

# REPORT TO THE LEGISLATURE

Pursuant to PA 188 of 2010

Section 907

Academic/Vocational Report

1<sup>st</sup> Quarter

# Michigan Department of Corrections CFA - OER, Education

## EDUCATION STAFFING GUIDE (FTEs)

Facility	Principal			Secretary		Teachers						School Psych		CTE Programs	Other			
	Current Principal	Filled	Vacant	Filled	Vacant	Special Ed.		Academic		CTE		Filled	Vacant					
Northern Region																		
Alger	Barsch	1	0	1	0	0	0	2	1	0	0	0	0		1-Teacher ABE funds			
Marquette						0	0	3	1	1	0	0	0	CO				
Newberry	Belles	1	0	1	0	0	0	6	0	0	1	0	0	CM	BET Teacher Vacancy			
Chippewa - E	Besteman	1	0	2	1	0	0	4	0	4	0	0	0	CO,BT,FT				
Chippewa - W						0	0	3	0	1	0	0	0	CM,CO				
Kinross						0	0	4	0	4	2	0	0	CM, WE HO, BT, CO	AB/AMVacancy			
Baraga	Corcoran	1	0	0	0	0	0	3	0	0	0	0	0					
Ojibway				1	0	0	0	4	0	1	1	0	0	CM, CO	Status fo BET			
Pugsley	Reynolds	1	0	1	0	0	0	1	1	2	0	0	0	CO, BT				
Oaks				1	0	0	0	3	0	0	1	0	0					
St. Louis	Vacant	0	1	2	0	0	1	2	0	1	0	0	0	CM				
Saginaw						1	0	4	0	3	0	0	0	HO, CM, FT	Sp.Ed. Teacher provides services for St. Louis			
Muskegon																		
Pennsylvania Contract																		
3 Academic & 2 CTE (HO,FS)																		
Central Michigan	Davidson	1	0	0	1	0	0	3	0	3	0	0	0	EL, HO, BT	CM			
				1	0	0	0	4	0	2	0	0	0	CO, HO				
Brooks	Barnett	1	0	0	1	0	0	4	0	1	1	0	0	EL, FT	1 Military FTE			
W. Shoreline				1	0	0	0	3	0	1	0	0	0	CO				
Southern Region																		
Handlon	Gornick	1	0	1	0	2	0	6	0	7	0	1	0	AM, BT, (2)HO, WE, MT, CO	1 Title I Aide			
Bellamy Creek	Costello	1	0	1	0	2	0	6	0	3	0	0	0	CM,BT	2 Title I Aide			
IBC DORM				0	0	0	0	2	0	1	0	0	0	HO	Part time CO			
Crane	Hoag	1	0	1	0	0	0	4	0	3	0	0	0	HO, FT, VGA				
Lakeland				1	0	0	0	3	0	3	0	0	0	FT, HO,CO				
Carson City	Schrauben	1	0	1	0	0	0	2	0	3	0	0	0	BT, HO,CO	(formerly Boyer Rd.,)			
				1	0	0	0	4	0	1	0	0	0	FT				
Michigan Reformatory	Peak	1	0	0	1	1	0	4	0	1	0	0	0	CM				
Ionia Max.				0	0	1	0	1	0	0	0	0	0		Sec.?			
Ryan	Banks	1	0	1	0	1	0	4	0	2	0	0	0	FT, CR	AB/AMVacancy			
Mound				1	0	0	0	4	0	4	0	0	0	BT, CM, HO,CO				
Thumb	Featherstone	1	0	1	0	3	0	2	0	4	0	1	0	BT, FT, HO, CM	2 Title I Aides			
Women's Huron Valley	Dick	1	1	1	0	1	0	3	0	6	0	0	0	HO, BT, AM, CO,FT,CM	Sp.Ed. Teacher provides temp. services at ARF & WCC			
HVW Reception				1	0	0	0	0	0	0	0	0	0					
Egeler	Meyers	1	0	1	1	1	0	2	0	0	0	0	0	HO	GOA Limited Term (vac)Sp. Ed. Teacher provides services at SMT			
Cotton				1	0	1	0	5	0	2	0	1	0	BT, FT				
Macomb	Gay	1	0	1	0	0	1	3	0	2	1	0	0	FT, HO, CO				
Parnall	McKenzie	1	0	1	0	0	0	5	0	4	0	0	0	(2) HO, AM,BT,CM				
(SAI)						0	0	0	0	1	0	0	0	BET				
Woodland						0	0	0	0	0	0	0	0					
Cooper Street	Crenshaw	1	0	1	0	0	0	5	0	0	1	0	0	CM	BET			
Gus Harrison - S	Murphy	1	0	0	1	0	0	2	1	1	1	0	0	EL, BET	Add BET Vacancy			
Gus Harrison - N				1	0	1	0	1	1	3	0	0	0	OPT, CMT, FT				
TOTALS		20	2	28	6	15	2	121	5	75	9	3	0					
*Current Filled FTEs				262.0														
Vacancies				24.0												Approved FTE's		303.5
Total FTEs and Vacancies				286.0														

CTE Programs			
AB	Auto Body	FT	Food Technology and Hospitality
AM	Auto Mechanics	HO	Horticulture
BT	Building Trades	MT	Machine Tool
CO	Business Education Technology	OPT	Optical Technology
CM	Custodial Maintenance	VGA	Visual Graphic Technology
CR	Computer Refurbishing	WE	Welding
EL	Electronics		

## SECTION 907(b) QUARTERLY REPORT - 1ST QUARTER

Fac.	SCHOOL	GED SUBTEST PASSED	GED PASSED COMPLETE	PRISONERS PAROLED w/o GED	CTE (VOC) COMPLETIONS	PRE-RELEASE COMPLETIONS	AVERAGE ENROLLMENT				AVERAGE NUMBER ON WAITING LIST		
							Academic	SP, ED	Pre-Rel.	VOC (CTE)	Academic (GED)	Pre-Rel.	VOC (CTE)
LMF	Alger Max. Facility	25	2	0	0	0	32.0	0.0	3.0	0.0	30.3	27.3	0.0
AMF	Baraga Max. Fac.	103	7	4	0	13	151.3	0.0	12.3	0.0	26.0	46.7	0.0
IBC	Bellamy Creek	145	24	16	40	0	333.0	80.7	9.3	77.3	4.3	5.0	32.0
LRF	Brooks Corr. Fac.	71	10	0	5	35	219.7	0.3	17.3	32.3	81.0	0.0	168.3
DRF	Carson City Complex	77	19	4	79	24	245.7	0.0	17.7	113.0	66.7	43.0	276.3
URF	Chippewa Complex	69	15	0	65	7	275.7	0.0	15.0	119.7	143.3	92.0	225.0
JCS	Cooper Street Fac.	144	22	0	9	110	228.3	0.0	54.0	29.3	101.3	425.3	100.7
JCF	Cotton Corr. Fac.	138	22	8	8	25	309.3	25.7	14.0	54.0	106.7	215.0	116.0
ACF	Crane Corr. Fac.	57	8	6	9	35	167.0	0.0	21.0	62.3	0.0	345.3	104.0
RGC	Egeler Corr. Fac.	0	0	2	0	10	13.7	0.0	6.7	0.0	0.0	0.0	0.0
ARF	Gus Harrison Complex	36	9	0	28	42	155.3	5.0	43.3	68.0	177.7	275.0	90.7
MTU	Handlon Corr. Fac	129	27	8	73	35	220.0	26.7	26.0	143.3	96.0	449.3	47.0
WHV	Huron Valley Women's	98	28	12	43	0	277.3	2.0	10.0	161.3	218.0	49.3	351.0
ICF	Ionia Max. Fac.	0	1	0	0	0	11.7	16.0	0.0	0.0	122.7	0.0	0.0
KCF	Kinross Corr. Fac.	53	13	0	47	20	113.0	0.0	22.7	150.7	113.3	55.0	283.3
LCF	Lakeland Corr. Fac.	55	7	0	26	9	137.0	0.0	8.3	72.0	20.3	83.0	160.7
MRF	Macomb Corr. Fac.	11	11	6	11	3	206.7	13.3	1.7	139.3	156.7	23.3	46.7
MBP	Marquette Branch Prison	114	19	0	11	40	161.0	0.0	53.7	35.7	113.7	144.7	117.3
RMI	Michigan Reformatory	11	13	0	25	22	175.0	10.3	10.3	26.0	235.7	0.0	79.7
STF	Central Michigan Corr. Fac	184	32	4	96	45	315.0	8.3	121.7	124.7	100.0	86.0	496.7
NRF	Mound Corr. Fac.	0	10	0	6	97	86.0	8.0	31.7	95.7	63.7	25.0	50.0
NCF	Newberry Corr. Fac.	54	11	3	28	19	269.7	0.0	38.3	38.3	1.3	11.3	19.0
ECF	Oaks Corr. Fac.	86	9	0	0	0	195.3	0.0	0.0	0.0	66.7	11.0	0.0
OCF	Ojibway Corr. Fac.	175	17	2	10	51	224.0	0.0	30.3	27.0	9.7	181.0	510.3
SMT	Parnall Corr.Fac.	37	6	11	21	0	202.0	17.3	0.0	109.7	108.7	13.0	152.7
MPF	Pugsley Corr. Fac.	42	7	22	7	26	89.3	0.0	8.7	39.0	104.7	29.0	202.7
RRF	Ryan Corr. Fac.	21	6	15	17	106	134.3	1.3	16.3	41.3	75.0	0.0	74.0
SRF	Saginaw Corr. Fac.	26	9	5	17	35	201.7	18.0	8.7	99.3	153.0	73.0	160.0
SLF	St. Louis Corr. Fac.	76	16	2	14	0	125.7	20.0	8.0	24.0	310.0	0.0	38.7
TCF	Thumb Corr. Fac.	70	37	30	57	57	251.0	168.3	16.7	71.7	106.7	138.0	236.0
MTF	West Shoreline	78	15	8	0	11	131.0	1.0	5.3	21.7	30.7	0.0	192.0
	TOTAL	2,185	432	168	752	877	5,657.7	422.3	632.0	1,976.7	2,943.7	2,846.7	4,330.7

SECTION 907(b) QUARTERLY REPORT - 1ST QUARTER			
Facility	Programs	Average Enrollment	Completion
<b>IBC</b>	<b>Bellamy Creek</b>		
IBC	Building Trades	26.3	20
IBC	Custodial Maintenance Technology	31.0	18
IBC	Horticulture	26.0	25
<b>LRF</b>	<b>Brooks</b>		
LRF	Electronics	27.7	5
LRF	Food Tech/Hospitality Management	3.3	0
<b>DRF</b>	<b>Carson City Complex</b>		
DRF	Business Education Technology	68.3	59
DRF	Building Trades	7.7	17
DRF	Food Tech/Hospitality Management	8.0	1
DRF	Horticulture	21.3	2
<b>URF</b>	<b>Chippewa Complex</b>		
URF	Business Education Technology	35.3	49
URF	Building Trades	0.0	0
URF	Custodial Maintenance Technology	28.3	9
URF	Food Tech/Hospitality Management	27.0	3
<b>JCS</b>	<b>Cooper Street</b>		
JCS	Custodial Maintenance Technology	29.3	9
<b>JCF</b>	<b>Cotton</b>		
JCF	Custodial Maintenance Technology	26.7	1
JCF	Food Tech/Hospitality Management	27.3	7
<b>ACF</b>	<b>Crane</b>		
ACF	Food Tech/Hospitality Management	27.7	2
ACF	Horticulture	21.7	7
ACF	Visual Graphics	13.0	0
<b>ARF</b>	<b>Gus Harrison</b>		
ARF	Custodial Maintenance Technology	11.0	10
ARF	Electronics	27.3	5
ARF	Food Tech/Hospitality Management	28.3	7
ARF	Horticulture	0.0	0
ARF	Optical Technology	10.7	7
<b>MTU</b>	<b>Handlon</b>		
MTU	Auto Mechanics	26.7	1
MTU	Business Education Technology	21.7	22
MTU	Building Trades	23.0	10
MTU	Custodial Maintenance Technology	0.0	0
MTU	Horticulture	21.0	2
MTU	Welding	28.0	7
MTU	Machine Tool	15.0	8
<b>WHV</b>	<b>Womens' Huron Valley</b>		
WHV	Auto Mechanics	30.7	3
WHV	Business Education Technology	26.0	6
WHV	Building Trades	29.7	4
WHV	Custodial Maintenance Technology	25.3	12
WHV	Food Tech/Hospitality Management	23.0	13
WHV	Horticulture	26.7	3
<b>KCF</b>	<b>Kinross</b>		
KCF	Auto Body	0.0	0
KCF	Business Education Technology	23.7	8
KCF	Building Trades	26.7	10
KCF	Custodial Maintenance Technology	33.3	10

Facility	Programs	Average Enrollment	Completion
KCF	Horticulture	0.0	0
KCF	Welding	23.7	18
<b>LCF</b>	<b>Lakeland</b>		
LCF	Business Education Technology	11.3	10
LCF	Food Tech/Hospitality Management	31.3	6
LCF	Horticulture	29.3	10
<b>MRF</b>	<b>Macomb</b>		
MRF	Food Tech/Hospitality Management	35.7	7
MRF	Horticulture	29.7	4
<b>MBP</b>	<b>Marquette</b>		
MBP	Business Education Technology	35.7	11
<b>RMI</b>	<b>Michigan Reformatory</b>		
RMI	Custodial Maintenance Technology	14.3	25
<b>STF</b>	<b>Central Michigan</b>		
STF	Business Education Technology	19.0	8
STF	Building Trades	22.0	11
STF	Custodial Maintenance Technology	23.7	15
STF	Electronics	24.0	6
STF	Horticulture	36.0	9
<b>NRF</b>	<b>Mound</b>		
NRF	Business Education Technology	22.3	0
NRF	Building Trades	25.7	6
NRF	Custodial Maintenance Technology	22.3	0
NRF	Horticulture	25.3	0
<b>NCF</b>	<b>Newberry</b>		
NCF	Custodial Maintenance Technology	26.7	28
<b>OCF</b>	<b>Ojibway</b>		
OCF	Custodial Maintenance Technology	27.0	10
<b>SMT</b>	<b>Parnall</b>		
SMT	Auto Mechanics	39.7	0
SMT	Building Trades	14.7	2
SMT	Custodial Maintenance Technology	35.7	17
SMT	Horticulture	14.3	2
<b>MPF</b>	<b>Pugsley</b>		
MPF	Business Education Technology	23.0	4
MPF	Building Trades	16.0	3
<b>RRF</b>	<b>Ryan</b>		
RRF	Electronics	18.5	7
RRF	Food Tech/Hospitality Management	18.5	8
<b>SRF</b>	<b>Saginaw</b>		
SRF	Custodial Maintenance Technology	30.3	0
SRF	Food Tech/Hospitality Management	46.3	12
SRF	Horticulture	23.3	5
<b>SLF</b>	<b>St. Louis</b>		
SLF	Custodial Maintenance Technology	24.0	14
<b>TCF</b>	<b>Thumb</b>		
TCF	Building Trades	32.7	24
TCF	Custodial Maintenance Technology	29.0	20
TCF	Food Tech/Hospitality Management	23.3	11
TCF	Horticulture	25.7	2
<b>MTF</b>	<b>West Shoreline</b>		
MTF	Business Education Technology	0.0	0

**SECTION 907(b)(h) QUARTERLY REPORT - 1ST QUARTER**

Facility		Academic						Vocational (CTE)						GED/Parole Information	
		Number of Prisoners Not Completing Program	Number of Prisoners Not Completing Due To					Number of Prisoners Not Completing Program	Number of Prisoners Not Completing Due To					Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason
			Transfer	Parole	Discharge	Deceased	Other		Transfer	Parole	Discharge	Deceased	Other		
LMF	Alger Max. Facility	24	10	0	0	0	14	0	0	0	0	0	0	0	-
AMF	Baraga Max. Fac.	60	20	4	0	0	36	0	0	0	0	0	0	0	-
IBC	Bellamy Creek	91	34	26	3	0	28	12	1	0	0	0	11	1	Refused School
LRF	Brooks Corr. Fac.	89	34	1	0	0	54	16	13	0	0	0	3	0	-
DRF	Carson City Complex	41	22	6	1	0	12	30	16	0	0	0	14	0	-
URF	Chippewa Complex	207	34	0	0	0	173	107	12	1	0	0	94	0	-
JCS	Cooper Street Fac.	71	47	10	2	0	12	14	4	5	0	0	5	0	-
JCF	Cotton Corr. Fac.	92	74	2	0	0	16	38	10	2	0	0	26	0	-
ACF	Crane Corr. Fac.	43	26	3	1	0	13	11	5	0	0	0	6	0	-
RGC	Egeler Corr. Fac.	2	0	2	0	0	0	0	0	0	0	0	0	0	-
ARF	Gus Harrison Complex	48	21	11	0	0	16	29	6	1	1	0	21	0	-
MTU	Handlon Corr. Fac	97	75	8	0	0	14	43	27	2	0	0	14	0	-
WHV	Huron Valley Women's	96	10	18	1	0	67	44	2	1	0	0	41	0	-
ICF	Ionia Max. Fac.	100	14	0	0	0	86	0	0	0	0	0	0	0	-
KCF	Kinross Corr. Fac.	71	36	0	0	0	35	46	31	0	0	0	15	0	-
LCF	Lakeland Corr. Fac.	43	28	0	0	0	15	20	13	1	0	0	6	0	-
MRF	Macomb Corr. Fac.	105	51	4	1	0	49	29	6	0	0	0	23	0	-
MBP	Marquette Branch Prison	82	22	0	0	0	60	19	8	0	0	0	11	0	-
RMI	Michigan Reformatory	90	28	3	0	0	59	11	8	0	0	0	3	0	-
STF	Central Michigan Corr. Fac.	109	55	3	0	0	51	39	30	3	0	0	6	0	-
NRF	Mound Corr. Fac.	45	28	6	0	0	11	22	4	0	3	0	15	0	-
NCF	Newberry Corr. Fac.	89	61	2	2	0	24	42	11	0	0	0	31	0	-
ECF	Oaks Corr. Fac.	79	20	1	0	0	58	0	0	0	0	0	0	0	-
OCF	Ojibway Corr. Fac.	102	64	2	0	0	36	9	4	0	0	0	5	0	-
SMT	Parnall Corr.Fac.	54	34	9	0	0	11	30	14	2	0	0	14	0	-
MPF	Pugsley Corr. Fac.	38	23	0	0	0	15	19	13	0	0	0	6	0	-
RRF	Ryan Corr. Fac.	44	14	11	0	0	19	9	2	1	0	0	6	0	-
SRF	Saginaw Corr. Fac.	88	61	2	1	1	23	28	18	1	0	0	9	0	-
SLF	St. Louis Corr. Fac.	47	13	1	0	0	33	8	2	0	0	0	6	0	-
TCF	Thumb Corr. Fac.	124	19	30	2	0	73	75	6	2	0	0	67	0	-
MTF	West Shoreline	118	29	22	1	0	66	2	0	0	0	0	2	0	-
	<b>TOTAL</b>	<b>2,389</b>	<b>1,007</b>	<b>187</b>	<b>15</b>	<b>1</b>	<b>1,179</b>	<b>752</b>	<b>266</b>	<b>22</b>	<b>4</b>	<b>0</b>	<b>460</b>	<b>1</b>	

### Plan to Improve the GED Success Rate

The expectation during an average two-to-three year prison sentence is that prisoner students need to advance by half a dozen years in order to attain their GED. Success is not only measured in GED completion but also in the advancement from illiteracy to functionality. Prisoners who cannot read nor do their multiplication tables face barriers to obtaining a GED that are not easily overcome. The teachers of MDOC meet the challenges this population presents and prepare prisoners for return to their communities.

MDOC correctional educators instruct a unique and difficult population. Prisoners enter correctional education with:

- Low grade level test scores – below literacy
- Repeated public school failures
- A need for significant amounts of basic instruction before they can begin GED preparation
- Mental and physical health needs that create barriers to learning
- Previous negative education experiences along with poor attitudes toward learning
- Lack of study habits, work ethic, or knowledge of testing strategies, all of which must be taught in addition to core curricula
- History of polysubstance abuse, which is known to result in memory loss and learning difficulties
- Previous special education history, which indicates a potential impediment to the learning process
- Custody, security, and other administrative priorities which impact the ability to educate
- Short prison sentences, which present challenges to advance prisoners multiple grade levels in a time frame measured in months

## Steps to Improve Programs

- Extensive review of methods/options of incorporating technology into classrooms to expand capacity of education.
- Development of official articulation agreements with Community Colleges so prisoners participating in MDOC trades programs may receive college credit for the trade. This is an individual effort by college.
- Continuous search for marketable trade programs or changes in industry standards that impact curriculum.
- In-service trainings for academic, English as a Second Language (ESL), and Title I staff. focused on following current best practices, and work readiness/transition.
- Expanding use of *My Reading Coach* software to address reading deficiencies - a significant barrier to prisoner achievement.
- Continuously monitor and review educational programs for consistency through school audits and follow-up with implementation plans.
- Expanded capacity to provide WorkKeys National Career Readiness certification opportunities to prisoners with a focus on prisoners returning to the community.
- Through trainings and Education Manager directives, increased the focus on successful re-entry and employment skills in all education programs.
- Collaborate with other state and education-related agencies to share information and resources including DELEG task forces and transformation regional workgroups.
- Continue to identify, review, and present “best practices” while working to maintain standardization.
- Continue to provide advanced training opportunities through service learning projects such as Habitat for Humanity, Prison Build/Prison Grow.
- Received training in the DELEG “Workers for the 21<sup>st</sup> Century” math and employability soft skills program.
- Correlated most missed GED topics/questions on writing and math exam with materials used in daily class instruction and provided teachers with instructional materials.
- Identification of ways to collaborate with Michigan State Industries so academic and trades students have increased hands-on training opportunities.
- Review and revised education audit factors to improve programs and monitor consistency of delivery.
- Update Principal/Teacher/Secretary manuals for current reference.
- Standardized soft skills objectives were distributed to all teachers to implement soft skills component in all classrooms and all levels.
- Established working committee with DTMB to continuously monitor and resolve data collection and technological concerns.
- To bridge CTE and release to the community a “Job Expo” informational day was piloted – more planned for 2010-11.



## **Track Records**

- Continue the work of the Offender Education and Tracking System (OETS) task force to continually review and update the education database.
- Identify ongoing enhancements for OETS to improve data collection.
- Revised TABE testing and reporting practices to conform to continuously changing DELEG requirements.
- Modified use of prisoner evaluation documentation (form 363A) to improve continuity of establishing goals and documented achievements as prisoners transfer.

## **Accommodate Transfers**

Though outside the purview of education, this section has responded to the needs of the prisoners effected by multiple transfers through the following:

- Continually monitor to identify ways to improve tracking and communication through the OETS.
- Work consistently to ensure standardization and continuity of programs so negative impacts of prisoner transfer is reduced.
- Assure special education services are provided to eligible prisoners and services/special education staff is expanded if needed to comply with special education law.
- Modified use of prisoner evaluation documentation (form 363A) to improve continuity of establishing goals and documented achievements as prisoners transfer.
- Process for health care staff to certify med status of prisoners for GED accommodations.

## **Accommodate Prisoners with Health Care Needs/Mental Health Needs**

- Provide physical accommodations in GED and CTE classrooms.
- Work in collaboration with Health Care to address prisoner medical needs.
- Continue to request/provide testing accommodations for eligible prisoners.
- Initiated academic and Career and Technical Education (CTE) programs at specific health and mental health care units.
- Ensure staffing is available to meet requirements/mandates of those housed at (Woodland Center and St. Louis adaptive skills unit.
- Support any training available for teachers to learn how to better address prisoners with mental health issues in classroom.

## **Reduce Waiting Lists**

- Continuously evaluate facility education needs and make adjustments as needed.
- Distribute GED Fast Track Lists to help identify those students who are capable of achieving the GED at an accelerated pace.
- Monitor facility waiting lists and communicate with the CFA transfer coordinator of facilities for transfer consideration.

- Implemented alternative academic program delivery pilots and will expand in 2010-11 in effort to reduce waiting lists and expedite progress when enrolled in school.
- Tiered career and technical education programs to allow increased opportunity and to capture component completions.
- Continue to use the following priority of enrollment guidelines to reduce wait lists and assure optimal use of classroom space:

Academic

- Special Education eligible
- Title I eligible
- Fast Track eligible
- Sentenced for a crime committed on or before December 15, 1998
- Other prisoners in chronological order by Earliest Release Date
- Prisoners serving life sentences

Career and Technical Education

- Special Education eligible with CTE recommendation
- No previous CTE completion and within three years of Earliest Release Date.
- Previous CTE completion and within three years of Earliest Release Date, with School Principal approval if this meets transition planning.
- No previous CTE completion and beyond three years of Earliest Release Date.
- Previous CTE completion and beyond three years of Earliest Release Date, with School Principal approval.

# 2010-11 Program Improvement Plan to Overcome Challenges and Increase GED

Success

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## ADMINISTRATION - Program Oversight

Year	Improvement Plan	Status
2010-11	<b>Ensure teachers are not used for extensive non-education related programming.</b>	<b>Ongoing</b>
2009-10	In order to ensure the ability to provide GED testing in MDOC prisons, ongoing effort to maintain strict security of the test per the GEDTS security and testing mandates must be fail proof.	Ongoing and challenging due to prison closures resulting in closing of MDOC GED test center/schools.
2009-10	Establish Title I Aides using MDOE flow through grant to assist teachers with instruction of young, low level/functioning prisoners.	Aids are established at five prison schools housing the youngest of our population.
2010-11	<b>Maintain status but work with MDOE to increase funding</b>	<b>Ongoing</b>
2006-07	Begin new audit cycle with improved audit factors.	Audit schedule for 06/07 implemented.
2007-08	Continue the audit cycle (Audit Factors attached)	In Progress
2008-09	Revise audit factors and continue audit cycle.	In Progress
2009-10	Revise audit factors and continue audit cycle.	In Progress
2010-11	<b>Revise audit factors and continue audit cycle.</b>	<b>In Progress</b>
2006-07	Restructure committees to better meet goals and objectives of education and the department.	Committees restructured as of January 2007.
2007-08	Focus has changed to Advisory Committees as opposed to curriculum only. (See committee appointments & 2009 Charter Drafts attached)	Ongoing
2008-09	Complete annual review of committee membership and monitor continuous improvement.	Ongoing
2009-10	Complete annual review of committee membership and monitor continuous improvement.	Ongoing
2010-11	<b>Continuously seek efficiency and improvement in development of these groups.</b>	<b>Ongoing</b>
2006-07	Require use of purchased resources that have been determined to best meet GED requirements.	School budgets and approved materials list are established to guide expenditures.
2007-08	Research best available resources for effective GED preparation. (Approved Materials List attached)	Academic committee will monitor the status of newly-distributed resource materials
2008-09	Pilot use of additional resources to address academic deficiencies.	Academic Advisory Committee will monitor the pilots.
2009-10	Continued the use of additional resources including Top 50 GED Skills, the Challenger Reading series, and expanded the Keytrain pilot.	Ongoing
2010-11	<b>Identifying ways to incorporate contextualized learning as a way to increase income and outcomes.</b>	<b>Ongoing</b>
2006-07	Enhance materials and process to optimize the "Fast Track" system.	Materials/process under review by Academic Curriculum Committee.
2007-08	Implement GED half test and GED testing at RGC and monitor effectiveness of distributed materials.	In pilot status
2008-09	Continue GED testing at RGC and monitor results.	Ongoing
2009-10	Established new standards for GED Half Testing to increase the potential for prisoners to pass the GED test.	Ongoing
2010-11	<b>Monitoring half test progress and looking for ways to increase "fast track" testing.</b>	<b>Ongoing</b>
2007-08	Establish MSI/Education Workgroups.	Committees established.
2008-09	Devise and implement collaborations between MSI and Education.	Ongoing
2009-10	Devise and implement collaborations between MSI and Education.	Completed
2010-11	<b>TAG Team (Transformation Advisory Group) works on a variety of projects to improve and continue collaborations.</b>	<b>Ongoing</b>

2006-07	Maintain active participation in DELEG task forces that impact the MDOC education system.	Ongoing
2007-08	Continue participation in the task forces and curriculum partnership.	Ongoing
2008-09	Continue participation in the task forces and curriculum partnership.	Ongoing
2009-10	Continue participation in the task forces and curriculum partnership, implement DELEG Workers in the 21st Century curriculum, represent MDOC on DELEG committees, attend Special Education Advisory Committee meetings.	Ongoing
<b>2010-11</b>	<b>Programs are implemented and will be expanded. Per DELEG these improve skills and address contextualized learning.</b>	<b>Ongoing</b>
2006-07	Increased pass rate goal for each school.	Monitor through the school audit process.
2007-08	Maintain increased pass rates for each school - based on enrollment and staffing.	Monitor through the school audit process.
2008-09	Maintain GED pass rates at 30% based on enrollment and staffing.	Monitor through the school audit process.
2010-11	Maintain minimum GED pass rate at 30% of total school enrollment annually.	Monitor through the school audit process.
<b>2010-11</b>	<b>Goals maintained to give teachers and student targets.</b>	<b>Goals met</b>
2006-07	Maintain goal of 70%.	Ongoing
2007-08	Maintain goal of 70%.	Ongoing
2008-09	Maintain goal of 70%.	Ongoing
2009-10	Maintain goal of 70% GED passing rate to optimize testing economics and opportunities.	Ongoing
<b>2010-11</b>	<b>Maintain goal of 70% GED passing rate of individual test takers to optimize testing economics and opportunities.</b>	<b>Ongoing</b>
2006-07	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
2007-08	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
2008-09	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
2009-10	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
<b>2010-11</b>	<b>Requested further administrative remedy through the Internal Control Evaluation Process "ICE".</b>	<b>Ongoing</b>
2006-07	Curriculum Committee chairs to take active role in MPRI planning meetings and program development. Also, to include representative from Office of Re-Entry on appropriate committee's).	Ongoing
2007-08	Invite MPRI representatives to all appropriate Education meetings.	Initiate
2008-09	Continue to extend invitations to education meetings.	MPRI representatives are encouraged to attend so that information and planning can be shared.
2009-10	Academic programs implemented soft skills objectives to be used by teachers on quarterly evaluations to coincide with workplace skills.	Completed/Ongoing
<b>2010-11</b>	<b>Continue to participate/include re-entry staff in education activities to extent possible in order to improve program efficiency.</b>	<b>Ongoing</b>
2006-07	Increase frequency of testing, special education and academic staff in prisons where population has increased to improve education opportunities for prisoners. Additionally, increase Central Office staff by at least (1) Special Education Consultant and possibly (1) Department Technician position.	In Progress
2007-08	Create education staffing reorganization plan.	Submitted for consideration.
2008-09	Reorganization plan submitted. Requests to be submitted to fill the 10 FTE's allocated in the budget for education administration.	Submitted for consideration.

2009-10	Reorganization plan submitted. Requests to be submitted to fill the 10 FTE's allocated in the budget for education administration.	Awaiting administrative approval for reorganization plan. Education Manager to prepare personnel requests.
<b>2010-11</b>	<b>Resubmitted plan for statewide program improvement for administrative support.</b>	<b>Awaiting administrative approval for reorganization plan. Education Manager to prepare personnel requests, continue to wait for response.</b>
2008-09	In conjunction with MDOE, conduct a feasibility study to assess the viability of implementation of the high school diploma/GED funding to local school districts.	Waiting for MDOE response.
2009-10	In conjunction with MDOE, conduct a feasibility study to assess the viability of implementation of the high school diploma/GED funding to local school districts.	Completed and submitted to administration.
<b>2010-11</b>	<b>No administrative or legislative response or action received on report to date.</b>	<b>Waiting response.</b>
2006-07	Review all policies and identify need for new policy/procedures or revisions.	Under Review
2007-08	Review all policies and identify need for new policy/procedures or revisions.	In progress
2008-09	Revisions submitted	Awaiting approval.
2009-10	Revisions submitted	Awaiting administrative approval.
<b>2010-11</b>	<b>Revisions submitted</b>	<b>Awaiting administrative approval.</b>
2006-07	Put closure to the proposed action plan's) developed in response to the Prisoner Education Risk Assessment that was initiated by the Prisoner Education Office in February 2006. This was done with the hope of improving efficiency and effectiveness of prisoner education.	Proposed plans were provided to administration for consideration and appropriate action.
2008-09	Previously submitted	Pending administrative action
2009-10	Administration took no action regarding prior proposal. New/revised proposal currently under development.	Awaiting administrative action.
<b>2010-11</b>	<b>New risk assesment developed report submission anticipated this year.</b>	<b>In progress</b>
2006-07	Train teachers statewide to improve clear/measurable written goals and objectives for each prisoner. This is critical to the continuity of programming especially since transfers are so prevalent. This will be monitored and further individualized training provided as needed to ensure compliance.	Monitor through the school audit process.
2007-08	Prepare an in-service training.	Education Steering Committee plan for training.
2008-09	Review materials to assist teachers.	Education Steering Committee plan for training.
2009-10	Review materials to assist teachers.	Ongoing/continuous improvement.
<b>2010-11</b>	<b>Training requests currently on hold.</b>	<b>Ongoing/continuous improvement. Scheduled training delayed by Deputy Director due to budget concerns.</b>
2006-07	Establish enrollment priorities.	In Progress
2007-08	Establish enrollment priorities.	Completed
2009-10	Established alternative academic enrollment pilots to expand programming and expedite prisoner completion time once enrolled.	Ongoing - current pilots at Bellamy Creek, Ojibway and Marquette prisons.
<b>2010-11</b>	<b>Pilot for program determined positive benefits and was implemented statewide.</b>	<b>Ongoing</b>
2006-07	Review school principal positions at isolated facilities and larger schools to improve efficiency and effectiveness of prisoner education program delivery and also to increase accountability in school leadership.	In progress
2007-08	Develop a reorganization plan for school principals.	Included in the education reorganizational plan and submitted for consideration.
2008-09	Submitted the reorganization plan.	Awaiting approval
2009-10	Revised plan under development	In progress

2010-11	The organization and reporting structure in the MDOC reduces ability to implement efficient educational programming but strategies are	Ongoing
<b>DATA COLLECTION AND REPORTING - Efficiency of Enrollment and Data Collection</b>		
<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
2006-07	In order to improve ability to respond to educational needs, track progress, and identify program strengths and weaknesses in a timely manner, will continue ongoing development/improvement of statewide education data collection system (OETS).	OETS workgroup of practitioners established to review and reconcile to further enhance the system.
2008-09	Researching private contractor to provide and maintain technological services for Lansing review.	Obtaining approval from DTMB to implement technological services contract.
2009-10	Researching private contractor to provide and maintain technological services for Lansing review.	RFP is completed and awaiting DTMB approval.
2010-11	<b>RFP was posted and responded to and review will occur 1/2011. Contract will be awarded if better services and lower costs can be</b>	<b>In progress</b>
2007-08	In order to improve ability to respond to educational needs, track progress, and identify program strengths and weaknesses in a timely manner, will continue ongoing development/improvement of statewide education data collection system (OETS).	OETS enhancements submitted to DIT - Ongoing
2008-09	Enhancements prepared to better collect data. Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	OETS enhancements submitted to DIT - Ongoing
2009-10	Enhancements prepared to better collect data. Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	Ongoing - Deputy Director cancelled training due to budget shortfalls.
2010-11	<b>Plan to reschedule training.</b>	<b>In progress</b>
2007-08	Initiate MSI/Education OETS Workgroups to collect and record MSI data.	Complete
2008-09	Create OETS modules and tabs to record MSI data.	Assign to MSI/Education OETS Workgroup.
2009-10	Create OETS modules and tabs to record MSI data.	Modules submitted to DIT/Ongoing
2010-11	<b>Create OETS modules and tabs to record MSI data.</b>	<b>In progress</b>
2006-07	Continue to improve OETS and the accuracy/availability of useful data through OETS workgroup efforts and staff training.	Ongoing
2007-08	Develop statewide OETS training to improve accuracy and standardization.	On hold, awaiting DIT enhancement implementation.
2008-09	Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	Finalization of manual and workshop awaiting DIT approval of enhancements.
2009-10	Final revision and professional development is under draft review.	Ongoing - Cancelled by Deputy Director due to budget shortfalls.
2010-11	<b>Plan to reinstate to address need.</b>	<b>In progress</b>
2006-07	Pull random reports and follow-up, correct deficiencies as needed.	Extract and analyze reports quarterly through OETS workgroup.
2007-08	Work with DIT and DLEG to increase the rate of successful transfer of data from MDOC to MAERS.	Extract and analyze reports quarterly through OETS workgroup.
2008-09	Identified and addressed errors in data collection and transfer.	OETS DIT representative is working to resolve the issues.
2009-10	Continue to identify ways to correct inconsistencies.	Working with DIT and DELEG to correct statewide data inconsistencies.
2010-11	<b>Train staff to revised state mandates.</b>	<b>In progress</b>
2010-11	<b>Revise the Adult Learning Plan and education tracking system to reflect new federal/state/DELEG/DOE reporting requirements.</b>	<b>In progress</b>

2009-10	Propose to DIT the establishment of a DIT staff person to be assigned "MDOC Prisoner Education" liaison to assist with data reporting challenges between MDOC, DELEG and MDOE.	Proposal to be submitted by July 1, 2010.
<b>2010-11</b>	<b>The need continues.</b>	<b>Pending response.</b>
2006-07	Refer compiled data to Academic Curriculum committee for recommended action.	Ongoing
2007-08	Refer compiled data to Academic Curriculum committee for recommended action.	Ongoing
2008-09	Present the compiled data from the prisoner annual education program surveys to the Education Steering Committee for recommended action.	Ongoing
2009-10	Present the compiled data from the prisoner annual education program surveys to the Education Steering Committee for recommended action.	Ongoing
<b>2010-11</b>	<b>Continue to use as evaluation and improvement tool.</b>	<b>Ongoing</b>
<b>CURRICULUM - Program Improvement through Curriculum Design</b>		
<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
2006-07	Develop a standard, individualized, and performance-based progress plotter for remaining academic programs to further continuity, consistency, and efficiency.	
2007-08	Develop a standard, individualized, and performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.	Ongoing
2008-09	All progress plotters were reviewed, and are continuously monitored for alignment with curriculum.	Ongoing
2009-10	Implemented ELL (English Language Learners)/ESL content standards statewide per DELEG.	Completed for ESL & Academic (ABE/GED).
<b>2010-11</b>	<b>Monitor DELEG changes/revisions.</b>	<b>Ongoing</b>
2006-07	Continue action on 05-06 plan.	
2007-08	Continue action on 05-06 plan.	
2008-09	Piloting KeyTrain, America's Choice, and My Reading Coach	Of multiple software requests submitted to DIT, some limited success was attained in obtaining software approval/installation.
2009-10	Expanded use of KeyTrain and My Reading Coach (software) and are evaluating expansion to all facility schools. (Employment focused instruction)	Ongoing-expansion
<b>2010-11</b>	<b>Continue expansion due to positive outcomes.</b>	<b>Ongoing</b>
2006-07	Request best practices be submitted by each school annually.	
2007-08	Review current research, curriculum materials and best practices to continually improve programs.	Ongoing for all committees.
2008-09	Best practices were presented at the academic in-service workshop. Best practices collected in the audit process.	Ongoing
2009-10	Best practices were presented at the academic in-service workshop. Best practices collected in the audit process.	Ongoing
<b>2010-11</b>	<b>Continue to collect and communicate best practices.</b>	<b>Ongoing</b>
2007-08	Review current CTE curriculum to assure cost-effectiveness and relevance.	Ongoing for RETTE committee.
2008-09	Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.	Ongoing for RETTE committee.
2009-10	Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.	Ongoing for RETTE committee.
<b>2010-11</b>	<b>Implementation.</b>	<b>Training tentatively scheduled in March 2011.</b>
2007-08	Modify and improve BET/VGT program.	Under development by RETTE committee.
2008-09	Alternative curriculum adopted to reflect needs.	Unable to install due to DIT issues.

2009-10	Evaluation of economical options to replace antiquated reading hardware is in progress.	Ongoing - School hardware currently prohibits use of new curriculum software.
<b>2010-11</b>	<b>Implemented Digital Literacy.</b>	<b>Completed</b>
2007-08	Develop operating procedure and method for reporting newly-developed levels of CTE completion.	Assign to RETTE committee.
2008-09	All CTE program tiers developed.	Ongoing
2009-10	All CTE program tiers developed.	Ongoing
<b>2010-11</b>	<b>Five remaining programs will be tiered.</b>	<b>Ongoing</b>
2007-08	Review and update Special Education forms.	Under development by Spec Ed committee.
2008-09	Forms were updated.	Submitted for electronic forms design.
2009-10	Ongoing review to ensure compliance.	Submitted for electronic forms design.
<b>2010-11</b>	<b>Ongoing review to ensure compliance.</b>	<b>Ongoing</b>

### TESTING MANDATES - Test Administration and Assessment Improvements

Year	Improvement Plan	Status
2006-07	Develop a standardized "Test Taking" module to assist prisoners in overcoming anxiety and to increase potential for score improvement.	To be assigned to appropriate Curriculum Committee.
2007-08	Develop a standardized "Test Taking" module to assist prisoners in overcoming anxiety and to increase potential for score improvement.	Under completion by the Academic Committee.
2008-09	Module completed.	Presented at the academic in-service workshop.
2009-10	Specified staff attended training on most missed questions on the GED test and information was disseminated to all academic staff.	Completed
<b>2010-11</b>	<b>Implement Module.</b>	<b>Training needed.</b>
2006-07	Mandate schools to give the full battery of GED tests to prisoners testing for the first time.	Ongoing
2008-09	Monitor compliance.	Ongoing
2009-10	Monitor compliance.	Completed
2007-08	Increase GED testing at prison reception centers.	Completed
2008-09	Complete GED half testing and GED testing on eligible prisoners at RGC.	Ongoing
2009-10	Complete GED half testing and GED testing on eligible prisoners at RGC.	Ongoing
<b>2010-11</b>	<b>Reestablish GED testing at RGC.</b>	<b>Additional staff required.</b>
2007-08	Establish Workgroups to review evaluations and assignments at MSI.	Assign MSI/Education Workgroups - Complete.
2008-09	Review work evaluation reports and assessments; devise staff training.	Assign to MSI/Education.
2009-10	Review work evaluation reports and assessments; devise staff training.	Ongoing
<b>2010-11</b>	<b>Establish way to capture data/use for employment.</b>	<b>Ongoing</b>
2007-08	Piloted WorkKeys at MSI Laundry Sites.	Complete
2008-09	Review WorkKeys pilot, determine feasibility of further testing.	Assign to MSI/Education.
2009-10	Review WorkKeys pilot, determine feasibility of further testing. Laundry facility prison workers were tested.	Completed
<b>2010-11</b>	<b>Identify additional factories to test.</b>	<b>Ongoing</b>
2009-10	Establish MDOC prisoner education office as a WorkKeys assessemnt/scoring center approved through ACT.	Completed

### PROFESSIONAL DEVELOPMENT - Professional Development to Improve Program Efficiency and Effectiveness and to Optimize Data Management

Year	Improvement Plan	Status
2006-07	Disseminate information on current trends and mandates.	Ongoing
2007-08	Disseminate information on current trends and mandates.	Ongoing
2008-09	Disseminate information on current trends and mandates.	Ongoing
2009-10	Disseminate information on current trends and mandates and best practices.	Ongoing.
<b>2010-11</b>	<b>Continue this process</b>	<b>Ongoing.</b>
2006-07	Provide training to those responsible for data entry.	Completed - Initial OETS training



2007-08	Provide update training annually or as need is identified.	On hold, awaiting DIT enhancement implementation.
2008-09	Develop In-service training.	On hold, awaiting DIT enhancement implementation.
2009-10	Training to be scheduled in Spring 2010.	In progress-cancelled by Deputy Director due to budget shortfalls.
<b>2010-11</b>	<b>Reestablish this based on need.</b>	<b>Ongoing</b>
2006-07	Provide professional development to further improve teaching techniques, best practices, and instructional strategies.	Completed
2007-08	Provide update training annually or as need is identified.	Assign task to appropriate Curriculum Committee.
2008-09	Provide update training annually or as need is identified.	Ongoing
2009-10	System is in place for continued professional development.	Completed.
<b>2010-11</b>	<b>Work to gain support for needed professional development.</b>	<b>Ongoing</b>
2006-07	Deliver a math and writing refresher workshop for GED prep teachers.	Assign to Academic Advisory Committee.
2007-08	Presented In-service training.	Training Completed
2008-09	Additional math training to be reviewed.	Assign to Academic Advisory Committee.
2009-10	Incorporated DELEG's employment based Worker's for the 21st Century math modules.	Ongoing
<b>2010-11</b>	<b>Further expand this math training opportunity to MDOC schools.</b>	<b>In progress</b>

## **Section 907(e)**

### **OVERVIEW**

The purpose of education is to increase the functional level of prisoners and prepare them with competencies that will increase their chances for success upon release. Once prisoners are assessed, MDOC education provides instruction to remediate low functioning prisoners and tools to complete the GED examination and/or a skilled trades or job preparation programming. The skills acquired through prisoner education programming will improve opportunities for furthering education or getting employment in our states communities, both of which show positive impact in recidivism reduction.

It must be recognized that many prisoners entering the system are cognitively low-functioning and have had unsuccessful experiences previously in education and employment. It takes significant effort and an investment of time to bring them to a functional academic level or to create an interest in education.

There are many factors that contribute and/or impact recidivism. It is not a reasonable expectation that prisoner education will end recidivism when significant barriers (i.e. substance abuse, mental health, unstable living environment) are present. The primary programmatic focus is the attainment of job preparedness skills that will lead to employment. Employment 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 and development of critical thinking skills which results in a more manageable population, and engagement in positive activities.

### **Explanation of Value/Purpose of Each Program**

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

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

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

Most prisoners arrive in prison without a high school diploma or GED. According to research compiled by Michigan Department of Labor and Economic Growth:

- Prisoners who participate in basic education programs while incarcerated have lower recidivism rates than those who do not.

- Prisoners who participate in basic education programs while incarcerated are more successful at finding and sustaining gainful employment upon release than those who do not.
- A Michigan male with a high school credential or equivalency earns \$6700 more annually than a male without a high school diploma.\*\*
- Persons with lower levels of education attainment are more likely to be unemployed than those with higher levels of education.\*\*\*

During the 2010 calendar year, MDOC prisoners passed 10,703 GED subtests of which, 1,831 earned their GED. Using the wage differential cited above, the potential annual taxable income may increase more than \$16 million for these graduates.

Research shows that by improving employees' basic skills:

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

There are currently over 42,089 prisoners incarcerated in Michigan. (Does not include those housed in jails). At any given time, over 9,000 prisoners are enrolled in academic, career and technical education, and pre-release programming. This results in providing over 15% of our MDOC prison population a productive and purposeful activity to prepare for release.

\*Virginia Department of Correctional Education

\*\*Institute for Women's Policy Research, 2005

\*\*\*National Center for Education Statistics

The following academic programs are offered through MDOC Prisoner Education:

### **ACADEMIC EDUCATION**

Adult Basic Education and GED Preparation, including GED Testing are provided for prisoners without a high school or GED completion.

### **SPECIAL EDUCATION**

Special Education programming is provided to eligible prisoners in accordance with the federal Individuals with Disability Education Improvement Act (IDEIA).

### **TITLE I**

Title I is a federally-funded education support service offered to all prisoners who are under 21 years of age, do not have a high school or GED completion, and are enrolled in an academic program. Programming includes Workers for the 21<sup>st</sup> Century curriculum with an emphasis on employability soft skills and critical thinking skills.

### **ENGLISH AS A SECOND LANGUAGE**

English as a Second Language (ESL) is provided for students whose native language is other than English, and who are functioning below a 5<sup>th</sup> grade level in reading.

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

Studies show that meaningful employment consistently reduces recidivism. The purpose of each Career and Technical Education (CTE) program is to provide work skills that are marketable in the community. 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. The programs offer state or national certification upon completion and involve community/industry input and influence. When combined with support services, MDOC prisoner education programs provide greater opportunities for one's success in the community upon release.

Again, it is not reasonable to expect that CTE alone, without additional needed programming or community services (i.e. transportation, housing or substance abuse therapy) will consistently reduce recidivism. The significant focus for program development is the attainment of job preparedness skills that will lead to employment, and reduce recidivism. There are ancillary benefits to the program for the institution, which include a trained prisoner workforce, development of critical thinking skills which results in a better-managed population, and engagement in positive activities. CTE programming continuously strives to provide programming that is responsive to labor market trends and the Michigan Prisoner Re-Entry Initiative (MPRI).

## **SERVICE LEARNING PROJECTS / PRISON BUILD - PRISON GROW**

Students in the CTE programs are given opportunities to enhance workplace readiness skills through the production of projects that "give back". Under the guidance of CTE instructors, prisoner students complete projects for the prisons, for other state agencies, for local municipalities, and for non-profit organizations. Projects include Habitat for Humanity housing and landscaping; reforestation, native grasses and cabins for Department of Natural Resources; flowers for the Welcome Centers and other sites; playscapes for local parks, and much more; all of which are a cost-savings to the recipients. Prison Build/Prison Grow is a formalized relationship linking the CTE programs to state agencies and non-profits. A Memorandum of Understanding (MOU) was signed with Goodwill Industries so that MDOC Auto Mechanics programs refurbish cars donated to Goodwill and are returned to be given to eligible clients. Service learning projects allow prisoners to apply learned skills to meaningful projects that benefit the State of Michigan.

## **PRE-RELEASE**

Pre-Release programming provides prisoners an opportunity to participate in workplace employment, life skills, and other appropriate community re-entry programming. MDOC Education is responsible for developing and coordinating this standardized programming and for reporting participation. Facilities are encouraged to involve available staff, including non-teaching staff, to deliver the various components. This course provides a link to the community for prisoners within one year of release.

## **COMMUNITY AND EMPLOYMENT READINESS TRAINING (CERT)**

This is a federally-funded program for prisoners 35 and younger who will be returning to their communities within seven years. It is facilitated through partnerships with accredited post-

secondary schools and other agencies. The course work primarily focuses on employment skills and related issues. Prisoners are also tested for a National Career Readiness Certificate.

### **CORRESPONDENCE COURSES**

Prisoners are permitted to enroll, at their own expense, in correspondence courses in accordance with departmental policy. These courses improve the prisoners' higher-level thinking skills, encourage self growth, and develop greater workplace skills.

**Identification of Program Outcomes for each Academic and Vocational Program**

Per state standards, students functioning below the 9<sup>th</sup> grade level are categorized as adult basic education students. Well over 80% of the current prisoner student enrollment is below this level in at least one subject area. For these students, the annual yearly progress standard set by the U. S. Department of Education is one gain in Education Functional Level.

According to the Offender Education Tracking System, during the 2010 calendar year, MDOC prisoners passed 10,703 GED subtests of which 1,831 earned their GED.

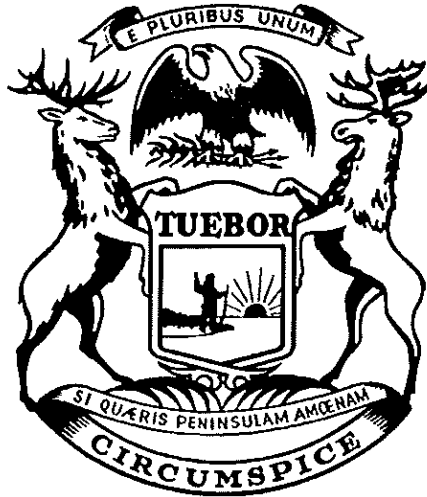
Approximately 2,000 prisoners are enrolled in vocational programs. It is estimated by the Department of Labor and Economic Growth that over 80% of Michigan's prisoner population is in need of additional vocational training. Vocational training lowers idleness rates, allows for work assignments within the prison (maintaining standards and reducing state costs), and prepares prisoners for return to work in the community.

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

- Extensive Habitat for Humanity housing projects
- Department of Natural Resources projects
- Beautification of Michigan Welcome Centers
- Extensive Community Support Projects

# **Michigan Department of Corrections**

## **Prisoner Education Action Plan**



**2010 – 2013**

Revised by the MDOC Education Steering Committee  
Julie L. DeRose, Education Manager  
Office of Employment Readiness

Education Action Plan: 1995  
2000 Revision  
2004 Revision  
2007 Revision  
**2010 Revision**

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## INTRODUCTION

### Why Education?

Research studies confirm, prisoner education significantly reduces crime and creates net cost savings. A 2009 study done by The Urban Institute shows that \$1,182 in Career and Technical training can save \$6,806 in future criminal justice costs. Additionally, \$962 in academic education can save \$5,306 in future criminal justice costs. Correctional education is nearly twice as cost-effective as a crime control policy.

Tax dollars used for prisoner education are paid back as the individuals become job-holding, tax-paying, citizens. Correctional education saves money and therefore improves safety and financial well-being of families and communities.

Correctional education receives funding not only from the state, but also from the federal government. These federal funds supplement MDOC programs and are leveraged to support adult education for the general public throughout the State. MDE and DELEG use this budget as an in-kind match to obtain additional federal funds, which supports public schools, adult education and other community programs.

### Who Do We Educate?

The Department of Corrections is the largest provider of adult education in the State of Michigan. We provide an opportunity to individuals in our state that have failed or been failed by their families, communities and schools.

Prisoner students are likely to have:

- Learning disabilities (a 30%-50% rate compared to 5-15% in general adult education)
- Illiteracy or functional levels several years below grade level
- History of school failures (40% without GED or HSD, compared to 18% of all adults)
- High incidence of mental and physical health needs impacting learning
- History of polysubstance abuse, affecting memory and learning
- Previous special education history, indicating impediments to learning
- Limited development of study habits, work ethic, and testing strategies\*
- No measurable educational successes in the past

MDOC teachers meet the challenges this high-risk population presents by providing students opportunities to learn skills and behaviors which can improve their lives. Every year, thousands of prisoners leave the system with their GEDs or with national/state vocational certifications. All students leave with the impact of the skills and values taught and modeled by the MDOC teachers.

\*The Urban Institute

## What Do We Teach?

- Academic Education, which focuses on improving functional literacy and other skills that will result in the ultimate attainment of GED certification.
- Career and Technical Education (CTE), which focuses on the acquisition of skills that are directly transferable to the workplace or community college.
- A foundation for life-long learning which builds skills and benefits lives.
- Employability skills and release preparation.

## Community Services and Collaborations

Prisoner education programs provide countless services to the community. From small local partnerships to the largest community programs, prisoners provide an experienced work force to serve the community. Prisoner education has created or donated to the following: homes for Habitat for Humanity, trees and shrubs for state parks, landscaping for Michigan Welcome Centers, and produce for many local food banks. These collaborative projects will continue to be expanded to optimize opportunities for prisoner training, resource attainment and community support.

Strong collaborations with other organizations keep educational administration informed and educational programming responsive to labor market trends. These include:

- |   |                                       |
|---|---------------------------------------|
| • Post-secondary schools  | • MI Dept of Natural Resources (DNR)  |
| • MI Rehabilitation Services (MRS)                                | • Habitat for Humanity                |
| • MI Works!   | • MI Welcome Centers                  |
| • MI Dept of Education (MDE)                                      | • County Food Banks                   |
| • MI Dept of Energy Labor & Economic Growth (DELEG)               | • Ionia Free Fair Interactive Display |
| • MI Dept of Agriculture  | • Universities and Community Colleges |
| • National Center for Construction and Education Research (NCCER) | • Goodwill Industries                 |
|   | • Americorps                          |
|   | • American Red Cross                  |

For many prisoners, educational programming is their first experience with success, and in addition to developing solid marketable skills, this generates in them a sense of pride and hope for the future.

# 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.*

The Education Action Plan is a strategic framework for the consistent, cost-effective delivery of educational programming for prisoners.

## EDUCATIONAL PROGRAMS OVERVIEW

MDOC education policies ensure accountability, provide dynamic leadership for continually improving education strategy, and outline the programming and criteria for prisoners who receive these educational services. Prison 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 MDOC Education Manager acts as the school superintendent, providing leadership and direction to over 250 education staff and approximately 11,000 students. The Education Section is part of the Office of Employment Readiness, Correctional Facilities Administration. This office was developed with the specific goal of improving prisoner employability through the collaborated efforts between Michigan State Industries, Prisoner Education and the Prison Build Program.

With the advent of Michigan Compiled Law § 791.233 (PA 320) which requires prisoners to obtain a GED prior to parole, the role of prisoner education has taken on additional responsibilities consistent with the State's goal of creating a more educated Michigan workforce.

Each prisoner's academic and vocational achievements, aptitudes, and interests are assessed and verified\*. Below is a comprehensive list of MDOC approved educational programs and services:

- **Academic**
  - Adult Basic Education (ABE)
  - General Education Diploma Preparation (GED)
  - English as a Second Language (ESL) (ELL)
  - Title I
- **Special Education (SpEd)**
  - Federally mandated for eligible students
- **Career and Technical Education (CTE)**

Auto Body	Auto Mechanics
Business Education Technology	Building Trades
Custodial Maintenance	Computer Refurbishing
Electronics	Horticulture
Food Technology and Hospitality	Machine Tool
Optical Technology	Visual Graphic Tech
Welding	
- **Pre-Release**
  - Collaboration of community and facility resources
- **Vocational Counseling**
  - Career interest and aptitude assessment
- **Advanced Programs**
  - Community and Employment Readiness Training (CERT)
  - Prison Build/Prison Grow

- **Supplemental Programming**

- Correspondence courses

- Other college and community-based opportunities

- Introduction to Computers

Program availability and completion rates are often impacted by prisoner transfers, security level, classroom space, and staffing.

\*High School Diploma and GED must be verified by the MDOC school principal from the last public or charter school attended, OETS and/or existing file. Foreign documents will be verified by the Education Manager.

### **Education Assessment and Data Collection**

A comprehensive assessment is completed at the reception center for every individual who enters the prison system. The assessments are required for the successful integration of a prisoner into the educational system. There is a continuous process of diagnostic assessment and counseling throughout a prisoner's tenure in education. Education program plans are developed and modified based on these evaluations.

Computerized data collection is initiated at the reception center and placed into MDOC's database, Offender Management Network Information (OMNI). Information is regularly updated during the prisoner's incarceration through the Offender Education Tracking System (OETS). All schools are expected to enter accurate and timely data into the Offender Education Tracking System (OETS) for use in boilerplate and other state-level reporting.

The Education Section office will identify a means of gathering more complete and accurate post-release data to be used in the evaluation of current programs and determination of future programs.

### **Education Placement**

Prisoners are prioritized for placement in academic and CTE programs in accordance with MDOC Education policies. To attain desired program outcomes, every effort is made to optimize educational resources within the constraints of prison operations. Standards for class enrollment, class periods, and staffing are determined by the Education Manager to accomplish these goals.

### **Academic**

Since the early 1980's, prisoner education has provided academic programming through a flexible schedule offering open entry and open exit enrollment. School principals ensure classroom enrollment is maximized and waiting lists are kept to a minimum so each prisoner can achieve educational goals as efficiently and economically possible. Prisoners are enrolled as space is available.

Every effort will be made to ensure each prisoner paroled with an educational minimum of a GED. A prisoner impacted by MCL § 791.233 (PA 320) who has not completed a GED prior to his/her parole date will be reviewed for academic release eligibility/exemption.

English as a Second Language (ESL) is offered at designated locations for prisoners for whom English is not their native language and who are functioning below the 5<sup>th</sup> grade level in reading as measured by the State-approved assessment tools.

Title I service is a federally-funded educational program for eligible prisoners who have not earned a high school diploma or GED. Prisoners must be under 21 years of age and receive a minimum of 15 hours of education per week. This may include a combination of academic and CTE instruction. It is a goal of each school to ensure the 15 hour requirement is met in order to optimize Title I funding.

### **Special Education**

Special Education services are provided as required by the federally mandated Individuals with Disabilities Education Improvement Act (IDEIA), the MDOC Special Education Plan, and the MDOC education policies. Special Education services are provided at designated prison schools.

### **Career and Technical Education**

CTE programs provide prisoners with specific trades instruction, technical skills and soft skill competencies critical to finding and maintaining employment. These skills are transferable into community employment or community college programming through state and/or federally recognized certification upon completion. Prisoner education provides CTE programming in a flexible schedule offering open entry and open exit enrollment. School principals ensure classroom enrollment is maximized and waiting lists are kept to a minimum so each prisoner can achieve educational goals as efficiently and economically as possible. Prisoners are enrolled as space is available.

Special institutional and community projects provide prisoners the opportunity to demonstrate hands-on skills through job-related programming and restorative justice opportunities.

Trades Programs are:

- Responsive to labor market demands
- Collaborative with Michigan State Industries
- Articulated with Community Colleges
- Supportive of the Career Readiness Certification (WorkKeys)

### **Vocational Counseling**

Career interest and aptitude assessment is provided to prisoners. The counseling, which accompanies the test administration, assists the prisoner in selecting CTE programming within the prisons and in determining career paths upon release.

### **Pre-Release**

Pre-release programming introduces prisoners to employability skills, soft skill competencies, employment preparedness, life skills, and community resources. A collaboration of community and facility resources are used to enhance learning outcomes. Prisoners are provided with the opportunity to participate in pre-release programming and to develop a portfolio within one year of scheduled community re-entry.

### **Advanced Programs**

**Community and Employment Readiness Training (CERT)** – This is a federal, grant-funded program for eligible prisoners who will be returning to their communities within seven years. It is facilitated through partnerships with accredited post-secondary schools and other agencies. This U.S. Department of Education program is designed to assist and encourage incarcerated youths and adults up to age 35 to acquire functional literacy, life/soft skills, and job skills; this is done through work skills testing/certification and/or remediation. CERT participants can earn up to 16 transferable college credits. The CERT program is offered at designated facilities.

**Prison Build / Prison Grow** – Prisoners gain valuable building experience while constructing cabins or housing components for state agencies and non-profit organizations such as Habitat for Humanity. Horticulture students gain experience growing landscaping plants for Habitat projects, and native plants and trees for the Department of Natural Resources, and a variety of other projects. Prisoners who participate in these programs have been trained in the MDOC CTE programs and work under the supervision of CTE instructors. Under the umbrella of Prison Build/Prison Grow, prisoners participate in restorative justice projects while contributing to the community.

### **Supplemental Programming**

**Correspondence Courses** – Prisoners are encouraged to further their education through correspondence courses geared toward college credits or self-enrichment. Enrollment is permitted as set forth in MDOC policies. College Level Examination Program (CLEP) testing is available.

## **ACTION AND RESPONSIBILITY**

### **CENTRAL OFFICE EDUCATION SECTION - OFFICE OF CAREER READINESS**

This office has a dual role and extensive responsibility to the state. The Education Office staff must support prison schools while providing leadership and oversight. Responsibility for reporting, data collection, state and federal compliance and other required action falls within the Education Section Office.

Prisoner Education will continually develop and implement program improvements designed to deliver education more efficiently and in keeping with practices that will best prepare prisoners for successful re-entry into the community.

Regionalize the connection with employers and industry through "Career Days" to be held at selected prisons with specific topics to be covered.

Continuous quality control and standardization through leadership of schools and advisory committees.

Establish and monitor funding and resources to ensure schools operate as a system with consistency in programming and resources.

Ensure professional development opportunities are provided that support the mission of prisoner education and state/federal requirements. This includes distance learning conferences or other group/sharing technological processes with principals, teachers, secretaries and other education support staff.

Develop a plan for prisoner electronic portfolio and post-release education information access upon release.

Collect post release data on employment in order to establish improved programs/additional programming.

Ensure schools are audited/monitored per policy and state/federal requirements.

Train and support school principals and secretaries to ensure accurate and timely data/reports and other required documentation and action is accomplished.

Revise the R-Tech simulated work training site that includes a 40 hour work week.

Distance Learning/College Expansion

Oversight and leadership of the Education Advisory and Steering Committees.

Continue working to develop articulation with colleges.

Continue to submit education and programming (staffing) reorganization recommendations that reduces costs and improves effectiveness for administrative action.

Review resource placement including program reduction.



Evaluate each school for FTE-funding based on demographics and waiting lists.

Ensure consistency through auditing, visits, communication and resource allocation.

Establish collaborative partnerships with community agencies.

Explore and recommend externship possibilities or any opportunity that would give prisoners experience working in the field in which they completed a trades program under the guidance of a mentor.

### **Pre-Release**

- Ensure pre-release programming is responsive to any new requirements of MPRI.
- Revise content to include new and updated resources.

### **OETS**

- Improve the partnership with DLEG and MDE to increase dissemination of information.
- Update standardized instruction and provide training to school staff for data entry.
- Provide secretarial training/workshops for the use of OETS and data improvement.
- Develop an efficient method for computer-generated population of the standard fields required on the Education Program Plan.

### **General**

- Develop and distribute an annual report of community contributions and collaborations.
- Collaborate with DELEG and MDE to create joint professional development opportunities.
- Review and update school audit factors annually.
- Recommend a process to facilitate the education software approval process with the Department of Information Technology (DIT).
- Standardize class enrollment, sessions per day, and hours per session statewide.
- Finalize articulation agreements with community colleges to provide college credit for prisoner education vocational completions.

### **Grants**

- Continuously monitor availability of grants and other resources to supplement programming. Apply/pursue as required.
- Improve efficient means of monitoring current grants.

**Special Note:** The Education Manager is responsible for oversight of all educational functions including development of subcommittees and completion dates as needed. Educational functions are categorized as follows: Academics, Career and Technical Education, and Special Education. Consultants in Career and Technical Education and Special Education represent the Education Manager to ensure oversight and to achieve the goals set forth in this plan.

## **ACADEMICS**

- Create standardized GED and WorkKeys test preparation workshops for all subject areas.
- Research the most economical and efficient methods for determining eligibility for, and administration of, GED testing.
- Create a test-taking strategies workshop.
- Disseminate written, standardized instructions for TABE testing and recording.
- Research and recommend a credentialed program for prisoners who may not complete the GED.
- Develop an expansion plan for the Michigan Department of Labor and Economic Growth “Workers for the 21<sup>st</sup> Century” program.
- Explore and recommend appropriate methods to expand the integration of technology into curriculum.
- Comply with approved committee Charter.

## **CURRENT COMMITTEE CHARTER**

### **ACADEMIC ADVISORY COMMITTEE CHARTER**

#### **PURPOSE:**

The purpose of this committee is to create standardized ABE and GED programming for all subject areas and to promote the most economical and efficient methods of delivery.

#### **GOALS:**

- Provide Professional Development opportunities
- Increase the Number of GED Testing opportunities
- Research the use of materials to maximize opportunities to increase the number of EFL gains attained in a program year
- Work with DIT to upgrade and improve current technology in academic classrooms
- Explore alternative enrollment options to maximize staff capabilities and minimize waiting lists
- Develop a concrete standardized Title I program
- Purchase and distribute a standardized quarterly assessment tool
- Update and distribute a revised approved materials list
- Update and revise Educator and Principal manuals
- Develop and train teachers on the use of soft skills in the academic classroom
- Work with other committees on a professional development seminar

#### **TYPES OF ACTIVITIES**

- Provide Training/Professional Development
  - Provide staff opportunities to attend professional development programs
  - Principals select a staff person to attend the Michigan Reading Association Conference
  - Provide a department sponsored seminar that encompasses sessions covering use of soft skills, GED improvement strategies, and updates to current department education changes
- Research and purchase education software/hardware
  - Work with DIT to plan an efficient method for the upgrade of hardware to academic programs, i.e. the use of laptops vs. desktops, etc...
  - Work with DIT to develop a more efficient method to obtain and approve education software for classroom use
  - In collaboration with DIT explore the possibility of contracting with an outside vendor to provide much needed support for software issues
- Promote efficient programming
  - Survey teaching staff to find out what materials are effective in the classroom to help increase the number of EFL gains attained in a program year, and maximize the use of bulk purchasing to reduce costs in obtaining those materials
  - Work on alternative delivery programs to promote the most efficient use of staff and maximize programming for prisoners.
  - Revise the Educator and Principal manuals to reflect programming updates for current and new staff to utilize and reference.

#### **SUBMITTED BY:**

- Prisoner Education Academic Advisory Committee.

#### **APPROVED BY:**

*Julie L. DeRose, Education Manager*

*May 2010*

## **CAREER AND TECHNICAL EDUCATION**

- Expand work readiness certification and/or remediation opportunities for prisoners employed by Michigan State Industries and those returning to the community.
- Pilot a program which connects our most highly qualified trades graduates with employment upon release.
- Research, recommend, and pilot an improved career aptitude and interest assessment tool.
- Recommend a Computer Operations course to familiarize prisoners with basic computer operations and basic workplace computer skills.
- Continue to review CTE program content to reflect current market trends.
- Establish a Career and Technical Center and target two additional locations.
- Develop a coordinated prisoner training program with Michigan State Industries (MSI).
- Pilot joint ventures with MSI at a Career and Technical Center.
- Identify “bridging” opportunities between prisoner education and work.
- Implement Integrated Pest Management in the Custodial Maintenance and Food Technology and Hospitality Management programs.
- Explore and recommend appropriate methods to expand the integration of technology into curriculum.
- Explore opportunities for creating programs of study with community colleges.
- Identify articulation agreement opportunities and refer to the Education Section Office.
- Comply with approved committee Charter.

## **CURRENT COMMITTEE CHARTER**

### **RE-ENTRY TRAINING AND TECHNICAL EDUCATION (RETTE) ADVISORY COMMITTEE CHARTER**

#### **PURPOSE:**

To assist the Education Manager with oversight of trade programs to ensure prisoners receive optimal opportunity for training to prepare for success upon release.

#### **GOALS:**

The Goals of the RETTE Advisory Committee are to:

- Provide resources and assistance to the vocational programs and instructors to help effectively train prisoners for re-entry
- Standardize curriculum
- Align curriculum with labor market trends
- Ensure programs meet industry standards
- Allocate resources efficiently and effectively
- Establish collaborative relationships internally and with outside agencies and employers

#### **TYPES OF ACTIVITIES:**

- Quarterly meetings
- Trade specific professional development for instructors
- Curriculum and material review by committee members
- Research labor market trends and industry standards
- Articulate programs with community colleges
- Subgroups for special projects

#### **LOGISTICS:**

Members will:

- Attend meetings as scheduled or assigned
- Prepare for meetings by soliciting agenda items from facility staff
- Be assigned a trade area to stay current with the labor market and industry standards
- Be the trade contact for instructors as a liaison to the RETTE committee and Education Manager

#### **RESOURCES:**

The RETTE committee will help identify available resources, how needs will be met, budget parameters, and time allotted to work on project while performing normal work assignments.

#### **SUBMITTED BY:**

- Prisoner Education RETTE Advisory Committee.

#### **APPROVED BY:**

*Julie L. DeRose, Education Manager*

*May 2010*

## **SPECIAL EDUCATION**

- Improve standardization of the IEP process.
- Improve the data collection by staff to show compliance with IEP goals/objectives.
- Rewrite the MDOC IEP form to meet the new requirements of IDEIA reporting.
- Develop a **Review of Existing Evaluation Data (REED)** and **Evaluation Plan** to meet IDEIA requirements.
- Provide training to the special education staff on how to meet the new requirements of IDEIA and complete the new forms.
- Review the possible use of internet IEP writing and reporting programs for implementation to simplify and improve the IEP writing and data collection.
- Develop a centralized reporting system for evaluations requiring a school psychologist involvement.
- Continue developing connections between special education, vocational education and academic committees to meet the needs of special education prisoners.
- Comply with approved committee Charter.

## **CURRENT COMMITTEE CHARTER**

### **SPECIAL EDUCATION ADVISORY COMMITTEE CHARTER**

#### **INTRODUCTION:**

The special education committee is one of three advisory groups headed by Julie DeRose, Education Manager to provide information and support. This is an open ended charter that can be revised or changed by education manager as needed.

#### **PURPOSE:**

Special Education programming is provided as required by the federally mandated Individuals with Disabilities Education Improvement Act (IDEIA), the MDOC Special Education Plan, and the MDOC education policies. Special Education services are provided at designated prison schools.

#### **GOALS:**

- Standardization of the IEP Process
- Improve communication channels and special education services
- Standardization of Data Collection

#### **TYPES OF ACTIVITIES**

- Training and Orientation
- Prepare written communication to improve special education services
- Revision of current practices

#### **LOGISTICS**

- Attend meetings once individual schedules are determined.
- Prepare for meetings by researching information sources, current practices or other pertinent information.
- Assist in coordinating, participating, and sharing of information among team members.

#### **SUBMITTED BY:**

- Prisoner Education Special Education Advisory Committee.

#### **APPROVED BY:**

*Julie L. DeRose, Education Manager*


*May 2010*




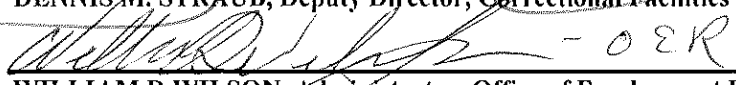
## SUMMARY


This Education Plan will be reviewed annually by the Education Steering Committee and revised as appropriate. The Education Action Plan will be revised to include new goals no later than September 30, 2013.

Approval:

  
\_\_\_\_\_  
PATRICIA L. CARUSO, Director, Michigan Department of Corrections

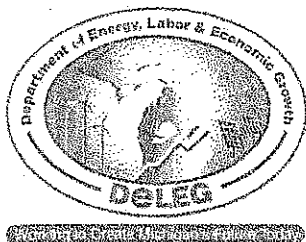
  
\_\_\_\_\_  
DENNIS M. STRAUB, Deputy Director, Correctional Facilities Administration

  
\_\_\_\_\_  
WILLIAM D. WILSON, Administrator, Office of Employment Readiness

  
\_\_\_\_\_  
JULIE L. DEROSE, Education Manager, Office of Employment Readiness

Revised June 2010

G:EFF/EDUCATIONACTIONPLAN2010-2013



Michigan Department of Energy, Labor and Economic Growth  
OFFICE OF ADULT LEARNING  
201 N. Washington, Victor Office Center, 3<sup>rd</sup> Floor, Lansing, Michigan 48909

STATE SCHOOL AID - SECTION 107 PROGRAM YEAR 2008-09  
STATE CORRECTIONAL GRANT FINAL NARRATIVE REPORT

October 1, 2008 – September 30, 2009

NOV 30 2009

MAILING INSTRUCTIONS:

- Required to submit a **signed original** of this report with all required sections to DELEG/Office of Adult Learning by close of business on **November 25, 2009**.
- Mail or hand deliver to the Michigan Department of Energy, Labor and Economic Growth, Office of Adult Learning, Victor Office Center, 3<sup>rd</sup> Floor, 201 N. Washington Square, Lansing, Michigan 48913

Legal Name of District: FULTON SCHOOLS		Recipient Code: 29-050
Address: 8060 ELY HWY		County: GRATIOT
City, State, Zip: MIDDLETON, MICHIGAN 48856		
Contact Person's Name: PHILIP GARCIA		
Mailing Address (Street): 8060 ELY HWY		
City, State, Zip: MIDDLETON, MICHIGAN 48856		
Telephone No: 989-236-5130	Fax No: 989-236-7301	E-mail Address: adaltedpg@yahoo.com

**CERTIFICATION:** The applicant certifies to the best of his/her knowledge and belief that the data in this report is true and correct.

District Superintendent's Signature (only):

*Phil Garcia*

Date

11/19/09

Typed/Printed Name of District: FULTON SCHOOLS

<p>AUTHORITY: Act 94, PA 1979 as amended.</p> <p>COMPLETION: Required. (Failure to file will result in reduction of funds.)</p>	<p>Michigan Department of Energy, Labor and Economic Growth OFFICE OF ADULT LEARNING 201 N. Washington, Victor Office Center, 3<sup>rd</sup> Floor Lansing, Michigan 48913</p> <p><b>2008-2009 ADULT EDUCATION PROGRAMS -- SECTION 107 STATE CORRECTIONAL GRANT PERFORMANCE OBJECTIVES --</b></p>	<p>Please direct questions regarding this form to the Office of Adult Learning at (517) 373-8800.</p>
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<p><b>Educational Agency (Fiscal Agency)</b></p>	<p><b>Legal Name of District</b> <b>FULTON SCHOOLS</b></p> <p><b>Address</b> <b>8060 ELY HWY</b></p>	<p><b>Recipient Code Number</b> <b>29-050</b></p> <p><b>City</b> <b>MIDDLETON</b></p>	<p><b>Telephone Number</b> <b>989-236-7300</b></p> <p><b>Zip Code</b> <b>48856</b></p>
--	--	---	--

**MAILING INSTRUCTIONS:** Return signed original by November 25, 2009, to the State address above.

- Indicate the number of participants enrolled in each program of enrollment as reported in the Michigan Adult Education Reporting System (MAERS).
- Data related to participants meeting performance objectives is required under Section 107(10)(b). Indicate the number of participants reaching the objectives during the period October 1, 2008 to September 30, 2009.
- The number of participants reported as meeting Performance Objectives for a specific program of enrollment cannot exceed the number of participants reported as enrolled and participating in the course(s) relating to the objective.

PROGRAM	NUMBER OF PARTICIPANTS ENROLLED	PERFORMANCE OBJECTIVE	MET PERFORMANCE OBJECTIVE
ABE	0	Achievement of at least one (1) <u>grade</u> level gain in reading or math as determined by a DLEG-approved pre- and post-test assessment	0
ESL	0	Achievement of basic English proficiency (Attainment of highest CASAS assessment scores as follows: Reading and Listening - 236 and above; Writing - 261 and above)	0
GED	0	Passage of one or more individual official GED tests, or	0
		Obtained GED	0
HSC	72	Passage of a course required to attain a high school diploma, or	10
		Attainment of a high school diploma	57
<i>OR: If a participant does not meet the specific performance criteria for his/her specific program of enrollment as indicated above, the participant may be counted in the "OR" category if the participant meets the performance criteria.</i>		Completion of a course and demonstration of proficiency in the academic skills to be learned in the course, as applicable. (A course is defined as a class approved by the local school board for adult education participants. Proficiency is defined as passing the course and the mastering of the skills required for the class.)	0
TOTALS	72		67

**CERTIFICATION:** I certify that the information submitted on this report is true and correct to the best of my knowledge.

District Superintendent's Signature: \_\_\_\_\_

Date 11/9/09

Typed/Printed Name of District: FULTON SCHOOLS

Office of Adult Learning Director's Name: PHILIP GARCIA

Telephone: 989-236-5130 Fax: 989-236-7301 E-Mail: adaltedpg@yahoo.com

## Part I: PROGRAM SUMMARY

### **A. Cooperative Arrangements and Program Coordination**

For the Section 107 Prison Grant, the Fulton schools coordinated services with MDOC and DELEG personnel.

A Memorandum of understanding was established for responsibilities, arrangements, commitments, and program coordination with the Michigan Department of Corrections (MDOC) and Fulton Schools in implementing the State Correctional HSC/GED Adult Education Grant which was awarded to Fulton Schools by the Department of Energy, Labor and Economic Growth (DELEG) under Section 107 (14) of the 2008-2009 State School Aid Act (Public Act 268).

Highlights of the cooperative arrangements and program coordination from the MDOC were:

- Recommend eligible participants to participate in the 107 Pilot Project
- Provide instructional space and book storage at all pilot sites in accordance with operational needs.
- Partner with Fulton Schools to recruit and recommend eligible individuals for the 107 Pilot Project.
- Review the recommendations and run LEINs on the teachers and support staff from Fulton Schools prior to program implementation.
- Provide the appropriate pre-service training that will be required for Fulton staff to enter the correctional facilities, per MDOC guidelines in order to interact and instruct the prison's student population.
- Partner with Fulton Schools in doing follow-up of students who enroll, take classes, graduate, transfer to other facilities, or are released from the system to stay in compliance with the required (MAERS) guidelines.
- Maintain copies of program participation documents.

Highlights of the cooperative arrangements and program coordination from the Fulton Schools were:

- Partner with MDOC to recruit eligible individuals to participate in the 107 Pilot Project.
- Ensure all staff complete the required pre-service training to enter the correctional facilities per MDOC guidelines in order to interact and instruct the prison's student population.
- Ensure all staff entering the correctional facilities have been LEIN cleared.

- Recommend current Fulton instructional staff as teachers and support personnel for the 107 Pilot Project.
- Be responsible for the paid instructional, supervisory, and support personnel on the payroll at the correctional facilities.
- Monitor all financial records, expenses, and revenues incurred by the MDOC Adult High Schools Completion program.
- Maintain records for each participant and their status toward graduation requirements.
- Provide duplicate record to prisoner school office if participant transfers (within 5 business days).
- Comply with all custody, security, and programming requirements of the MDOC.
- Issue to prison school office a high school transcript and diploma within 5 business days to those MDOC participants who complete graduation requirements.
- Maintain, fill out, and keep on file the Adult Learning Plan, as required by Michigan Adult Education Reporting System (MAERS) with the assistance of MDOC in securing required information on the adult learners in the program, considering at all times the requirements of all entities involved. Any variances in MAERS program reporting will be documented for compliance in the event of program monitoring.
- Maintain accurate attendance and submit at the end of the month to the prison school office.
- Enroll all adult MDOC participants on MAERS including enrollment pre- and post-testing, outcomes, and follow up.
- Partner with MDOC in doing follow up of students to stay in compliance with the required federal guidelines.
- Develop a 363A upon enrollment, quarterly and upon completion or transfer.

**B. Adult Education Program(s)**

- The Fulton Schools served eligible MDOC participants as selected by MDOC officials.
- HSC programs were implemented to serve qualified MDOC participants. Those selected were to have a 7.0 reading level to be in the program.
- TABE tests were used to assess MDOC participants. The participants were given a pre-test at the beginning of the program and a post-test at the end of the program to determine educational functioning levels. MDOC and Fulton staff conducted testing.
- MDOC participants were determined eligible by testing and by a review of their educational development plans for high school completion classes needed to earn their high school diploma.

- Teachers employed various instructional methods/styles/practices in the delivery of instruction. These techniques included, but were not limited to lecture, student participation, testing and assessments, and one-on-one instruction.
- Technology used in the program depended on the site. At the Ionia Correctional facility, MDOC personnel taught a 40 hour technology class which students were given HSC credit for completion. At the St. Louis Correctional facility, Fulton instructors used the Beacon Mavis keyboarding program and basic reading and math skills programs. At the Carson City Correctional facility, Fulton staff reviewed technology skills of each participant and the MDOC staff provided instruction.
- Carson City facility hours: Saturday and Sunday, 8:30-10:30 a.m. and 2:00-4:00 p.m.  
St. Louis facility hours: Monday through Friday, 12:15-3:30 p.m.  
Ionia facility hours: Tuesday and Wednesday, 5:45-8:45 p.m. and Saturday from 9:00-3:45 p.m.
- Participants with special needs were served with one-on-one tutoring provided by the Fulton program, and identified Special Ed. Participants were provided extra services by MDOC staff. Students with eye problems had large print materials provided for instruction.

#### **F. Measurable Program and Participant Outcome Goals**

- The main goal for the Section 107 Prison Grant HSC programs was for participants to earn their high school diploma. 57 of the 72 (70.16%) earned their diplomas throughout the duration of the program.
- To measure participant learning and outcome goals, students were assessed with TABE. An EDP was developed for each student which indicated the courses participants needed to complete their diploma requirements. As each participant completed the program, their EDP's were updated, ALP's were completed, and all required elements for MAERS (Michigan Adult Education Reporting System) documented. All student information was then input on MAERS.
- To track and monitor progress and attainment of Section 107 and USDOE performance criteria, MDOC staff and Fulton staff coordinated efforts and shared information. The Fulton teachers kept attendance, individual student files (which included assessments, HS credits and transcripts, evidence of on-going evaluation, and course placements), taught classes needed by the participants, assessed course attainment, reported completed courses by report card in order to update the EDP, and diplomas were issued for those who completed the program. ALP's were used to input information on MAERS.

#### **G. Adult Learning Plan**

- A locally designed ALP was used to enroll students on MAERS. During the course of the program the official State of Michigan ALP was completely filled out and a copy of the ALP was then given to the MAERS coordinator in order to input all information on MAERS. Follow-up on Section 107 Prison Grant participants was limited to the attainment of their high school diploma or documentation if the participant left the program for any reason. The local EDP is used to fill out the ALP.

#### **H. Staffing and Professional Development**

- Fulton instructors, tutors and administrative staff completed 80 hours of MDOC training in order to implement the program.
- Local pre-service was conducted on testing, CRT, instructional development, EDP's, ALP's, and MAERS in addition to the MDOC training.
- No community college assessment was conducted on the effectiveness of instructional staff.
- Because of the short duration of the Section 107 prison grant, professional development opportunities were limited. All concerns or needs of the staff were addressed in staff meetings or by individual meetings with MDOC or Fulton administrative staff in order to support program goals.
- The majority of professional development needs were handled by specific MDOC administrators in working with this unique population. MDOC staff and personnel were cooperative in making this program a success for the participants as well as the MDOC and Fulton staffs.

#### **I. Tuition/Fees**

- No tuition or fees were charged.

#### **J. Recruitment, Retention and Follow-Up**

- Section 107 participants were recommended by MDOC staff.
- Section 107 participants were compensated for their successful participation in the program. The vast majority of participants indicated that they were pleased to be given the opportunity to earn their high school diploma as part of this project.
- All participants have required MAERS follow-up input on their individual records. Due to the special nature of these participants, only two follow up categories were used. They were: high school diploma attainment, and, if a participant did not complete the program, the section on dropped students was used.

#### **K. Reporting**

- Teachers used EDP's to determine which courses participants needed in order to attain their HSD. Teachers then filled out ALP's which were given to the MAERS coordinator to ensure accurate entry on MAERS.
- On site, teachers and teacher assistants collected data needed for MAERS and the MAERS coordinator input and cross checked all data for Section 107 Prison Grant HSC participants. Lists and data bases were in continual use between staff to ensure all participants were correctly documented on MAERS.

### **PART 2: ANALYSIS OF PERFORMANCE AGAINST USDOE NEGOTIATED LEVELS OF PERFORMANCE.**

#### **A. Significant findings**

- As this was a uniquely designed grant for a very unique population (incarcerated males with seventh grade or above reading levels), EFL gains were minimal due to the short duration of the program.
- The participant outcome goal attainment was excellent. 67 of the 72 (93.05%) enrolled participants earned credits towards their high school diploma. 57 of the 67 (70.16%) participants earned their high school diploma which exceeds the state goal of 54%.

#### **B. Program needs identified for improvement**

- The intensity and special requirements of this grant (which is not renewable) has already sparked many changes towards improvement of the overall Fulton Adult Education program. The program administrator supports all changes for program improvement.
- Those changes include, but are not limited to:
  - i. Better and more complete staff training in all areas.
  - ii. Better understanding of ALP requirements.
  - iii. Better understanding of MAERS requirements.
  - iv. The importance of coordination with outside agency partners.

#### **C. Significant finding on program's success**

- The Fulton Adult Education Program is very pleased with the overall success of the administration of the Section 107 Prison Grant. Considering the short duration of the program, the extra staff needed to implement the program and the specific MDOC and DELEG training required to work with the identified prison participants, the results were outstanding. The FAE program would not hesitate to review all aspects and re-apply for this, or a similar grant, if it were to be offered in the future.



**D. Improved Data**

- This agency is conducting more staff trainings to improve data accuracy, completeness and validity. Staff are in contact with one another daily via telephone, email, and fax regarding any questions or concerns about data. Staff are also attending DELEG, MAERS, and MEGS trainings as offered, to improve all aspects of data collection and transmittal.

Michigan Department of Energy, Labor and Economic Growth  
2008-2009 STATE CORRECTIONAL GRANT TOTAL ADULT EDUCATION BUDGET

[ ] ORIGINAL [ X ] AMENDMENT Amount of Change: \$12,431.00

INSTRUCTIONS: The final expenditures must reflect the TOTAL Adult Education expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.

LEGAL NAME OF APPLICANT: FULTON SCHOOLS				RECIPIENT CODE: 29-050				
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES
132	Secondary learning exp. 7th grade abilities & above instruction 4.5 teachers total hrs=1845.5 3 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00					\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=							\$0.00
	1233.3 4 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00					\$22,982.00
132	Adult Education text books, teaching supplies, & materials for educational instruction & diploma purchase				\$6,135.00			\$6,135.00
132	Mileage from St Louis to Carson City to Ionia Prison Sites for instructional & administrative personnel						\$6,840.00	\$6,840.00
212	Guidance & counseling educational transcripts, EDP development for diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00					\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator & monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00					\$21,262.00
229	Other instructional support staff services MAERS coordinator & monitoring sites/entry 890.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00					\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @ \$18.00 per hour	\$2,900.00	\$700.00					\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour		\$400.00					\$400.00
TOTAL ADULT EDUCATION BUDGET:		\$94,912.00	\$22,182.00	\$0.00	\$6,135.00	\$0.00	\$6,840.00	\$130,069.00
FY2008-2009 Section 107 Funds								
Tuition/Fees Revenues Charged to Adult Education Participants								
College's Share of Budget (Other funds not identified above)								

Michigan Department of Energy, Labor and Economic Growth  
Adult Learning - State Section 107 Program  
2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL EXPENDITURES FOR SECTION 107 FUNDS ONLY

[ ] ORIGINAL [ X ] AMENDMENT Amount of Change: \$ 12,431.00

INSTRUCTIONS: The final expenditures must ONLY reflect the Adult Education State Section 107 expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.						
LEGAL NAME OF APPLICANT: FULTON SCHOOLS						
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	RECIPIENT CODE: 29-050
					CAPITAL OUTLAY	OTHER EXPENSES
						TOTAL EXPENSES
132	Secondary learning exp. 7th grade abilities & above instruction 4.5					\$0.00
	teachers total hrs=1845.53 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00			\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=					\$0.00
	1233.34 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00			\$22,982.00
132	Adult Education text books, teaching supplies & materials for					\$0.00
	educational instruction & diploma purchase				\$6,135.00	\$6,135.00
132	Mileage from St. Louis to Carson City to Ionia Prison Sites for					\$0.00
	instructional & administrative personnel					\$0.00
212	Guidance & counseling educational transcripts, EDP development for					\$6,840.00
	diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00			\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator					\$0.00
	& monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00			\$21,262.00
229	Other instructional support staff services MAERS coordinator &					\$0.00
	monitoring sites/entry 390.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00			\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @					\$0.00
	\$18.00 per hour	\$2,900.00	\$700.00			\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour					\$0.00
		\$1,700.00	\$400.00			\$2,100.00
TOTALS		\$94,912.00	\$22,182.00	\$0.00	\$6,135.00	\$130,069.00

## 2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL TUITION/FEE EXPENDITURES ONLY

**INSTRUCTIONS:** The final expenditures must ONLY reflect the TUITION/FEES expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.

[illegible]

2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL OTHER LOCAL EXPENDITURES ONLY

LEGAL NAME OF APPLICANT: FULTON SCHOOLS

[illegible]