Department has also increased staffing at facilities and in central office. In the first year of collaboration, over 5,000 IDs/DLs were issued, with the number only expected to grow in the next year.
- To increase information sharing between facilities, the Department has started using Content Manager, a system that allows for endless storage, to upload documents. With vital document applications and documents being uploaded to the system, it allows for education employees to pull information and documents needed to complete packets for IDs/DLs. This has eliminated the need to go through facility Records Offices for documents and information.
- Collaboration between the MDOC and the Social Security Administration has improved with a revised Memorandum of Understanding (MOU) that allows the Department to request Social Security cards for offenders who are within 180 days of

their Earliest Release Date. Previous MOU's had only allowed Social Security cards to be requested within 120 days of the offender's release date.

### **Academic**

High school equivalency (HSE) instruction is provided at most MDOC facilities. Certified teachers use classroom instruction & technology to help prisoners study for and earn a HSE diploma. We made the following improvements in this area:

- Expanded content specific instruction to all facilities. This model varies based on the number of teachers at each school. Academic Teachers provide instruction in specific content areas. The school schedule is set up to include quarterly marking periods in specific content areas. At the end of each month students are evaluated for potential high school equivalency testing in the specific subject area they were assigned. Students are evaluated to determine the new subject area assignments.
- Conducted a pilot with Google to upgrade our prisoner programs information network (PPIN). It is a cloud-based system that uses Google Classroom as a learning management system. This network will also allow us to use our existing software and add more software.
- Contracted with Michigan State University to assess our academic programs and offer suggestions for quality improvement. This partnership will continue in 2022.
- Expanded Hi-SET high school equivalency testing to all facilities. This test is a paper-based alternative to the computer-based GED Test.
- Outfitted all classrooms with televisions and projectors to allow whole class presentations.
- Developed a plan to allow education staff internet access in every classroom. This project will start early in 2022.

### **Special Education**

Special Education programs provide eligible students specialized instruction to meet their needs in the least restrictive environment. Annual Goals are developed and monitored by certified Special Education teachers to best meet the individual needs of students. Special Education programs have been improved through the following:

- An improved process of identifying potential special education students allowing a faster, more accurate identification using the Michigan Student Data System (MSDS). This

improvement in identification allows for increased accuracy and less delay in identification of students who may need services.

- Appointed staff who monitor processes involving special education.
- The continued use of various software applications to address the very low functioning and non-reading students. This computerized instruction is effective with the individualized instruction in the classroom.
- A web-based application put into practice to allow for seamless writing, implementation, and monitoring of special education documentation, including Individualized Education Programs (IEPs) throughout the MDOC.
- The development of classroom libraries to create an environment that allows for reading experiences for all reading levels, utilizing multicultural material, encouraging literacy among Special Education students.
- The purchase of books emphasizing soft skills and employability skills.
- Referral and assessment for educational accommodations based on individual need.
- Training was provided to Special Education teachers to enhance their skills and become more effective classroom teachers on a department-wide basis. Training continues to be conducted for staff for continued improvement on the IEP process and Special Education compliance. The MDOC is a provider of District Provided Professional Development, allowing teachers to apply training toward recertification requirements through a variety of approved virtual learning opportunities.

### **Post-Secondary**

Correctional Education continues to partner with several post-secondary providers to offer college classes inside prisons. These classes are credit-bearing and are either grant funded or self-pay.

- Students can take classes via correspondence courses or in-person from various post-secondary providers. Correspondence courses are available at all CFA facilities and are governed by Policy Directive 05.02.119.
- Jackson College, Delta College, Mott Community College, and Calvin University are participating in an Experimental Sites Initiative that is providing Federal Pell Grant funding to otherwise eligible individuals who are incarcerated, likely to be released within five years of enrollment, and who are eligible for release back into the community. These colleges are currently providing credit bearing classes to students at

nine correctional facilities. Classes vary, but generally focus on general studies or business and entrepreneurship degrees.

- Calvin College is also offering a privately funded Christian liberal arts education to five cohorts of students that are chosen through an application process. These students are enrolled in a five year program, through which they earn a Calvin College Bachelor's Degree in Ministry Leadership.
- Siena Heights University was added to the Pell Experiment and will start classes with their first cohort in early 2022. They will be holding classes in Jackson.
- The Department received a Lumina Foundation Grant to develop a Task Force in conjunction with Public Sector Consultants that looked at the quality and equity, policies, and data outcomes from our post-secondary programs. The released a report that recommend best practices, as well as policy and procedure updates.

### **Track Records**

The Monthly Utilization Report was revised again to make data easy to enter, accurate in content, and in a more accessible form.

### **Accommodate Transfers**

- Continued a centralized process to identify prisoners who are eligible for CTE and post-secondary placement and initiate prisoner transfers to facilities to accommodate.
- Reduced unnecessary transfer of students enrolled in Core programming with the issuance of DOM 2017-17. The DOM indicates that educational programs such as Academic, CTE and Employment Readiness are considered Core Programming. Students enrolled in Core Programming must have an active department detainer while enrolled. The detainer will prevent enrolled students from transferring and causing a non-completion or a delay in completion except for health care and security reasons.
- Most correctional facilities offer academic education. Transfer of these offenders does not impact non-completions due to the subsequent enrollment at the receiving facility.

### **Detainers**

- Upon enrollment in Academic, Vocational, and Employment Readiness Programming, a detainer is placed in Offender Management Network Information

System (OMNI) to hold the offender at the facility where they are housed until completion of programming. At the point of completion, the detainer shall be removed.

- If a transfer becomes necessary for a student enrolled in an academic program, including, but not limited to, security reasons or security level increase, Central Office staff are notified of the transfer as well as the secretary of the receiving facility so that offender can be re-enrolled upon transfer. This will prevent a lapse in a student's education due to a transfer.
- If a transfer becomes necessary for a student enrolled in a Vocational Program, central office staff is notified to approve or deny transfer and removal from programming. Approved reasons for transfer of a vocational offender are limited to security level increase, parole, and approved security reasons, to allow the offender an opportunity to complete programming without interruption.

### **Accommodate Students with Health Care Needs**

Accommodations are provided per department policies, such as providing an American Sign Language (ASL) certified interpreter as necessary to deaf/hearing impaired offenders enrolled in school programs.

### **Reduce Waiting Lists**

- Defined new criteria to reduce the statewide waiting list.
- Concentrate resources on offenders within two years of release date.
- Monitor program hours to assure offenders are completing programming at an appropriate pace.
- Expanded academic workshops to improve completion rates.
- Continued to identify "Fast Track" prisoners, capable of completing the High School Equivalency (HSE) exam with minimal instruction time.
- Prioritized prisoners for placement in CTE programs using screening and eligibility criteria.
- Implemented a process to identify prisoners in waiting status on a statewide basis and transfer the offender to an appropriate facility that offers their recommended trade.

### **Educational Technology**

- Correctional Education has continued to update technology statewide. Edovo wireless tablet technology is being utilized at is being used in the housing units at ECF Oaks, LMF Alger, TCF Thumb, WHV Women's Huron Valley, IBC Bellamy

Creek, and AMF Baraga Correctional Facilities. The focus is allowing prisoners on educational and vocational waiting lists, as well as post-secondary offenders, to have access to education while in the housing units. Edovo has an incentive program that allows students to earn rewards (movies, games, music) minutes for every minute they spend on educational content. This is a great behavior management tool and has been well received by offenders and staff alike.

- The Department is replacing the Prisoner Programs Information Network (PPIN) with a Google cloud-based solution that will use Google Classroom as our learning management system. Students are now regularly utilizing the PPIN network and applications (Aztec, Rapid Typing, and Microsoft Digital Literacy) to remediate for standardized assessments and earn certifications. Easy IEP has been implemented as the core special education software. GED (HSE) Testing and Career Scope Testing both continue to be done monthly on the network.
- More Study Buddies were purchased for every facility. These handheld electronic devices are used in the classroom and supplement academic learning with lessons ranging from low level English to college level math.

**FY 2020-2021 Boilerplate Report**

**Section 907 (d)**

**Number of prisoners paroled without a high school diploma and with out a high school equivalency**

**1441 prisoners paroled with out their HSD or HSE**

## Sec. 907 (e)

**An explanation of the value and purpose of each program, for example, to improve employability, reduce recidivism, reduce prisoner idleness, or some combination of these and other factors.**

### OVERVIEW

Correctional Education policies ensure accountability, provide dynamic leadership for continually improving education strategy, and outline the programming and criteria for offenders who received these educational services. Corrections educators are a dedicated work force of individuals whose work is guided by the Prisoner Education Mission Statement and who strive for student success. The Education Manager acts as the school superintendent, providing leadership and direction to 275 education staff and approximately 3500 students on any given day. The Education Section is part of the Office of Offender Success, Executive Bureau.

Michigan Correctional Education is a trendsetter in providing quality, innovative educational opportunities to our population. This has been demonstrated through national recognition from the Correctional Education Association (CEA) who has awarded MDOC staff national awards and even chose Michigan to host the international leadership conference in 2019. Additionally, our education administration holds leadership positions within professional educational organizations. Heather Gay has been elected president of CEA and was formally the president of the Association of State and Federal Directors of Correctional Education, Robert McGeorge serves on the State of Michigan Executive Development Committee for the Carl D. Perkins State Plan, and Tony Costello is an ex-officio board member of the Michigan Association of Community and Adult Education (MACAE) and serves on the planning committee for the Michigan Adult Education Training Conference (MAETC).

There are many factors that contribute and/or impact recidivism. Correctional Education plays a key role in the Department's mission to ensure offenders are prepared to enter our communities and not return to prison. One of the most important components is offenders being job ready. The primary programmatic focus is the attainment of job preparedness skills that will lead to employment. Education is essential to recidivism reduction. Additionally, it should be noted that there are ancillary benefits to the education programs for the institution, which include a trained prisoner workforce, the development of soft skills, as well as the development of critical thinking skills (which result in a more manageable population), and engagement in positive activities through a more goal-oriented mindset.

### **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. National studies consistently show the value of correctional education on the reduction of recidivism:

*2014 RAND Corporation How Effective is Correctional Education & Where do we go from Here?*

- For every dollar spent on correctional education, five dollars are saved on three-year re-incarceration costs.
- Prisoners who participated in correctional education have 13% higher odds of obtaining post release employment.

According to research compiled by Michigan Economic Development Corporation Office of Adult Education and the MDOC, 49-51% of offenders arrive in prison without a high school diploma or HSE.

- Offenders who participate in basic education programs while incarcerated have lower recidivism rates than those who do not.
- Offenders who participate in basic education programs while incarcerated are more successful at finding and sustaining gainful employment upon release than those who do not.
- Students earning a HSE have a 22% higher earning potential than those without. \*\*
- Persons with lower levels of education attainment are more likely to be unemployed than those with higher levels of education. \*\*

During the 2021 fiscal year, MDOC offenders passed 1120 High School Equivalency (HSE) subtests of which, earned an HSE. This is lower than in previous years due to COVID-19 restrictions and programing pauses.

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

\*\*National Center for Education Statistics

**The following programs are offered through MDOC Correctional Education:**

### **ACADEMIC EDUCATION**

Adult Basic Education and High School Equivalency preparation (including HSE Testing) are provided for offenders without a high school or HSE diploma. The curriculum focuses on math, science, social studies, and reasoning through language arts. At the basic level it improves the academic functioning of the students, creating and improving their abilities to read materials such as job applications and to perform mathematical operations such as counting currency and multiplication. The HSE preparation classes lead to the attainment of the HSE diploma. The MDOC offers both GED and Hi-SET testing.

## **SPECIAL EDUCATION**

Special Education programming is provided to eligible offenders in accordance with Department policy and the Individuals with Disabilities Education Improvement Act (IDEA). A major purpose of Special Education services is to ensure that students with disabilities are provided a free appropriate public education designed to meet their unique needs and to have equal access to achieve the same goals as non-disabled students.

## **TITLE I**

Title I is a Federally funded education support service offered to offenders who are under 22 years of age. Title I eligible students are enrolled in educational programming for 15 hours per week. The Department uses Federal Consolidated Application funds for hiring Title I Aides to address the low-level learners' academic deficiencies in math, reading, and language by providing one-on-one supplemental instruction assigned by the academic teacher. The funding provides a fair, equal, and significant opportunity for students to obtain the HSE credential prior to paroling to the community.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

English as a Second Language (ESL) is provided for students whose native language is other than English. It is designed to improve English language skills to the 5<sup>th</sup> grade level so that non-native speakers are better able to function in an English environment.

## **CAREER and TECHNICAL EDUCATION (CTE)**

CTE programs provide students with specific trade instruction, technical skills and soft skills competencies critical to finding and maintaining employment. These skills are transferable into community employment or college programming. The trades programs offer state and/or nationally recognized certification upon completion and are responsive to labor market demands. Students enrolled in select programs participate in the State Correctional Opportunities for Rehabilitation and Education (SCORE) projects. Under the supervision of CTE Instructors, students' complete projects for Habitat for Humanity, Department of Natural Resources, Department of Health and Human Services as well as many local non-profit organizations. These Service-Learning Projects allow students to apply the learned skills to meaningful projects that benefit the State of Michigan.

## **EMPLOYMENT READINESS, RESUME WORKSHOP & WORKFORCE DEVELOPMENT**

Employment Readiness is a course lead by Employment Readiness Instructors and is delivered to enhance a prisoner's ability for successful reentry and sustainable employment in the community. Employment Readiness focuses on:

- Computer training
- Financial literacy

- Resume development

Resume Workshop is a course lead by Employment Readiness Instructors and is delivered to prisoners within six months of their release date. This program provides an opportunity for prisoners to:

- Update their resume
- Improve interviewing techniques,
- Build employability soft skills training & learn more about labor market trends before their release to support a successful transition from prison to the community

Employment Counselors focus on preparing prisoners for employment upon release. The following steps are taken to assist with this effort:

- Maintain the WFD referral packet, which compiles records of certifications and credentials
- Determine eligibility for the Certificate of Employability
- Complete vital documentation applications
- Provide WorkKeys testing
- Deliver interest and aptitude assessments which are used in determining vocational recommendations
- Establish relations with employers and other stakeholders

## **VITAL DOCUMENTS**

Vital documents include obtaining Social Security cards, birth certificates and State IDs/Driver License for eligible offenders to assist them in obtaining sustainable employment for a successful reentry. The Department has partnered with the Department of State and is able to provide services to allow a prisoner to obtain a State ID/Driver's License prior to parole.

## **POST- SECONDARY**

The MDOC is currently partnering with several post-secondary providers to offer college classes inside prisons. These classes are credit-bearing and either grant funded or self-pay.

- Jackson College, Delta College, Calvin University and Mott Community College are participating in an Experimental Sites Initiative that is providing Federal Pell Grant funding to otherwise eligible students who are incarcerated, likely to be released within five years of enrollment, and who are eligible for release back into the community. These colleges are currently providing credit bearing classes to eligible students at 9 correctional facilities. Classes vary, but generally focus on business and entrepreneurship degrees. Siena Heights University was added as part of the expansion of the Pell program and will beginning offering Pell Grant funded classes in 2022.

- Calvin College and Hope College also provide a five-year grant funded program in which selected students can earn a bachelor's degree in Ministry Leadership. They add a new cohort of students every year.
- Offenders are offered the opportunity to take correspondence classes through several post-secondary providers. PD 05.02.119 outlines the criteria to take classes and pay for them. MDOC education staff assists offenders in navigating the process and proctoring exams.

**FY 2020-2021 Boilerplate Report**

**Section 907 (g)**

**The number of prisoners not paroled on their earliest release date due to lack of a HSE and the reason those prisoners have not obtained a HSE**

Number of prisoners	Reason
0	