

**REPORT TO THE LEGISLATURE**

**Pursuant to P.A. 345 of 2004**

**Section 1009**

**Academic/Vocational Report**

# **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

# TABLE OF CONTENTS

	Page
I. Introduction	3
II. Mission Statement	3
III. Education Programs	4
▪ Education Assessment and Guidance	4
▪ Academic	5
▪ Special Education	6
▪ Vocational Counseling	6
▪ Career and Technical Education (CTE)	6
▪ Technical Programming	7
▪ Transition Skills	7
▪ Supplemental Programming	8
IV. Action Dates	9
V. Summary	10

## 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 Michigan Department of Corrections (MDOC) 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 federal 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) based upon 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. 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 of 1998 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 5<sup>th</sup> 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).

### **Vocational Counseling**

Prior to each prisoners' placement in CTE programming, the prisoner's interest will be taken into consideration and aptitude testing and vocational counseling provided. 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 their 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 MPRI 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 and all costs incurred shall be the responsibility of the prisoner. 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 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:

<b>WHEN</b>	<b>WHO</b>	<b>DOES WHAT</b>	<b>WHY/COMMENTS</b>
<b>June 1, 2005</b>	Steering Committee	Identify/implement at least 3 strategies to highlight education impact and significance to MPRI success.	
<b>July 1, 2005</b>	All Curriculum Committees	Develop 2-year professional development plan with priorities	Primarily grant funded
<b>October 1, 2005</b>	CTE Committee	Develop written curriculum for at least 3 trades including measurable outcomes	Program evaluation Grant Monitoring
<b>May 1, 2005</b>	Special Education and Academic Committees	Distribute school principal and secretary handbooks	
<b>October 1, 2005</b>	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.
<b>Ongoing</b>	All Committees	Identify strategies for increasing utilization of Correction Learning Network (CLN), distance learning and other technology to supplement programming. Report recommendations/status at each Steering Committee meeting.	Increase efficiency
<b>January 1, 2006</b>	Transition Committee	Incorporate computer literacy into appropriate pre-release programs	
<b>Ongoing</b>	CTE and Transition Committees	Develop partnerships with MSI and report recommendations/status at each Steering Committee meeting	
<b>July 1, 2006</b>	CTE and Transition Committees	Submit plan for apprenticeship preparation program implementation to Steering Committee	
<b>October 1, 2006</b>	Academic Committee	Distribute Teacher handbooks	
<b>November 1, 2006</b>	All Committees	Policy review and recommendations for policy and procedures submitted to Education Manager	Increase efficiency
<b>November 1, 2006</b>	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%
<b>October 1, 2006</b>	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
<b>As Indicated</b>	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
<b>Ongoing</b>	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.
<b>As Needed</b>	Steering Committee	Identify for auditors and review school audit factors at least every 3 years	
<b>At Least Quarterly</b>	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:

---

**PATRICIA L. CARUSO, Director, Michigan Department of Corrections**

---

**DENNIS M. STRAUB, Deputy Director, Correctional Facilities Administration**

---

**DEBRA L. SCUTT, Operations Manager, Correctional Facilities Administration**

---

**JULIE L. DEROSE, Education Manager, Correctional Facilities Administration**

c:        EDUCATION STEERING COMMITTEE:  
          Julie L. DeRose, Education Manager, Chair  
          Lee McKenzie, School Principal SCF  
          Jim Gornick, School Principal RGC  
          Teri Cline, Budget Officer, CFA  
          Kit Spring, School Principal KCF  
          Michele Dick, School Principal WHV  
          Robert Christensen, School Principal MTU  
          Coni Banks, School Principal RRF  
          Michele Robinson, School Principal SRF  
          Tony Costello, School Principal IBC  
          LaDean Watts-George, Education Technician  
          Jeff Reynolds, School Principal DRF

Revised 03/09/05

***PRISONER EDUCATION:  
POINTS OF INTEREST and ACCOMPLISHMENTS FOR 2004***

***Introduction***

Prisoner education focused on the Michigan Prisoner Reentry Initiative (MPRI) and improving the quality and marketability of education programs while reducing costs. Professional development and targeted trainings are critical to maintain informed, qualified staff. Numerous grant-funded staff training programs were provided this year with a focus on statewide program standardization, MPRI, and conforming to State and Federal standards.

- Education staff interacts regularly with state agency, business and community advisory groups so that programs reflect labor trends and community needs.
- Curricula and materials are reviewed and updated annually, to assure quality and relevance of programming.
- Prisoner education staff continuously evaluates programming to identify ways to improve cost-effectiveness.
- Grant funding and community donations have been increased.
- Group and coordinated purchases have reduced costs.

***Michigan Prisoner Reentry Initiative (MPRI)***

MDOC Education has worked diligently to follow the MPRI model since its introduction. The MPRI Education, Vocational Training and Employment work group is comprised of education staff as well as community agency staff. The partnership resulting from this committee has created many opportunities for teamwork and collaboration.

An education overview video was developed by education staff in response to numerous inquiries regarding prisoner education and the MPRI (copy available for review).

***Adult Basic Education (ABE) / General Education Development (GED)***

Under the guidelines specified by the State and Federal regulating agencies, the majority of academic students are classified as Adult Basic Education students. During this year, all education staff received training from the Michigan Department of Labor and Economic Growth/ Career Development (DLEG). The training focused on the use of the Test of Adult Basic Education (TABE) testing, for standardization of the usage and measurement of results. In response to Federal and State reporting requirements, these results are used to indicate student gains in math, language and reading. The attached report indicates the percent of our students who have made gains in one or more areas during this reporting cycle.

GED annual training was conducted for all examiners to maintain proficiency and status as examiners and to meet annual recertification requirements of the GED Testing Services.

Title I aides and their school principals were trained in *Breaking Barriers*, a nationally recognized program for developing change. All materials and training were grant funded. This programming is now being piloted at the Richard A. Handlon Correctional Facility and Bellamy Creek Correctional Facility.

The Academic Curriculum Committee reviewed possible resources and made recommendations for the Adult Basic Education (ABE) federal grant purchases. ABE funds were used to purchase books, software, and professional development. Fast Forward is part of the goal of curriculum standardization software that will be piloted at Bellamy Creek Correctional Facility, Thumb Correctional Facility, G. Robert Cotton Correctional Facility, Richard A. Handlon Correctional Facility, Ojibway Correctional Facility, and Robert Scott Correctional Facility.

The Youthful Offender Program (YOP), funded by the U.S. Department of Education, is a national program designed to provide enhanced educational opportunities for at-risk youth. The grant contract and program curriculum was revised to meet the requirements of prisoner need and the MPRI model. This year the YOP was expanded to the Cooper Street Correctional Facility, Oaks Correctional Facility, Saginaw Correctional Facility, Boyer Road Correctional Facility and Pine River Correctional Facility. Additionally, it is anticipated that Macomb Community College will be added to increase the delivery of the YOP to the Parr Highway Correctional Facility, Gus Harrison Correctional Facility, Ryan Correctional Facility, Mound Correctional Facility, Robert Scott Correctional Facility, Thumb Correctional Facility and Macomb Correctional Facility.

### **Special Education and English as a Second Language (ESL)**

Special Education training was conducted for Special Education teachers, school psychologists and Special Education center principals. The training focused on transition planning and Transition Outcomes Project (TOP) reports, in response to greater emphasis placed on this area at state and federal levels. A "Transition Manual" for Special Education students has been developed to provide program guidance and standardization in compliance with TOP.

All Special Education providers and supervisors were brought together to review Special Education standards, regulations, methods of delivery, forms and required changes. Intensive workshops were conducted, with presenters from contracted professional agencies and representatives from various state agencies. This was grant funded. Areas of review included:

- Present Level of Education Performance (PLEP) statements
- Test taking strategies
- Forms completion

Proposed updated Special Education forms were submitted to the Michigan Department of Education Office of Special Education for approval.

In response to new DLEG requirements, the Comprehensive Adult Student Assessment System (CASAS) assessment test was implemented this year as the standardized test for all correctional

ESL students. Staff from ESL centers attended DLEG training as well as a spring follow-up workshop. CASAS testing materials were purchased and distributed to all ESL centers for use beginning July 2004.

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

National Center for Construction Education and Research (NCCER) was implemented in each building trade program. NCCER is a nationally recognized certification agency that provides accreditation for standardized craft training in the construction trades. All building trade instructors and school principals of building trades programs completed NCCER training, and passed tests to establish NCCER Accredited Training Units at the correctional facilities. Additionally, related curriculum materials and equipment were purchased for all building trades areas. This is an accomplishment leading toward the goals of program standardization and state or national recognition of vocational program credentials. Students in Building Trades can now receive nationally-recognized certification upon completion of the program, thus making them more marketable upon community reentry.

A Career and Technical Education professional development conference (grant funded) was conducted for all trades instructors. Staff had the opportunity to review labor market information and to talk with experts at the community college level as well as employers in their trade areas. Training and discussion took place, with the intent to standardize programs, to allow staff to make contact with professionals and developments in their respective fields, and to become familiar with current employment potentials for their students.

An inspection program was implemented for all facility greenhouses by the Michigan Department of Agriculture. This state requirement had not been met in the past.

Collaboration with the Prison Build Program, Michigan State Industries and prison education expanded this year allowing prisoners to gain additional experience and contribute to the community. A horticulture distribution center was established for Prison Build at Parnall Correctional Facility. CTE students participated in Prison Build activities by building 145 sets of wall panels, 61 sets of cabinets, 17 sheds, and 4 garages.

### **Transition/Pre Release**

This year, a standardized pre-release curriculum was developed and implemented statewide, in conjunction with the Michigan Prisoner Reentry Initiative. A trainer's program and teaching modules were developed. The curriculum was adopted as the standardized pre-release program for all correctional facilities. Statewide training was provided for the pre-release instructors at all facilities. A standard resource list was developed, relying on materials prepared by state and other agencies. Communication was established with Field Operations Administration, to make parole agents aware of transition programming and to incorporate their input. A list has been made of Frequently Asked Questions which have been answered by parole agents for use in the program. A budget for pre-release was made available by Education.

A portfolio was designed so that prisoners will gather the documentation and forms needed to transition into the community and be able to begin a job search.

Through collaboration with DLEG as a result of the recent initiative, a grant was made available to purchase portfolio folders for prisons.

### ***Curriculum Standardization***

The Offender Education Tracking System (OETS) and the reception center screening and assessment process have improved the identification of students and their needs as well as identified job needs. The OETS rollout began in July of 2004 and is now functional at all schools.

### ***General***

Prison education was responsible for responding to two state audits and one federal audit this year.

Additional grant funds were received due to the improved reporting process from prior years. Two automobiles were acquired through community donation. GED tests were purchased centrally to reduce cost at an estimated savings of \$70,000. Also, schools were directed to test using the full battery of GED tests to further reduce cost and improve resource utilization.

TABE testing was standardized using the shorter version of the test. This created a significant reduction in staff time required for the extensive TABE testing that is done annually.

The Education Action Plan was revised numerous times during this year in an attempt to meet budgetary, MPRI and programming elements. The document has been significantly improved and will be forwarded for administration review during the first quarter of 2005.

### ***Summary***

It has been a very busy year with many accomplishments. The work has only just begun. Continued review and consideration is needed on modes of delivery and improved efficiencies as we expand the various implementation components of the MPRI.

*Prepared by: J. DeRose and LaDean Watts-George February 2005*

## **A Brief Summary of Vocational Programs in the MDOC**

Vocational programming is offered based on prison operation needs and the current labor market. Prisoners who complete a vocational program receive completion certificates and are prepared to join the workforce as general laborers and in entry-level positions in various skilled trade areas that are in high demand in the general workforce.

### **Programs Include:**

**Auto Body Repair** – Prisoners learn the basics of auto body restoration and repair, including bumping, painting, disassembly and reassembly of fenders, doors, and hoods with emphasis on safe-related work skills. Instruction leads to state certification in collision repair.

- Prison/Community Benefit – Trained prisoners upon release will be skilled to perform functions associated with auto body shops.
- Labor Market Options – Employment options include entry-level positions with auto body shops.

**Auto Mechanics** – Prisoners learn basic shop safety, automotive construction and skills for state certification in engine repair, brakes, electrical systems, and tune-up and engine performance.

- Prison/Community Benefit – Trained prisoners upon release will be state certified in at least two areas and skilled to perform various functions associated with auto mechanics.
- Labor Market Options – Employment options include working for car dealerships, auto repair shops, or retail businesses related to the automotive industry.

**Building Trades** – Prisoners learn basic construction trades skills and carpentry skills using National Center for Construction Education Research (NCCER) curriculum. Completion of skill requirements includes national certification and placement in National registry.

- Prison/Community Benefit – Trained prisoners work with staff in maintaining the prison's physical plant and building housing components for the Prison Build Program.
- Labor Market Options – Employment options include working as a handy man, in a lumber yard, for a general contractor, in a building supply store or in other construction trades positions.

**Business Education Technology** – Prisoners learn basic computer skills, including keyboarding, through the use of standard software such as Microsoft Word, PowerPoint, and Excel. Instruction includes preparation for Microsoft Office User certification.

- Prison/Community Benefit – Trained prisoners provide services as school tutors, clerks and library aides and may work on service learning projects for the prison and community.
- Labor Market Options – Employment options include working in an office, print shop or any environment where basic computer skills and software knowledge are required.

**Custodial Maintenance** – Prisoners learn basic skills in restroom care, floor care, cleaning chemicals, carpet and upholstery care, safety and health, as well as hands-on experience with cleaning equipment.

- Prison/Community Benefit – Trained prisoners provide cleaning services throughout the facilities
- Labor Market Options – Employment options include working for a cleaning company or self-employment in the cleaning service business.

**Electronics** – Prisoners learn skills in the electronics field leading to certification in various areas.

- Prison/Community Benefit – Trained prisoners upon release will be skilled in digital and microprocessor electronics and may earn certification in robotics and computer repair.
- Labor Market Options – Employment options include working for a repair service or self-employment in areas of certification.

**Food Service /Hospitality Management** – Prisoners learn safety and sanitation in food handling as well as other areas of food service operations which are integrated with information related to the hospitality industry in areas such as lodging, nutrition, and catering; skills lead to certification with National Restaurant Association.

- Prison/Community Benefit – Trained prisoners work in the MDOC’s food service program which helps to ensure the efficiency, cleanliness and cost-effectiveness of the program.
- Labor Market Options – Employment options include the food service or hospitality industry.

**Horticulture** – Prisoners learn skills in greenhouse management, plant science, landscaping, fruit and vegetable gardening, and turf management and may include testing in nurseryman certification.

- Prison/Community Benefit – Trained prisoners provide services to prison grounds and products are grown for the Prison Build Program. The MDOC’s food service programs receive thousands of pounds of vegetables annually from horticulture programs. Various non-profit organizations and agencies also receive vegetables, plants and flowers grown in MDOC horticulture programs.
- Labor Market Options – Employment options include greenhouse management, landscaping, plant center care (i.e. Lowes), or self-employment.

**Machine Tool Operations** – Prisoners learn to use various grinders, mills, lathes and saws including computer assisted machines that are required in the machine tool field.

- Prison/Community Benefit – Trained prisoners provide services to the prison maintenance department.
- Labor Market Options – Employment options include entry-level employment in a machine tool shop.

**Optical Technology and Dispensing Programs** – Prisoners learn to read and adjust prescriptions, repair eyeglasses for donation to the needy, and make glasses for the prisoners through affiliation with Michigan State Industries. Students may earn national certification as an optical dispenser.

- Prison/Community Benefit – Skilled prisoners prepare glasses for contribution to worldwide, underprivileged populations as well as make glasses for prisoners.
- Labor Market Options – Employment options include working for an eyeglass repair or distribution business.

**Visual Graphic Technology** - Prisoners learn skills in desk top publishing, mass production of print materials, and skills on equipment such as digital duplicators or off set presses.

- Prison/Community Benefit - Prisoners work on projects for the institution or community
- Labor Market Options – Employment options include newspapers, publishers, specialty print shops, ad agencies, or marketing departments.

**Welding** – Prisoners receive training in a wide variety of welding skills areas such as oxyacetylene safety welding, brazing, cutting, T.I.G. and M.I.G. and welding plasma arc cutting. They receive hands-on instruction on welding various materials such as steel, stainless steel, and aluminum.

- Prison/Community Benefit – Trained prisoners provide assistance with maintenance and repairs needed in the facility and work on service learning projects for community agencies as needed.
- Labor Market Options – Employment options include working in a welding shop, factory, or related fabrication industries.

**SCHOOL STATISTICS FOR SEPTEMBER 2004**

**ENROLLMENT FIGURES BASED ON NUMBERS ENROLLED DURING SEPTEMBER 2004**

**YTD FIGURES REPRESENT CUMULATIVE TOTALS FOR FY03/04**

FACILITY	SCHOOL	SP. ED.	ABE	GED	CELL STUDY	ESL	# OF FTEs (ACAD. & CTE)	GED EXAMS PASSED		# OF CTE PROG.	TOTAL CTE ENROLLED	# OF CORE CTE PROG. COMPLETION		ADVANCED CTE PROGRAMS	# ON ACAD. WAITING LIST	# ON CTE WAITING LIST *		
								FY 03/04				MONTH	YTD				MONTH	YTD
								MONTH	YTD									
LMF	Alger Max. Facility	0	33	12	0		1	0	8	0	0	0	0		16	0		
AMF	Baraga Max. Fac.	0	90	34	0		3	0	26	2	0	0	0		183	0		
IBC	Bellamy Creek	20	263	30	133		15	5	114	2	56	4	63		4	29		
OTF	Boyer Road Corr. Fac.	0	89	10	0		6	0	28	4	79	11	117		4	143		
LRF	Brooks Corr. Fac.	0	58	179	0		8	3	49	4	70	0	58		41	24		
CDW	Camp Branch	0	48	0	0		1	0	1	0	0	0	0		0	0		
CBI	Camp Brighton	0	49	46	0			8	17	0	0	0	0		60	0		
CCU	Camp Cusino	0	44	54	0			9	47	0	0	0	0		13	0		
CLE	Camp Lehman	0	128	3	0		2	0	42	1	0	0	0		16	0		
CMQ	Camp Manistique	0	67	68	0		2	5	84	1	12	1	8		23	109		
DRF	Carson City Corr. Fac.	0	165	35	0		8	4	37	1	25	0	15		26	8		
URF	Chippewa Corr. Fac.	0	213	30	34		9	0	50	3	64	3	56		72	16		
JCS	Cooper Street Fac.	0	78	26	0		6	4	52	3	29	20	92		0	10		
JCF	Cotton Corr. Fac.	22	185	83	0		11	6	42	3	36	18	50		2	34		
ACF	Crane Corr. Fac.	0	244	2	0		7	1	42	2	45	3	38		0	18		
ITF	Deerfield Corr. Fac.	17	285	85	0		12	0	30	7	150	7	87		0	36		
ARF	Gus Harrison Corr. Fac.	0	244	0	0		55	0	29	5	83	4	203		60	159		
MTU	Richard A. Handlon	24	106	53	0		19	17	122	6	128	0	126		73	172		
HTF	Hiawatha Corr. Fac.	0	5	12	0		7	0	1	4	168	22	174		8	97		
HVM	Huron Valley Men's Fac.	3	32	6	3		4	0	2	1	13	3	98		6	4		
ICF	Ionia Max. Fac.		101	134			5	0	8	1	107	0	0		0	0		
KCF	Kinross Corr. Fac.	0	28	9	0		12	0	9	8	259	23	252		0	141		
LCF	Lakeland Corr. Fac.	0	153	87	0		10	4	38	3	66	8	71		0	60		
MRF	Macomb Corr. Fac.	0	273	29	0		6	5	39	2	71	27	157		0	0		
MBP	Marquette Branch Prison	4	103	68	0		7	0	55	3	41	8	118		53	0		
STF	Mid-Michigan Corr. Fac.	0	39	38	0		8	0	35	6	205	20	158		0	0		
NRF	Mound Corr. Fac.	0	58	59	0		6	0	6	4	50	0	43		148	63		
MCF	Muskegon Corr. Fac.	4	56	85	0		9	4	47	5	133	4	123		69	313		
NCF	Newberry Corr. Fac.	0	451	46	0		13	13	159	1	0	2	58		79	0		
ECF	Oaks Corr. Fac.	0	0	0	0		2	0	10	0	74	0	0		107	0		
OCF	Ojibway Corr. Fac.	0	302	46	0		9	12	128	3	65	0	80		24	278		
SMT	Parnall Corr.Fac.	0	205	76	0		8	8	63	4	0	3	49		4	0		
ATF	Parr Highway	0	202	0	0		3	0	20	2	142	0	28		45	1		
SPR	Pine River Corr. Fac.	0	203	104	0		7	21	73	6	67	12	55		0	12		

**SCHOOL STATISTICS FOR SEPTEMBER 2004**

**ENROLLMENT FIGURES BASED ON NUMBERS ENROLLED DURING SEPTEMBER 2004**

**YTD FIGURES REPRESENT CUMULATIVE TOTALS FOR FY03/04**

FACILITY	SCHOOL	SP. ED.	ABE	GED	CELL STUDY	ESL	# OF FTEs (ACAD. & CTE)	GED EXAMS PASSED FY 03/04		# OF CTE PROG.	TOTAL CTE ENROLLED	# OF CORE CTE PROG. COMPLETION FY 03/04		ADVANCED CTE PROGRAMS	# ON ACAD. WAITING LIST	# ON CTE WAITING LIST *
								MONTH	YTD			MONTH	YTD			
								MPF	Pugsley Corr. Fac.			0	25			
RCF	Riverside Corr. Fac.	0	148	85	0		9	0	37	3	74	1	66		24	24
RRF	Ryan Corr. Fac.	0	0	193	0		8	0	43	2	19	0	15		5	50
SRF	Saginaw Corr. Fac.	0	247	16	0		9	4	72	4	0	42	143			0
SCF	Scott Corr. Fac.	0	190	0	7		8	0	6	3	38	7	28		28	37
JMF	Southern MI	0	18	178	0		9	6	32	5	106	17	119		5	0
SLF	St. Louis Corr. Fac.	0	171	66	24		7	0	54	1	48	16	89		0	22
SMF	Standish Max.	2	49	1	0		1	0	1	0	0	0	0		0	0
KTF	Straits Corr. Fac.	0	223	33	0		7	6	69	1	27	4	47		38	116
TCF	Thumb Corr. Fac.	22	101	29	0		9	6	58	4	46	0	91		0	74
MTF	West Shoreline	0	77	52	0		5	0	20	2	53	0	25		13	21
WCF	Western Wayne	0	157	37	0		11	3	40	6	133	4	76		102	20
	<b>TOTAL</b>	<b>118</b>	<b>6006</b>	<b>2246</b>	<b>201</b>	<b>0</b>	<b>370</b>	<b>157</b>	<b>1951</b>	<b>131</b>	<b>2899</b>	<b>294</b>	<b>3151</b>	<b>0</b>	<b>1405</b>	<b>2233</b>

\* Numbers do not include male facilities without education programs, Field Operations Administration programs, or Huron Valley Center. Please refer to the attached Pre-Release Report to obtain the waiting list for the Pre-Release Program. The CTE Core Completion YTD numbers reported by the facilities were adjusted to reflect only CTE completions and not supplemental CTE completion classes. Additionally, the ESL student enrollment statistics are included in the ABE/GED enrollments. The ESL programming is still being developed and approximately 157 students will qualify for these services.

**\* Due to the rollout of the new OETS program, this report may contain some discrepancies. CFA-Education has attempted to reconciled these numbers for 2003-04 with previous reports submitted by each school for this reporting year.**

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
			<b>LMF</b>	<b>Alger Max. Corr. Fac.</b>		
	No CTE Programs	0	0	0	0	
<b>AMF</b>	<b>Baraga Max. Corr. Fac.</b>					
	No CTE Programs	0	0	0	0	
<b>IBC</b>	<b>Bellamy Creek Prison</b>					
	Custodial Maintenance Technology	29	0	26	26	
	Horticulture	27	4	36	3	
<b>OTF</b>	<b>Boyer Corr. Fac.</b>					
	Building Trades	18	1	13	27	
	Business Education Technology	32	4	42	68	
	Horticulture	16	0	12	15	
	Other	13	18	186	33	
<b>LRF</b>	<b>Brooks Correctional Fac.</b>					
	Electronics	19	2	16	4	
	Food Service/Management	16	0	9	2	
	Custodial Maintenance Technology	33	0	32	18	
	Other	2	0	0	0	
<b>CDW</b>	<b>Camp Branch</b>					
	No CTE programs	0	0	0	0	
<b>CBI</b>	<b>Camp Brighton</b>					
	No CTE programs			0		
<b>CCU</b>	<b>Camp Cusino</b>					
	No CTE programs			0		

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
<b>CLE</b>	<b>Camp Lehman</b>					
	No CTE programs	0	0	0	0	
<b>CMQ</b>	<b>Camp Manistique</b>					
	Custodial Maintenance Technology	12	1	8	109	
<b>DRF</b>	<b>Carson City Correctional Fac.</b>					
	Food Service/Management	25	0	13	8	
<b>URF</b>	<b>Chippewa Correctional Fac.</b>					
	Building Trades	17	1	17	1	
	Custodial Maintenance Technology	21	0	20	8	
	Food Service Management	26	2	16	2	
<b>JCS</b>	<b>Cooper Street Correctional Fac.</b>					
	Custodial Maintenance Technology	29	5	35	10	
	Electronics-Micro			0		
	Other			35		
<b>JCF</b>	<b>Cotton Correctional Fac.</b>					
	Building Trades	14	0	5	13	
	Food Service/Management	22	0	15	11	
	Custodial Maintenance Technology	0	0	13	0	
<b>ACF</b>	<b>Crane Corr. Fac.</b>					
	Food Service/Management	15	1	7	12	
	Horticulture	30	3	31	6	

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
			<b>ITF</b>	<b>Deerfield Corr. Fac.</b>		
	Building Trades	22	0	14	17	
	Business Education Technology	40	2	24	3	
	Visual Graphic Technology	21	2	11	4	
	Horticulture	22	0	1	3	
	Custodial Maintenance Technology	22	2	20	3	
	Optical Dispensing Program	23	1	1	6	
<b>ARF</b>	<b>Gus Harrison Correctional Fac.</b>					
	Food Service/Management	36	0	43	0	
	Custodial Maintenance Technology	30	3	40	0	
	Horticulture	14	1	7	0	
	Other	3	2	113	0	
<b>MTU</b>	<b>Handlon Michigan Training Unit</b>					
	Auto Mechanics	26	0	9	31	
	Building Trades	23	0	27	43	
	Horticulture	12	0	0	6	
	Custodial Maintenance Technology	16	0	66	47	
	Machine Tool Operations	11	0	8	12	
	Welding	27	0	16	32	
	Visual Graphic Technology	13	0	0	1	
<b>HTF</b>	<b>Hiawatha Correctional Fac.</b>					
	Building Trades	37	4	25	29	
	Business Education Technology	24	5	41	3	
	Custodial Maintenance Technology	30	13	108	23	
	Other	77	26	299	42	

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
<b>HVM</b>	<b>Huron Valley Men's Fac.</b>					
	Custodial Maintenance Technology	13	3	98	6	
<b>ICF</b>	<b>Ionia Maximum Fac.</b>					
	Custodial Maintenance Tech. (Level II)			28		
<b>KCF</b>	<b>Kinross Correctional Fac.</b>					
	Auto Body Repair	19	1	15	1	
	Auto Mechanics	19	0	20	10	
	Building Trades	32	2	27	17	
	Custodial Maintenance Technology	32	4	53	5	
	Welding	26	1	25	45	
	Horticulture	17	1	9	0	
	Business Education Technology	13	0	28	55	
	Other	101	29	549	0	
<b>LCF</b>	<b>Lakeland Correctional Fac.</b>					
	Business Education Technology	0	0	0	0	
	Food Service/Management	20	4	34	22	
	Horticulture	32	4	37	18	
	Building Trades	0	0	0	12	
<b>MRF</b>	<b>Macomb Correctional Fac.</b>					
	Food Service/Management	43	21	44	0	
	Horticulture	28	1	1	0	
	Custodial Maintenance Technology	0	0	40	0	
	Other	0	0	64	0	

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
			<b>MBP</b>	<b>Marquette Branch Prison</b>		
	Custodial Maintenance Technology	0	0	58	0	
	Other	41	10	81	0	
<b>STF</b>	<b>Mid- Michigan Corr. Fac.</b>					
	Building Trades	28	0	13	0	
	Business Education Technology	44	3	20	0	
	Horticulture	29	2	21	0	
	Custodial Maintenance Technology	30	10	71	0	
	Electronics - Micro	25	5	32	0	
	Other	49	5	72	0	
<b>NRF</b>	<b>Mound Correctional Fac.</b>					
	Building Trades			2		
	Custodial Maintenance Technology			22		
	Other			0		
	Horticulture			8		
<b>MCF</b>	<b>Muskegon Correctional Fac.</b>					
	Auto Mechanics	45	7	24	128	
	Food Service/Management	20	1	15	89	
	Horticulture	43	3	30	37	
	Custodial Maintenance Technology	34	2	64	59	
	Technical Math	22	11	157	0	
<b>NCF</b>	<b>Newberry Correctional Fac.</b>					
	Custodial Maintenance Technology	41	2	60	0	
<b>ECF</b>	<b>Oaks Correctional Fac.</b>					
	No CTE programs	0	0	0	0	

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
<b>OCF</b>	<b>Ojibway Corr. Fac.</b>					
	Custodial Maintenance Technology	20	2	45	278	
	Other	0	0	37	0	
<b>SMT</b>	<b>Parnall Corr. Fac.</b>					
	Auto Mechanics			19		
	Horticulture			30		
	Custodial Maintenance Technology			0		
	Business Occupation			0		
<b>ATF</b>	<b>Parr Highway Corr. Fac.</b>					
	Electronics	27	0	20	0	
	Other	11	0	4	27	
<b>SPR</b>	<b>Pine River Corr. Facility</b>					
	Building Trades	0	0	0	0	
	Business Education Technology	28	0	3	0	
	Custodial Maintenance Technology	0	0	0	0	
	Food Service/Management	0	0	0	0	
	Horticulture	19	2	16	0	
	Intro to Basic Computers	20	10	48	0	
<b>MPF</b>	<b>Pugsley Corr. Fac.</b>					
	Business Education Technology	0	0	16	0	
	Building Trades	0	0	29	0	
	Tech Math	0	0	28	0	
<b>RCF</b>	<b>Riverside Correctional Fac.</b>					
	Business Education Technology	34	2	23	16	
	Custodial Maintenance Technology	17	5	49	6	
	Horticulture	23	0	1	2	

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
<b>RRF</b>	<b>Ryan Correctional Fac.</b>					
	Food Service/Management	0	0	0	0	
	Other	19	0	15	50	
<b>SRF</b>	<b>Saginaw Correctional Fac.</b>					
	Food Service/Management			18		
	Horticulture			2		
	Custodial Maintenance Technology			74		
	Tech Math			47		
<b>SCF</b>	<b>Scott Correctional Fac.</b>					
	Business Education Technology			7		
	Custodial Maintenance Technology			6		
	Food Service/Management			7		
<b>JMF</b>	<b>Southern MI Corr. Facility</b>					
	Custodial Maintenance Technology			32		
	Business Education Technology			26		
	Visual Graphic Technology			8		
	Optical Tech.			0		
	Other			19		
<b>SLF</b>	<b>St. Louis Corr. Facility</b>					
	Custodial Maintenance Technology	49	16	89	22	
<b>SMF</b>	<b>Standish Maximum Fac.</b>					
	No CTE programs			0		

**CAREER & TECHNICAL EDUCATION PROGRAMS DETAIL FY03/04**

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER on WAITING LIST	COMMENTS
			MONTH	YTD		
			<b>KTF</b>	<b>Straits Corr. Fac.</b>		
	Custodial Maintenance Technology	26	0	36	115	
<b>TCF</b>	<b>Thumb Correctional Fac.</b>					
	Building Trades	15	0	22	0	
	Food Service/Management	0	0	1	0	
	Horticulture	0	0	1	0	
	Custodial Maintenance Technology	31	0	67	0	
<b>MTF</b>	<b>West Shoreline Corr. Fac.</b>					
	Business Education Technology	44	0	25	21	
	Other	9	0		0	
<b>WCF</b>	<b>Western Wayne Correctional Fac.</b>					
	Auto Mechanics			7		
	Business Education Technology			32		
	Building Trades			15		
	Custodial Maintenance Technology			0		
	Visual Graphic Technology			8		
	Horticulture			16		

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
<b>LMF</b>	<b>Alger Maximum Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>AMF</b>	<b>Baraga Maximum Fac.</b>					
	Pre-Release/Vocational Counseling	16	0	82	43	
	Interpersonal Skills	0	0	9	0	
<b>IBC</b>	<b>Bellamy Creek Prison</b>					
	Pre-Release/Vocational Counseling	0	30	109	0	
	Interpersonal Skills	0	0	0	0	
<b>OTF</b>	<b>Boyer Road Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	14	4	73	32	
	Interpersonal Skills	0	0	0	0	
<b>LRF</b>	<b>Brooks Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	105	
	Interpersonal Skills	0	0	0	0	
<b>CDW</b>	<b>Camp Branch</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>CBI</b>	<b>Camp Brighton</b>					
	Pre-Release/Vocational Counseling					
	Interpersonal Skills					
<b>CCU</b>	<b>Camp Cusino</b>					
	Pre-Release/Vocational Counseling	12			79	
	Interpersonal Skills					
<b>CLE</b>	<b>Camp Lehman</b>					
	Pre-Release/Vocational Counseling	5	0	14	43	

## Pre-Release and Interpersonal Skills Programs Detail FY 03/04

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
	Interpersonal Skills					
<b>CMQ</b>	<b>Camp Manistique</b>					
	Pre-Release/Vocational Counseling	0	0	0	84	
	Interpersonal Skills	0	0	0	0	
<b>DRF</b>	<b>Carson City Correctional Facility</b>					
	Pre-Released/Vocational Counseling				77	
	Interpersonal Skills					
<b>URF</b>	<b>Chippewa Correctonal Fac.</b>					
	Pre-Release/Vocational Counseling	14	0	95	5	
	Interpersonal Skills	0	0	0	0	
<b>JCS</b>	<b>Cooper Street Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	48	23	125	0	
	Interpersonal Skills	0	0	0	0	
<b>JCF</b>	<b>Cotton Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	37	20	48	7	
	Interpersonal Skills	0	0	0	0	
<b>ACF</b>	<b>Crane Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	37	0	49	45	
	Interpersonal Skills	0	0	0	0	
<b>ITF</b>	<b>Deerfield Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills					

## Pre-Release and Interpersonal Skills Programs Detail FY 03/04

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
<b>ARF</b>	<b>Gus Harrison Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	210	
	Interpersonal Skills					
<b>MTU</b>	<b>Handlon Michigan Training Unit</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>HTF</b>	<b>Hiawatha Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	9	9	71	12	
	Interpersonal Skills	0	0	0	0	
<b>HVM</b>	<b>Huron Valley Men's Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	35	0	
	Interpersonal Skills	0	0	0	0	
<b>ICF</b>	<b>Ionia Maximum Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills					
<b>KCF</b>	<b>Kinross Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	15	14	76	14	
	Interpersonal Skills	0	0	0	0	
<b>LCF</b>	<b>Lakeland Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	14	0	69	38	
	Interpersonal Skills	0	0	0	0	

## Pre-Release and Interpersonal Skills Programs Detail FY 03/04

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
<b>MRF</b>	<b>Macomb Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	5	53	0	
	Interpersonal Skills	0	0	0	0	
<b>MBP</b>	<b>Marquette Branch Prison</b>					
	Pre-Release/Vocational Counseling	60	8	47	75	
	Interpersonal Skills	0	0	5	0	
<b>STF</b>	<b>Mid- Michigan Fac.</b>					
	Pre-Release/Vocational Counseling	36	0	22	0	
	Interpersonal Skills	0	0	0	0	
<b>NRF</b>	<b>Mound Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	115	
	Interpersonal Skills					
<b>MCF</b>	<b>Muskegon Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	14	1	162	16	
	Interpersonal Skills	0	0	0	0	
<b>NCF</b>	<b>Newberry Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	40	16	138	0	
	Interpersonal Skills	0	0	0	0	
<b>ECF</b>	<b>Oaks Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>OCF</b>	<b>Ojibway Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	22	0	67	268	
	Interpersonal Skills	0	0	0	0	

## Pre-Release and Interpersonal Skills Programs Detail FY 03/04

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
<b>SMT</b>	<b>Parnall Correctional Facility</b>					
	Pre-Release/Vocational Counseling	16	14	240	51	
	Interpersonal Skills					
<b>ATF</b>	<b>Parr Highway Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	29	3	27	40	
	Interpersonal Skills	0	0	0	0	
<b>SPR</b>	<b>Pine River Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills					
<b>MPF</b>	<b>Pugsley Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	7	0	0	0	
	Interpersonal Skills					
<b>RCF</b>	<b>Riverside Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>RRF</b>	<b>Ryan Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	3	7	
	Interpersonal Skills	0	0	0	0	
<b>SRF</b>	<b>Saginaw Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	25	12	14	0	
	Interpersonal Skills					
<b>SCF</b>	<b>Scott Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	27	0	131	0	
	Interpersonal Skills					
<b>JMF</b>	<b>Southern MI Corr. Facility</b>					

## Pre-Release and Interpersonal Skills Programs Detail FY 03/04

Data Gathered 9/30/2004

FACILITY	INSTITUTION AND VOCATIONAL COURSES OFFERED	ENROLLMENT	COMPLETIONS		NUMBER ON WAITING LIST	COMMENTS
			MONTH	YTD		
	Pre-Release/Vocational Counseling	24	11	176	0	
	Interpersonal Skills					
<b>SLF</b>	<b>St. Louis Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	27	0	37	0	
	Interpersonal Skills					
<b>SMF</b>	<b>Standish Maximum Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	0	
	Interpersonal Skills					
<b>KTF</b>	<b>Straits Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	7	0	0	0	
	Interpersonal Skills	0	0	0	0	
<b>TCF</b>	<b>Thumb Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	11	0	109	13	
	Interpersonal Skills/Life Skills	0	0	0	0	
<b>MTF</b>	<b>West Shoreline Corr. Fac.</b>					
	Pre-Release/Vocational Counseling	0	0	0	106	
	Interpersonal Skills	0	0	0	0	
<b>WCF</b>	<b>Western Wayne Correctional Fac.</b>					
	Pre-Release/Vocational Counseling	27	11	129	34	
	Interpersonal Skills					
	<b>TOTAL</b>	<b>593</b>	<b>181</b>	<b>2215</b>	<b>1519</b>	