

REPORT TO THE LEGISLATURE
Pursuant to P.A. 166 of 2022
Article 2, Section 414
Academic/Vocational Summary Report

Sec. 414. From the funds appropriated in part 1, the department shall report by March 1 on 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 for 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.

Sec. 414 (a)

FY 2021-2022 Boilerplate Report			
Section 414 (a)			
Education FTE Breakdown per Facility Oct 1, 2021 - Sept 30, 2022			
Facility	Position	Filled	Vacant
MBP	Academic Teacher	1	1
	Special Ed Teacher	1	
	Building Trades Instructor	2	
	Departmental Analyst		1
	Employment Readiness Instructor	1	
	Employment Counselor	1	

	Secretary	1	
AMF	Academic Teacher	2	
	Employment Readiness Instructor	1	
	Secretary	1	
LMF	Academic Teacher	1	
	Employment Readiness Instructor	1	
	Secretary	1	1
URF	Academic Teacher	4	1
	Employment Readiness Instructor	1	
	Building Trades Instructor	1	
	Departmental Analyst		1
	Trades Instructor TBD		1
	Food Tech Instructor	1	
	Employment Counselor	1	
	Secretary		1
NCF	Academic Teacher	2	
	Welding Instructor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
KCF	Academic Teacher	1	1
	CDL Instructor	1	
	Welding Instructor	1	
	Employment Counselor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
ECF	Academic Teacher	2	
	Employment Readiness Instructor	1	
	Secretary	1	
MCF	Academic Teacher	1	
	Horticulture Instructor	1	
	Welding Instructor	1	
	Employment Readiness Instructor		1
	Employment Counselor	1	
	Secretary	1	
LRF	Academic Teacher	2	
	Departmental Analyst		1
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	

	Secretary	1	
ARF	Academic Teacher	2	2
	Special Ed Teacher	1	
	Departmental Analyst		1
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	
	Optical Instructor	2	
	Employment Counselor	1	
	Secretary	1	
LCF	Academic Teacher	2	
	Food Tech Instructor	1	
	Employment Readiness Instructor		1
	Secretary	1	
STF	Academic Teacher	1	2
	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	
DRF	Academic Teacher	4	
	Departmental Analyst		1
	Food Tech Instructor	1	
	Employment Readiness Instructor	1	
	Employment Counselor	1	
	Secretary	1	
SLF	Academic Teacher	2	
	Special Ed Teacher		1
	Title 1 Teacher Aide	2	
	Secretary	1	
MTU	Academic Teacher	1	1
	Special Ed Teacher		1
	Title 1 Teacher Aide	1	
	Secretary	1	
MTU-VV	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	
IBC	Academic Teacher	1	1
	Special Ed Teacher	2	
	Departmental Analyst		1
	Title 1 Teacher Aide	1	
	Employment Readiness Instructor	1	
	Building Trades Instructor	2	
	Employment Counselor	1	
	Secretary	1	
ICF	Special Ed Teacher	1	
	Secretary (shared with RMI)	0.5	
RMI	Academic Teacher	2	
	Special Ed Teacher	1	
	Secretary (shared with ICF)	0.5	
JCF	Academic Teacher	3	1
	Title 1 Teacher Aide	1	
	Departmental Analyst		1
	Special Ed Teacher	1	
	Employment Counselor	1	
	Food Tech Instructor	1	
	Employment Readiness Instructor		1
	Secretary	1	
JCS	Academic Teacher	4	
	Title 1 Teacher Aide		1
	Employment Counselor	1	
	Employment Readiness Instructor	1	
	Secretary	1	
SAI	TBD		1
	Special Ed Teacher		1
SMT	Academic Teacher	2	
	Title 1 Teacher Aide	1	
	Departmental Analyst		1
	Employment Readiness Instructor	1	

	Special Ed Teacher	1	
	Secretary	1	
	Employment Counselor	1	
SMT-VV	Auto Mechanics Instructor	1	1
	Trades Instructor TBD		2
	Masonry/Concrete Instructor	1	1
	Carpentry Instructor	1	1
	Machine Tool CNC Instructor	2	
	Employment Readiness Instructor	1	1
	CDL Instructor	1	
	Tree Trimming/Line Clearance	1	
	Computer Coding	1	
	Secretary	1	
RGC	Teacher Aides (ABE Grant)	1	2
	Employment Counselor	1	1
	Secretary	1	
	Departmental Analyst		1
MRF	Academic Teacher	2	1
	Special Ed Teacher		1
	Employment Readiness Instructor	1	
	Departmental Analyst		1
	Food Tech Instructor	1	
	Employment Counselor	1	
	Title 1 Teacher Aide		1
	Secretary	1	
TCF	Academic Teacher	1	
	Special Ed Teacher	2	2
	Departmental Analyst		1
	Title 1 Teacher Aide	2	1
	Employment Readiness Instructor	1	
	Building Trades Instructor	1	
	Food Tech Instructor	1	
	Employment Counselor	1	
	Secretary	1	
SRF	Academic Teacher	2	
	Special Ed Teacher	1	
	Departmental Analyst		1
	Employment Readiness Instructor	1	

	Food Tech Instructor	1	
	Building Trades Instructor		1
	Employment Counselor	1	
	Secretary	1	
WHV	Academic Teacher	4	
	Special Ed Teacher	1	
	Departmental Analyst		1
	Title 1 Teacher Aide	1	
	Employment Readiness Instructor	1	
	Employment Counselor	1	
	Secretary	1	
WHV-RGC	Academic Teacher	1	
	TBD		1
	Secretary		1
WHV-VV	Employment Readiness Instructor	1	
	Secretary	1	
	Employment Counselor		1
	3D Printing/ Robotics		1
	Cosmetology	2	
	Building Trades Instructor	1	1
	Horticulture Instructor	1	
	CDL Instructor	1	
	TBD		1
	Food Tech Instructor	1	
WCC	Academic Teacher	1	

Sec. 414 (b)

Program Completions and Waitlists

FY 2021-2022 Boilerplate Report							
Section 414 (b)							
Completions					Waitlists (All ERD's)		
FACILITY	FACILITY NAME	Academic	Career and Technical Education	Employment Readiness	Academic	Career and Technical Education	Employment Readiness
AMF	BARAGA	5	N/A	106	239	132	178
ARF	GUS HARRISON	38	35	311	273	179	656
DRF	CARSON CITY	10	7	307	358	265	854
ECF	OAKS	11	N/A	88	220	77	296

IBC	BELLAMY CREEK	37	18	93	257	154	389
ICF	IONIA	6	N/A	0	170	31	163
JCF	COTTON	23	2	38	275	200	741
JCS	COOPER	35	N/A	1451	119	316	849
KCF	KINROSS	5	7	205	170	158	89
LCF	LAKELAND	8	1	0	237	36	180
LMF	ALGER	2	N/A	128	246	78	118
LRF	BROOKS	11	6	0	197	77	311
MBP	MARQUETTE	9	20	156	169	115	238
MCF	MUSKEGON	18	13	27	139	54	71
MRF	MACOMB	13	1	0	260	107	331
MTU	HANDLON	17	41	331	283	78	239
NCF	NEWBERRY	24	6	301	74	209	27
RGC	EGELER	N/A	N/A	N/A	434	98	654
RMI	MICHIGAN REFORMATORY	15	N/A	0	120	43	114
SLF	ST LOUIS	11	N/A	0	334	58	218
SMT	PARNALL	40	117	803	122	277	667
SRF	SAGINAW	13	3	215	313	132	120
STF	CENTRAL	15	28	322	365	665	1650
TCF	THUMB	52	16	141	126	52	108
URF	CHIPPEWA	10	12	344	280	120	50
WCC	WOODLAND	0	N/A	0	145	44	150
WHV	WOMENS HURON VALLEY	60	67	0	452	232	821
TOTAL		488	400	5367	6377	3987	10282

FY 2021-2022 Boilerplate Report Section 414 (b)				
		Actives (All ERD's)		
FACILITY	FACILITY NAME	Academic	Career and Technical Education	Employment Readiness
AMF	BARAGA	81	N/A	40

ARF	GUS HARRISON	102	37	28
DRF	CARSON CITY	135	28	0
ECF	OAKS	123	N/A	13
IBC	BELLAMY CREEK	155	12	52
ICF	IONIA	57	N/A	0
JCF	COTTON	200	15	40
JCS	COOPER	153	N/A	20
KCF	KINROSS	80	25	62
LCF	LAKELAND	44	29	0
LMF	ALGER	40	N/A	40
LRF	BROOKS	117	23	0
MBP	MARQUETTE	72	32	48
MCF	MUSKEGON	56	54	0
MRF	MACOMB	122	28	0
MTU	HANDLON	60	135	60
NCF	NEWBERRY	125	31	65
RGC	EGELER	N/A	N/A	N/A
RMI	MICHIGAN REFORMATORY	N/A	N/A	N/A
SLF	ST LOUIS	129	N/A	0
SMT	PARNALL	165	212	118
SRF	SAGINAW	181	9	30
STF	CENTRAL	143	32	176
TCF	THUMB	92	29	25
URF	CHIPPEWA	155	39	56

WCC	WOODLAND	N/A	N/A	N/A
WHV	WOMENS HURON VALLEY	332	130	0
TOTAL		2919	900	873

**MICHIGAN DEPARTMENT OF CORRECTIONS - Correctional Education - Offender Success
2021-22 Final Report - 414 (b) Academic Program Non Completions and the Reason Why**

Original Facility	Transfer Facility	Program	Date of Transfer	Reason Why
IBC	STF	Academic	9/30/2021	Parole
JCS	STF	Academic	5/21/2021	Parole
ARF	WCC	Academic	8/5/2021	Discharge
LRF	MCF	Academic	8/19/2021	Parole
STF	ARF	Academic	9/8/2021	Parole
JCS	STF	Academic	9/30/2021	Parole

**MICHIGAN DEPARTMENT OF CORRECTIONS - Correctional Education - Offender Success
2021-22 Final Report - 414 (b) Vocational Program Non Completions and the Reason Why**

Original Facility	Transfer Facility	Program	Date of Transfer	Reason Why
MBP	ZLI	Employment Readiness	8/4/2021	Paroled
ARF	JCS	Optical	7/30/2021	Paroled
LCF	JCS	Food Tech	8/24/2021	Paroled
MBP	STF	Building Trades	9/8/2021	Paroled

Sec. 414 (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

The Michigan Department of Corrections leads the nation in providing quality educational services to incarcerated students. Dedicated staff ensure continuous quality improvement, as well as standardized processes to ensure efficiency in the following areas:

Education Orientation at Reception Centers

The Michigan Department of Corrections is focused on the successful transition from the prison to the community starting at Intake. A coordinated process exists 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 2021-2022 incorporated many changes, and upgrades to improve Career and Technical Education (CTE) programs offered by the Michigan Department of Corrections (MDOC). With record low recidivism rates and the significant decline in the prison population over the last 8 years, this year's focus has been on getting key CTE positions filled as well as updating program equipment to meet industry standards.

The Department has continued to evolve during the age of COVID, and this year we have been able to run programs at a steady rate, even with periodic outbreaks. 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 augmented arc welders, snowplow simulators, wheel balancers, alignment machines, and software upgrades to equipment were added to multiple CTE programs across the state this year. These items allow additional training and certifications to better assist our students with employment opportunities once released. This equipment provides students with additional training and hands on skills.

The new Food Technology and Hospitality Management program within the new schoolhouse at Richard A. Handlon Correctional Facility was opened this year. This is one of nine Food Technology programs statewide that train students to enter the food service or hospitality industry with high level credentials including ServSafe and ProStart.

- 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.
- CNC wood working machines and Saw stop were added to Building Trades Carpentry programs.
- SolidWorks software was installed on WHV 3D Printing and CNC programs at MTU and SMT.

- Mastercam software was installed on 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.
- V-Carve software was purchased for CNC Sharks within multiple Building Trade Carpentry programs.
- The CDL program at WHV 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. 3D Printing instructor received FANUC training. All CTE instructors attended in-person Professional Development. 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 – Carpentry |
| • Building Trades – Masonry/Concrete | • Building Trades – Plumbing/Electrical |
| • Horticulture | • 3D Printing/Robotics |
| • Food Technology | • Computer Coding |
| • CNC/Machine Tool/Robotics | • Commercial Truck Driving- CDL |
| • Optical | • Welding |
| • Line Clearance/Tree Trim | • Cosmetology |
| • Heavy Duty Diesel | |
| • Employment Readiness (MDL &FDIC) & Resume Workshop | |

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. This year staff completed obtained 19,709 vital documents for offenders. Vital documents are important to obtain employment and benefits, among other things, to help the offenders succeed.
- 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 quarterly to identify and resolve any issues. These quarterly 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.
- 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.
- Contracted with Google and Resultant 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. We purchased Chromebook for all enrolled students to increase learning opportunities efficiencies.
- Contracted with Michigan State University to assess our academic programs and offer suggestions for quality improvement. This partnership will continue in 2023.
- 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 new furniture, desks, chairs, televisions, podiums, and projectors.
- Developed a plan to allow education staff internet access in every classroom. This project will continue in 2023.

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 University 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 University Bachelor's Degree in Ministry Leadership.

- Siena Heights University was added to the Pell Experiment and recently started classes. They will be holding classes in Jackson.

Many new college partners are being brought to the table as we prepare for Pell to go live in July 2023

Sec 414 (d)

Incarcerated Individuals Who Paroled Without a High School Equivalency

871 incarcerated individuals paroled without a high school diploma or high school equivalency. This is a higher-than-normal number of exemptions, due to the fact that the MDOC did not deny parole in cases where students made a good faith effort to complete their equivalency but could not do so due to COVID-19 related school closures.

Sec. 414 (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

Michigan Department of Corrections policies ensure accountability, provide dynamic leadership for continually improving education strategy, and outline the programming and criteria for individuals 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.

The Michigan Department of Corrections is a trendsetter in providing quality, innovative educational opportunities to our population. 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. Jody Burrtt has been elected Board Secretary and Belle Bodell serves on the Standards Commission.

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 5th 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 University and Hope College also provide a five-year grant funded program in which selected students can earn a bachelor's degree in Ministry Leadership. The 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.

Sec. 414 (f)

Program Outcomes

Program outcomes are listed in the charts for Section 414 (b).

Sec. 414 (g)

Paroles Denied Due to a Lack of High School Equivalency Completion

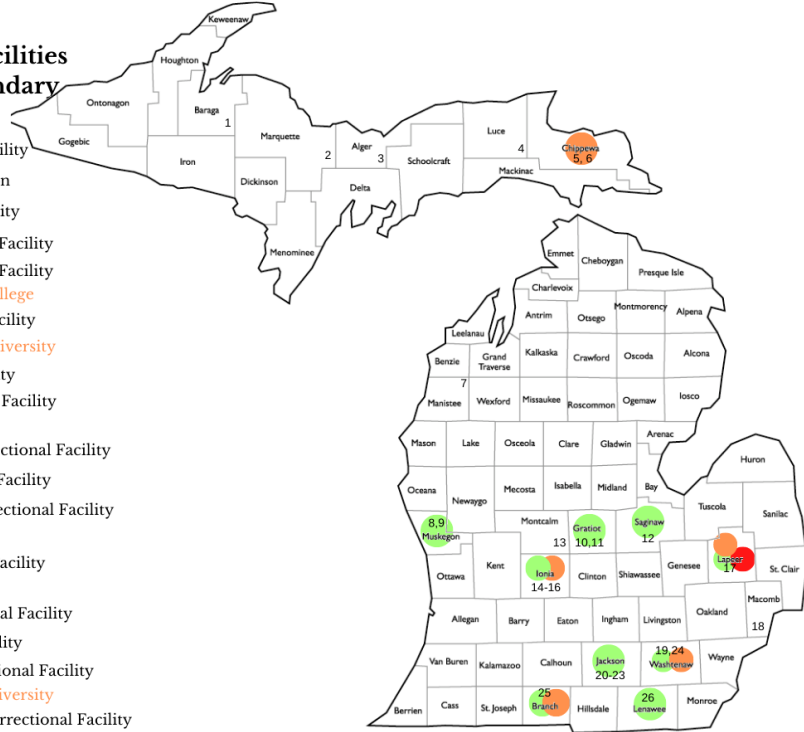
Due to the impact of COVID-19 on school operations, including multiple closures, prisoners who made a good faith effort in classes while schools were open were granted exemptions if they did not complete their High School Equivalency prior to parole eligibility. No denials of parole were issued during the fiscal year due to failure to complete a high school equivalency test.

Michigan Department of Corrections Post-Secondary Map

Correctional Facilities with Post-Secondary partners

1. Baraga Correctional Facility
2. Marquette Branch Prison
3. Alger Correctional Facility
4. Newberry Correctional Facility
5. Chippewa Correctional Facility
 - Alpena Community College
6. Kinross Correctional Facility
 - Lake Superior State University
7. Oaks Correctional Facility
8. Muskegon Correctional Facility
 - Hope Western College
9. Earnest C. Brooks Correctional Facility
10. St. Louis Correctional Facility
11. Central Michigan Correctional Facility
 - Jackson College
12. Saginaw Correctional Facility
 - Delta College
13. Carson City Correctional Facility
14. Ionia Correctional Facility
15. Bellamy Creek Correctional Facility
 - Grand Valley State University
16. Richard A. Handlon Correctional Facility
 - Calvin University
17. Thumb Correctional Facility
 - Saginaw Valley State University
 - Mott Community College
 - Ferris State University
18. Macomb Correctional Facility
19. Woodland Correctional Facility
20. Cooper St. Correctional Facility with SAI
 - Jackson College
 - Sienna Heights University
21. Charles E. Egeler Reception & Guidance Center
 - Jackson College
 - Sienna Heights University
22. G. Robert Cotton Correctional Facility
 - Jackson College
 - Sienna Heights University
23. Parnall Correctional Facility
 - Jackson College
24. Huron Valley Correctional Facility
 - Jackson College
 - Eastern Michigan University
25. Lakeland Correctional Facility
 - Jackson College
 - Western Michigan University
 - Kellogg Community College
26. Gus Harrison Correctional Facility
 - Jackson College

Last updated February 2023



Degrees Offered

Adrian College

- To be determined

Alpena Community College

- To be determined
- Associate of General Studies
- Associate of Humanities
- Associate of Computer Information Systems
- Associate of Business

Calvin University - 93 students

- Bachelor of Arts - Faith and Community Leadership

Delta College - 21 students

- Associate of Business Studies - Management/Entrepreneurship

Eastern Michigan University

- Bachelor of Business
- Bachelor of Liberal Arts

Ferris State University

- Bachelor of Applied Science - Business Administration

Grand Valley State University

- Bachelor of Science - Community Leadership and Development

Hope-Western T.S - 23 students

- Bachelor of Arts - Faith, Leadership and Service

Jackson College - 527 students

- Associate of Applied Science
- Associate of Arts - Liberal
- Associate of Applied Science - Business Management
- Associate of General Studies

Lake Superior State University

- Associate of Health and Fitness Specialist/Personal Trainer

Kellogg Community College

- To be determined

Mott Community College - 92 students

- Associate of Applied Science - Business Management
- Associate of Applied Science - Social Work

Sienna Heights University - 40 students

- Bachelor of Applied Science - Business Administration

Spring Arbor University

- To be determined
- Business Management
- Human Resources

Western Michigan University

- To be determined

Saginaw Valley State University

- Bachelor of Social Work

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, Employment Readiness, and Post Secondary 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

- The Michigan Department of Corrections has continued to update technology statewide. Edovo wireless tablet technology is being utilized 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.