

**REPORT TO THE LEGISLATURE**

Pursuant to PA 245 of 2008

Section 907

Academic/Vocational Report

January 2009

## 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 in education and employment. It takes significant effort and an investment of time to bring these people to a functional academic level or to create an interest in education. Job or vocational training is almost impossible to provide for those functioning below basic literacy level.

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 a key 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

In Michigan, the number of prison inmates has tripled in the last 25 years. Many of these prisoners arrive without a high school diploma or GED. According to research compiled by Michigan Department of Labor and Economic Growth:

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

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

During the 2006-07 fiscal year, approximately 2,206 prisoners 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 51,000 prisoners incarcerated in Michigan. (does not include those housed in jails) At any given time, approximately 11,000 prisoners are enrolled in academic career and technical education and pre-release programming. This results in a reduction in idleness of 22%.

\*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 and 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.

### **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. MDOC education programs provide opportunity for community success. When combined with other critical support services.

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 prepared this year 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.

## **YOUTHFUL OFFENDER PROGRAM (YOP) (FEDERAL GRANT)**

This is a federally-funded program for prisoners under the age of 26 who will be returning to their communities within five years. It is facilitated through partnerships with accredited post-secondary schools and other agencies. The course work primarily focuses on employment skills

and related issues. Prisoners are also remediated and 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.

### **PROGRESS PLOTTERS**

- ◆Academic
- ◆Auto Body Repair
- ◆Auto Mechanics
- ◆Building Trades
- ◆Business Education Technology
- ◆Custodial Maintenance Technology
- ◆Electronics
- ◆Pre Release
- ◆Food Service/Hospitality Management
- ◆Horticulture
- ◆Machine Tool
- ◆Optical Dispensing Technology
- ◆Visual Graphic Technology
- ◆Welding
- ◆Intro to Computers

**Michigan Department of Corrections**

Education Action Plan: 1995  
Revised, Phase II: 2000

**Education Action Plan – Phase III**



2004 – 2007

Revised by the MDOC Education Steering Committee

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## INTRODUCTION

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

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

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

### **MISSION STATEMENT**

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

### **EDUCATION PROGRAMS**

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

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

- Specialized grant-funded programs

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

### **Education Assessment and Guidance**

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

The following educational needs provide guidelines for prison placement:

- Academic (GED/HS Diploma) – Eligible prisoners will be sent to a prison offering academic programming.
- Special Education – Eligible prisoners must be sent to a designated Special Education center. Special education programming for eligible prisoners is required by law. Appropriate prison placement is mandatory.
- English as a second language (ESL) – Eligible prisoners will be sent to a designated ESL center.
- Career and Technical – to the extent possible, prisoners will be sent to a facility offering the vocational program(s) identified through his/her vocational assessment (CareerScope) and a review of the prisoner's prior training and/or employment.
- Transition – All facilities offer this programming and all prisoners will have an opportunity to participate at the appropriate time in their sentence.

### **Academic**

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

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

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

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

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

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

### **Special Education**

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

### **Vocational Counseling**

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

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

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

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

It is the expectation that all CTE programs will:

- afford eligible students the opportunity to acquire and develop necessary job skills and aptitudes for meaningful, long-term employment
- offer state or national certification upon completion
- have economical start up and operational costs
- require less than a year to complete
- involve community/industry input and influence

### **Technical Programming**

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

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

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

earliest release date is within the year will be eligible for general workplace skills training placement, including computer literacy training.

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

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

### **Transition Skills**

Transition programming provides prisoners an opportunity to participate in workplace employment, life skills, and other appropriate community reentry programming. Vocational assessment may be conducted as part of this programming. Completion/mastery of all skills listed on the plotter for Transitional Skills meets the criterion of the pre-release program requirement and the Michigan prisoner reentry initiative goals. Transitional programming begins during the intake process and progresses through release to assist the prisoner in working toward completion of his/her individual educational goal(s) and preparing for success in the community. Community and facility resources will be used whenever feasible. The transition program will provide opportunities for the prisoner to develop and apply skills in both educational and employment situations. Prisoners will receive basic computer literacy training as a component of pre-release. Each prisoner will be provided with the opportunity to participate in transition programming and develop a portfolio within one year of scheduled community reentry.

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

### **Supplemental Programming**

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

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

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

**SUMMARY**

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

Approval:

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

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

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Robert Christensen, School Principal MTU  
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Michele Robinson, School Principal SRF  
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Jeff Reynolds, School Principal DRF

Revised 03/09/05

G:EFF/EDUCATIONACTIONPLAN/EDUCATIONACTIONPLANPHASEIII030905

# Michigan Department of Corrections/CFA/Education Section

## EDUCATION STAFFING GUIDE - MPRI Education Program Section 907(a) Attachment 1

Facility		Principal		Secretary		Teachers						Psychologist & CPC		
		Current Principal	Vacant	Filled	Vacant	Special Ed.		Academic		CTE		CTE Programs (See Key)	Filed	Vacant
						Filled	Vacant	Filled	Vacant	Filled	Vacant			
<b>REGION I</b>														
Alger	0	Barsch	0		0	0	0	1	0	0	0			
Marquette	2			1	0	0	0	5	0	1	0	CO		
C/ Cusino	0				0	0	0	2	0	0	0			
Newberry	2	Belles	0	1	0	0	0	9	0	1	0	CM		
Straits	1	Besteman	0	1	0	0	0	4	0	0	0			
Chippewa	2			1	0	0	0	4	0	4	0	BT, FT, CM, CO		
Baraga	0	Corcoran	0	0	0	0	0	3	0	0	0			
Ojibway	2			1	0	0	0	6	0	1	0	CM		
Pugsley	2	Reynolds	0	1	0	0	0	1	0	3	0	CO, (2) BT		
C/ Lehman	0			0.5	0	0	0	2	0	0	0			
Saginaw	2	Patton	0	1	0	0	0	4	0	3	0	HO, CM, FT		
Standish	1.5			0.5	0	1	0	1	0	0	0			
Hiawatha	2	Acting Evans	1	1	0	0	0	3	0	2	0	CO, CM		
Kinross	1			1	0	0	0	3	0	6	0	CM, AB, WE, HO, BT, CO		
Oaks	1	Barnett	0	1	0	0	0	3	0	0	0			
<b>REGION II</b>														
Muskegon	2	Barnett	0	1	0	1	0	3	0	4	0	HO, FT, CM, AM	1 (Psych Base)	
Handlon	1	Gornick	0	2	0	2	0	7	0	8	0	AM, CM, (2) BT, HO, WE, MT, CO	1 (Psych Base)	
Bellamy Creek*	2	Costello	0	1	0	2	0	7	0	1	0	CM		
IBC DORM	3			0	0	0	0	2	0	1	0	HO		
Ionia Max.	1			1	0	0	0	1	0	0	0			
Crane	0.5	Hoag	0	0.5	0	0	0	4	0	3	0	HO, FT, CO		
Lakeland*	2			1	0	0	0	3	0	2	0	FT, HO		
C/ Branch	0.5			0.5	0	0	0	2	0	1	0	CO		
Mid Michigan*	2	Acting Willsey	1	1	0	0	0	3	0	4	0	EL, HO, CM, BT		
St. Louis	1			1	0	0	0	3	0	1	0	CM		
Pine River	1			1	0	0	0	3	0	2	0	CO, HO		
Brooks*	2	Peak	0	1	0	0	0	4	0	2	0	EL, FT		
W. Shoreline	1			1	0	0	0	2	0	1	0	CO		
Boyer	1	Acting Schrauben	1	1	0	0	0	3	0	3	0	BT, HO, CO		
Carson City*	2			1	0		0	4	0	1	0	FT		
Deerfield	1	Schrauben (cd)	0	1	0	1	0	3	0	5	0	(2) BT, HO, CM, OT		
MR*	6.5			1	0	1	0	2	0	0	0			
<b>REGION III</b>														
Ryan*	2	Banks	0	1	0	0	0	3	0	2	0	FT, CR		
Mound	1			1	0	0	0	4	0	3	0	BT, CM, HO		
Thumb*	2	Featherstone	0	1	0	3	0	4	0	5	0	(2) BT, FT, HO, CM	1 (Psych Base)	
HV Mens	0.5	Dick	0	0.5	0	1	0	0	0	1	0	CM		
HV Womens*	2			1	0	1	0	2	0	4	0	HO, BT, AM, CO	1 (CPC 600/601 submitted)	
C/ Valley	0.5			0.5	0	0	0	1	0	0	0			
C/ Whitelake	0.5	Davidson	0	0.5	0	0	0	1	0	0	0			
Scott*	1.5			0.5	0	1	0	3	0	3	0	FT, CO, CM		
Egeler*	2	Meyers	0	1	0	1	0	5	0	1	0	HO		
Macomb*	2	Gay	0	1	0	0	0	4	0	3	0	FT, HO, CO		
Parnall*	1	McKenzie	0	0	1	0	0	5	0	3	0	(2) HO, AM		
Cotton	1			1	0	1	0	5	0	2	0	BT, FT	1 (Psych Base approved 600/601)	
Cooper Street* (SA)	2	Crenshaw	0	1	0	0	0	5	0	1	0	CM		
	0			0	0	0	0	0	0	0	0			
Parr	1	Murphy	0	1	0	0	0	3	0	1	0	EL		
Gus Harrison*	2			1	0	0	0	2	0	3	0	OT, HO, FT		
<b>TOTALS</b>		<b>22</b>	<b>3</b>	<b>39</b>	<b>1</b>	<b>16</b>	<b>0</b>	<b>154</b>	<b>0</b>	<b>92</b>	<b>0</b>		<b>3</b>	<b>2</b>

**Legislative FTE's Approved**    332.5  
**Current FTEs**                        326.0  
**Current Vacancies**                 6





MICHIGAN DEPARTMENT OF CORRECTIONS  
 MPRI EDUCATION PROGRAM  
 MONTHLY STAFFING REPORT  
 Pay Period ended 1/24/09

**Southwestern Region**

FACILITY	Bellamy Creek	Brooks	West Shoreline	Carson City	Boyer Road	Handlon	Ionia Maximum	Lakeland	Crane	Camp Branch	Michigan Reformatory	Deerfield	Muskegon	Pine River	St. Louis	Mid-Michigan	SW Region Totals	Department Totals	Appropriated FTEs	Vacancies
<b>Total FTEs</b>	<b>15.0</b>	<b>6.0</b>	<b>6.0</b>	<b>7.0</b>	<b>5.0</b>	<b>21.0</b>	<b>2.0</b>	<b>7.0</b>	<b>11.0</b>	<b>0.0</b>	<b>6.0</b>	<b>10.0</b>	<b>11.0</b>	<b>6.0</b>	<b>5.0</b>	<b>8.0</b>	<b>126.0</b>	<b>320.0</b>	<b>332.5</b>	<b>12.5</b>
Principal	1.0	1.0				1.0		1.0			1.0		1.0				6.0	21.0		
Secretary	1.0	1.0	1.0	2.0		2.0	1.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0	1.0	16.0	37.0		
School Psychologist						1.0							1.0				2.0	3.0		
Other																	0.0	1.0		
Special Education	2.0					2.0					1.0	1.0	1.0				7.0	17.0		
Academic Teachers	9.0	1.0	5.0	4.0	3.0	7.0	1.0	3.0	6.0		3.0	3.0	3.0	3.0	3.0	3.0	57.0	152.0		
Auto Body																	0.0	1.0		
Auto Mechanics						1.0											1.0	3.0		
Business Services & Tech									1.0					1.0			2.0	9.0		
Career Development																	0.0	2.0		
Computer Refurbishing																	0.0	1.0		
Construction					1.0	5.0						2.0				1.0	9.0	18.0		
Custodial Maintenance	1.0					1.0						1.0	2.0		1.0	1.0	7.0	18.5		
Electronics																1.0	1.0	2.0		
Food Svc & Hospitality Mgt		3.0		1.0				1.0	1.0				1.0				7.0	13.0		
Horticulture	1.0				1.0			1.0	1.0			1.0	1.0	1.0		1.0	8.0	15.5		
Optical												1.0					1.0	2.0		
Re-Entry																	0.0	1.0		
Visual Imaging Tech									1.0								1.0	1.0		
Welding						1.0											1.0	2.0		
Career & Tech. Prep																	0.0	0.0		
																	0.0	0.0		

**REPORT TO THE LEGISLATURE**  
**Pursuant to P.A. 245 of 2008**  
**Section 909**  
**GED Certification Rates and Improvement Plan**

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. While public schools measure success by student advancement of one grade level per year, prisoner students are regularly advanced by two or more grade levels in one year. The teachers of MDOC meet the challenges this population presents and helps prepare prisoners for return to their communities.

MDOC educators instruct a unique and challenging population. For these prisoner students, the following barriers have been identified:

- Low grade level test scores
- 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, transfers and other administrative priorities impact the continuity of the education delivery process
- Short prison sentences present challenges to the education system to advance prisoners through GED program

## 2008-09 Program Improvement Plan to Overcome Challenges and Increase GED Success

### ADMINISTRATION Program Oversight

Year	Improvement Plan	Status
2005-06	Monitor and review programs for consistency through school audits.	All schools were audited, received reports and developed plans to correct deficiencies.
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
<b>2008-09</b>	<b>Revise audit factors and continue audit cycle.</b>	<b>In Progress</b>
2005-06	Maintain curriculum committees to review/recommend program improvements.	<b>Completed</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
<b>2008-09</b>	<b>Complete annual review of committee membership and monitor continuous improvement.</b>	<b>Ongoing</b>
2005-06	Focus teaching resources on effective GED preparation.	Grant funding used to standardize and expand materials.
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
<b>2008-09</b>	<b>Pilot use of additional resources to address academic deficiencies.</b>	<b>Academic Advisory Committee will monitor the pilots.</b>
2005-06	Ensure program standardization to provide minimal disruption when prisoners are transferred.	<b>Completed</b>
2006-07	Monitor through the audit process.	Ongoing
2007-08	Monitor through the audit process.	Ongoing
<b>2008-09</b>	<b>Monitor through the audit process and advisory committees.</b>	<b>Ongoing</b>
2005-06	Develop a "Fast Track" GED process where prisoners identified as high functioning are GED tested without delay.	<b>Completed</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
<b>2008-09</b>	<b>Continue GED testing at RGC and monitor results.</b>	<b>Ongoing</b>
2005-06	Establish tester positions by geographic locations to increase efficiency of testing operations.	Initial positions filled / Ongoing as needed.
2006-07	N/A	Ongoing positions filled as needed.
2007-08	N/A	Ongoing positions filled as needed.
<b>2008-09</b>	<b>N/A</b>	<b>Ongoing positions filled as needed.</b>
2007-08	Establish MSI/Education Workgroups.	Committees established.
<b>2008-09</b>	<b>Devise and implement collaborations between MSI and Education.</b>	<b>Ongoing</b>

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
<b>2008-09</b>	<b>MDOC Education now provides oversight to the education status of SAI (boot camp); and is providing additional programming and support.</b>	<b>Ongoing</b>
2005-06	Maintain liaison with GED and state Adult Education offices (DLEG).	Collaboration included cross training and participation in numerous DLEG (Adult Education) statewide task forces. (Ongoing).
2006-07	Maintain active participation in DLEG task forces that impact the MDOC education system.	Ongoing
2007-08	Continue participation in the task forces and curriculum partnership.	Ongoing
<b>2008-09</b>	<b>Continue participation in the task forces and curriculum partnership, implement DLEG Workers in the 21st Century curriculum, represent MDOC on DLEG committees, attend Special Education Advisory Committee meetings, coordinate with state and National GED administrators.</b>	<b>Ongoing</b>
2005-06	Establish a goal for increased GED completions, based on school enrollment and staffing.	<b>Completed</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.
<b>2008-09</b>	<b>Maintain GED pass rates at 30% based on enrollment and staffing.</b>	<b>Monitor through the school audit process.</b>
2005-06	Establish a goal of 70 percent overall GED passing rate to optimize testing economics and opportunities.*	Ongoing
2006-07	Maintain goal of 70%.	Ongoing
2007-08	Maintain goal of 70%.	Ongoing
<b>2008-09</b>	<b>Maintain goal of 70%.</b>	<b>Ongoing</b>
2005-06	Prioritize work of the School Psychologists: first, special education evaluations; and second, GED testing accommodations to improve GED passing rates.	<b>Completed</b>
2006-07	N/A	N/A
2007-08	N/A	N/A
<b>2008-09</b>	<b>N/A</b>	<b>N/A</b>
2005-06	Recommend a plan to transfer prisoners at facilities whose schools have enrollment space, thus minimizing wait lists.	<b>Completed</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
<b>2008-09</b>	<b>Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.</b>	<b>Ongoing</b>
2005-06	Support the Michigan Prisoner Re-entry Initiative in all plans and provide resources to best ensure those entering the community through participation in the initiative have their GED.	Ongoing
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
<b>2008-09</b>	<b>Continue to extend invitations to education meetings.</b>	<b>MPRI representatives are encouraged to attend so that information and planning can be shared.</b>

\* This allows more prisoners to take the GED and increase the probability of more passing the test. An extremely high (i.e. 100% passing rate) could mean the GED was only administered to prisoners guaranteed to pass - creating a 100% passing rate.

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
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.
<b>2008-09</b>	<b>Reorganization plan submitted.</b>	<b>Pending approval for reorganization plan.</b>
<b>2008-09</b>	<b>In conjunction with DLEG, conduct a feasibility study to assess the viability of implementation of the high school diploma/GED funding to local school districts.</b>	<b>Waiting for DLEG 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
<b>2008-09</b>	<b>Revisions submitted</b>	<b>Awaiting 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.
<b>2008-09</b>	<b>Previously submitted</b>	<b>Pending administrative action</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.
<b>2008-09</b>	<b>Review materials to assist teachers.</b>	<b>Education Steering Committee plan for training.</b>
2006-07	Establish enrollment priorities.	In Progress
2007-08	Establish enrollment priorities.	<b>Completed</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.	
2007-08	Develop a reorganization plan for school principals.	Included in the education reorganizational plan and submitted for consideration.
<b>2008-09</b>	<b>Submitted the reorganization plan.</b>	<b>Awaiting approval</b>

## DATA COLLECTION AND REPORTING

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
2005-06	Improve data input and output collection.	<b>Completed</b> - Offender Education Tracking System (OETS) implemented statewide.
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.
<b>2008-09</b>	<b>Researching private contractor to provide and maintain technological services for Lansing review.</b>	<b>Obtaining approval from DIT to implement technological services contract.</b>

## DATA COLLECTION AND REPORTING - Continued

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
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
<b>2008-09</b>	<b>Enhancements prepared to better collect data. Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.</b>	<b>OETS enhancements submitted to DIT - Ongoing</b>
2007-08	Initiate MSI/Education OETS Workgroups to collect and record MSI data.	<b>Complete</b>
<b>2008-09</b>	<b>Create OETS modules and tabs to record MSI data.</b>	<b>Assign to MSI/Education OETS Workgroup.</b>
2005-06	Optimize the ability to establish and measure outcomes.	<b>Completed</b> - Ongoing Test of Adult Basic Education (TABE) 9 & 10 / OETS implemented.
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.
<b>2008-09</b>	<b>Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.</b>	<b>Finalization of manual and workshop awaiting DIT approval of enhancements.</b>
2005-06	Monitor and review programs for consistency through mandated data entry reporting.	Random reports of selected data pulled quarterly.
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.
<b>2008-09</b>	<b>Identified and addressed errors in data collection and transfer.</b>	<b>OETS DIT representative is working to resolve the issues.</b>
2005-06	Complete annual prisoner educational surveys, in compliance with Department of Labor and Economic Growth (DLEG) adult education program recommendations.	Survey developed and system implemented.
2006-07	N/A	Ongoing
2007-08	Complete annual prisoner educational surveys, in compliance with Department of Labor and Economic Growth (DLEG) adult education program recommendations. Also, developed workgroup with DIT/DLEG and MDOC to collaborate on data transfer process.	Ongoing
<b>2008-09</b>	<b>Complete annual prisoner educational surveys, in compliance with DLEG adult education program recommendations.</b>	<b>Ongoing</b>
2005-06	Compile data on prisoner annual education program surveys to identify potential areas for review.	<b>Completed</b> - Ongoing
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
<b>2008-09</b>	<b>Present the compiled data from the prisoner annual education program surveys to the Education Steering Committee for recommended action.</b>	<b>Ongoing</b>

**CURRICULUM**  
**Program Improvement through Curriculum Design**

<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
2005-06	Develop a standard, individualized, and performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.	Math plotter was developed.
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
<b>2008-09</b>	<b>All progress plotters were reviewed, and are continuously monitored for alignment with curriculum.</b>	<b>Ongoing</b>
2005-06	Identify additional math/writing materials and strategies for increasing competencies, leading to a greater percentage of successful GED subtest completion.	Purchased ESL and Writing materials. Identified software that will enhance these skills. "Strategies" training provided to teachers through Professional Development.
2006-07	Continue action on 05-06 plan.	
2007-08	Continue action on 05-06 plan.	
<b>2008-09</b>	<b>Piloting KeyTrain, America's Choice, and My Reading Coach</b>	<b>Ongoing</b>
2005-06	Implement curriculum improvement as resources allow.	Ongoing
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.
<b>2008-09</b>	<b>Best practices were presented at the academic in-service workshop. Best practices collected in the audit process.</b>	<b>Ongoing</b>
2007-08	Review current CTE curriculum to assure cost-effectiveness and relevance.	Ongoing for RETTE committee.
<b>2008-09</b>	<b>Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.</b>	<b>Ongoing for RETTE committee.</b>
2007-08	Modify and improve BET/VGT program.	Under development by RETTE committee.
<b>2008-09</b>	<b>Alternative curriculum adopted to reflect needs.</b>	<b>Ongoing</b>
2007-08	Develop operating procedure and method for reporting newly-developed levels of CTE completion.	Assign to RETTE committee.
<b>2008-09</b>	<b>All CTE program tiers developed.</b>	<b>Ongoing</b>
2007-08	Review and update Special Education forms.	Under development by Spec Ed committee.
<b>2008-09</b>	<b>Forms were updated.</b>	<b>Submitted for electronic forms design.</b>
2007-08	Review/update mandated plans of action for Special Ed students.	Under development by Spec Ed committee.
<b>2008-09</b>	<b>Under consideration by previous Special Education Consultant; to be reviewed by newly-hired consultant.</b>	<b>Ongoing</b>
2007-08	Develop computer operations program.	Under development by RETTE committee.
<b>2008-09</b>	<b>Digital Literacy program and plotter designed.</b>	<b>Pending DIT install software.</b>
2007-08	Determine challenges for pre-release delivery to MSI prisoner, plan implementation.	Assign to MSI/Education Workgroup - <b>Complete.</b>
<b>2008-09</b>	<b>Implement pre-release delivery plan and train staff as needed.</b>	<b>Assign to MSI/Education Workgroup.</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.
<b>2008-09</b>	<b>Module completed.</b>	<b>Presented at the academic in-service workshop.</b>
2005-06	Mandate schools to give the full battery of GED tests to prisoners testing for the first time.	<b>Completed</b>
2006-07	Monitor compliance.	Ongoing
<b>2008-09</b>	<b>Monitor compliance.</b>	<b>Ongoing</b>
2007-08	Review GED test pass/fail rate for cost-effectiveness and study alternatives to increase success	Under review
<b>2008-09</b>	<b>Use OETS data to review GED pass/fail rates for cost effectiveness.</b>	<b>To be assigned to appropriate OETS Workgroup.</b>
2005-06	Increase frequency of testing to ensure that schools test on a regular schedule, which would increase frequency of testing and positively impacts results.	<b>Completed</b>
2006-07	Monitor compliance.	Ongoing
2007-08	Monitor compliance.	Ongoing
<b>2008-09</b>	<b>Monitor compliance.</b>	<b>Ongoing</b>
2005-06	Develop a statewide, standardized testing (Test of Adult Basic Education, TABE) schedule to improve the capture and quality of achievement data in the state in order to compare with other Adult Education Programs.	<b>Completed</b>
2006-07	Evaluate the effectiveness of the new process.	Assign task to appropriate Curriculum Committee.
2007-08	Evaluate the effectiveness of the new process.	Compile data
<b>2008-09</b>	<b>Review statewide, standardized testing (Test of Adult Basic Education, TABE); revise scheduling in response to finding on DLEG's federal audit.</b>	<b>Assign to Academic Committee.</b>
2005-06	Ensure the statewide GED operating procedures provide guidelines to optimize testing.	<b>Completed</b>
2006-07	Develop guidelines for the timely and appropriate application of testing accommodations to help improve passing rates.	
2007-08	Update the statewide GED operating procedure.	Assign task to appropriate Curriculum Committee.
<b>2008-09</b>	<b>Review accommodation procedures in response to GED Testing Service revised guidelines.</b>	<b>Assign to Academic Committee.</b>
2007-08	Increase GED testing at prison reception centers.	<b>Complete</b>
<b>2008-09</b>	<b>Complete GED half testing and GED testing on eligible prisoners at RGC.</b>	<b>Ongoing</b>
2007-08	Establish Workgroups to review evaluations and assignments at MSI.	Assign MSI/Education Workgroups - Complete
<b>2008-09</b>	<b>Review work evaluation reports and assessments; devise staff training.</b>	<b>Assign to MSI/Education</b>
2007-08	Piloted WorkKeys at MSI Laundry Sites.	<b>Complete</b>
<b>2008-09</b>	<b>Review WorkKeys pilot, determine feasibility of further testing.</b>	<b>Assign to MSI/Education</b>

## PROFESSIONAL DEVELOPMENT

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

Year	Improvement Plan	Status
2005-06	Disseminate information on current trends and mandates.	<b>Completed</b>
2006-07	Disseminate information on current trends and mandates.	Ongoing
2007-08	Disseminate information on current trends and mandates.	Ongoing
<b>2008-09</b>	<b>Disseminate information on current trends and mandates.</b>	<b>Ongoing</b>

## PROFESSIONAL DEVELOPMENT - Continued

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

Year	Improvement Plan	Status
2005-06 2006-07 2007-08	Provide training to those responsible for data entry. Provide update training annually or as need is identified. Provide update training annually or as need is identified.	<b>Completed</b> - Initial OETS training  On hold, awaiting DIT enhancement implementation.
<b>2008-09</b>	<b>Develop In-service training.</b>	<b>On hold, awaiting DIT enhancement implementation.</b>
2005-06 2006-07 2007-08	Provide additional training and materials for English as a Second Language (ESL) teachers. Provide update training annually or as need is identified. Provide update training annually or as need is identified.	<b>Completed</b>  Ongoing Ongoing
<b>2008-09</b>	<b>Conduct In-service.</b>	<b>Assigned to the Academic Advisory Committee</b>
2005-06 2006-07 2007-08	Provide professional development to further improve teaching techniques, best practices, and instructional strategies. Provide update training annually or as need is identified. Provide update training annually or as need is identified.	<b>Completed</b>  Assign task to appropriate Curriculum Committee.
<b>2008-09</b>	<b>Provide update training annually or as need is identified.</b>	<b>Ongoing</b>
2005-06 2006-07 2007-08	Provide teachers with enhanced training in the writing of clear, measurable, and effective education objectives. Provide update training annually or as need is identified. Develop a compilation of representative or sample of clear, measurable, and effective education goals and objectives.	<b>Completed</b>  Ongoing Assign task to appropriate Curriculum Committees.
<b>2008-09</b>	<b>Provide resources for the writing of clear, measurable and effective education goals and objectives.</b>	<b>Assign to Education Steering Committee.</b>
2006-07 2007-08	Distribute appropriately updated Teacher, Secretary, and School Principal Manuals. Review and update Teacher, Secretary, and School Principal Manuals.	Assign task to appropriate subcommittees.
<b>2008-09</b>	<b>Teacher and Principal Manuals have been revised. Secretary's Manual is under revision.</b>	<b>Teacher and Principal Manuals have been submitted for review and distribution. Secretary's Manual distribution is awaiting DIT OETS enhancement release.</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
<b>2008-09</b>	<b>Additional math training to be reviewed.</b>	<b>Assign to Academic Advisory Committee.</b>
2006-07 2007-08	Training of special education and regular academic teachers regarding special education requirements and resources to help increase GED completions of special education eligible students. Teachers attended selected trainings.	To be determined.  <b>Complete</b>

**MICHIGAN DEPARTMENT OF CORRECTIONS  
EDUCATION AUDIT FACTORS**

<b>SCHOOL</b>	_____	<b>CURRENT STAFFING</b> FTE'S	SP. ED TEACHER	_____
<b>WARDEN</b>	_____	CTE INSTRUCTOR	TEST ADMINISTRATOR	_____
<b>SCHOOL SUPERVISOR/TITLE</b>	_____	PRINCIPAL	TITLE I AIDE	_____
<b>PRINCIPAL</b>	_____	SCHOOL PSYCH	EMPLOYMENT COUNSELOR	_____
<b>AUDIT DATE</b>	_____	SECRETARY	CONTRACTUAL SUBSTITUTE TEACHER	_____
<b>DATE OF LAST AUDIT</b>	_____	TEACHER	OTHER	_____

**AUDIT TEAM:**

Compliance			Audit Factors
Yes	No	N/A	
<b>GED TESTING</b>			
			<b>1A)</b> The GED Examiner/Alternate Examiner ensures the following are readily available: <ul style="list-style-type: none"> <li>• GED Examiner's Manual</li> <li>• GED Emergency Plan and materials listed (i.e. first aid kit, universal precautions kit, flashlight, plastic bag, tissues)</li> <li>• Briefcase/lockable file for transport</li> </ul>
			<b>1B)</b> Initial testing administered as a full battery (all five topics) unless approved accommodation states otherwise.
			<b>1C)</b> GED Chief Examiner administers the full battery GED test at least once per year in accordance with the GED Examiner's Manual.
			<b>1D)</b> School can provide evidence that FastTrack GED testing is occurring.
			<b>1E)</b> Accommodation approvals/denials are stapled to the inside left cover of the prisoner's education file. The accommodation is less than 5 years old. When the School has verified GED or high school completion the accommodation paperwork has been removed and destroyed, per GEDTS.
			<b>1F)</b> The half test is stored in a secure locked area.
			<b>1G)</b> Minimum YTD GED completions are at least 30% of the average monthly academic enrollment for the 12 months of the most recently completed fiscal year.
			<b>1H)</b> Documentation exists to show the GED completion exemptions are completed when the school is notified of the impending release of a PA320 prisoner, no sooner than 30 days prior to release date.
			<b>1I)</b> Academic classes are not cancelled to GED test. Vacant classroom/programming space is used for education purposes whenever possible.
<b>TABE /CASAS TESTING</b>			
			<b>2A)</b> Documentation exists to show the TABE test is administered to active academic students in accordance with the office of the Education Manager's specified testing and frequency.
			<b>2B)</b> A specific individual is designated as the TABE test coordinator and is responsible for testing practices and materials.
			<b>2C)</b> School has documentation to ensure the appropriate test level is given as indicated by the locator test or most recent prior <b>TABE</b> .
			<b>2D)</b> The School can show evidence that student lack of cooperation with TABE testing results in submission of a CSJ-363A request for "unemployable status".
			<b>2E)</b> The school administers the CASAS test to ESL students in accordance with testing guidelines.

<b>PROFESSIONAL DEVELOPMENT</b>		
		<b>3A)</b> School staff have received mandatory training and training related to area(s) taught, per policy/department standards.
		<b>3B)</b> All academic teachers have current, valid Michigan teaching certificates. The School Principal has a valid Michigan teaching certificate. The School Psychologist has a valid Michigan full license or school certification.
		<b>3C)</b> All trades instructors are appropriately qualified to teach the programs assigned to them.
		<b>3D)</b> Secretary, teacher and school principal manuals are maintained, easily accessible by staff, and up-to-date.
		<b>3E)</b> Principal can show evidence that she/he has visited at least 2 additional prison or community schools over the past year.
<b>CTE PROGRAMS</b>		
		<b>4A)</b> The CTE instructors use <i>current</i> progress plotters and resources.
		<b>4B)</b> The School maintains a CTE completion log in accordance with the office of the Education Manager's education directives.
		<b>4C)</b> Each CTE Instructor is teaching the course and using the curriculum and resources approved by the Education Manager.
		<b>4D)</b> Minimum YTD CTE completions for each approved CTE program are at least 30% of the average monthly enrollment for the 12 months of the most recently completed fiscal year.
		<b>4E)</b> CareerScope (or vocational testing for qualified Special Ed. Prisoners) has been given to all CTE students before they are placed into CTE programs in accordance with testing results.
		<b>4F)</b> Career assessment is conducted with counseling provided to interpret the evaluation.
		<b>4G)</b> Average completion time for CTE programs does not exceed specified completion hours.
<b>GENERAL</b>		
		<b>5A)</b> Each academic eligible prisoner: <ul style="list-style-type: none"> <li>• Is currently on the waiting list</li> <li>• Enrolled in academic (ABE/GED, Special Ed/ESL) programming OR</li> <li>• Has a verified GED/High School completion documented in the CAJ-266 school file and in OETS.</li> </ul>
		<b>5B)</b> All GED/high school transcripts are stamped, signed and dated by the School Principal indicating pass/fail or graduate/non-graduate.
		<b>5C)</b> The monthly classroom enrollment average meets or exceed department standards.
		<b>5D)</b> Maximum security facilities have a maximum of 1 academic teacher who provides service in a classroom setting.
		<b>5E)</b> Special Education files are stored in a secured, locked space accessible only by principal/designee, secretary, special education teacher, and school psychologist.
		<b>5F)</b> Special Education eligible prisoners are receiving special education services, under classroom observation, and/or are pending transfer. School Principals request special education files if indicated, or document that no records exist.
		<b>5G)</b> The academic teachers use current, approved Progress Plotter(s), current material, and computer programs.
		<b>5H)</b> The school has approved annual goals that are in compliance with the Education Action Plan.
		<b>5I)</b> Each teacher prepares at least 2 measurable goals for his/her area of instruction which the school principal reviews at least annually.
		<b>5J)</b> There is evidence that each teacher establishes clear and measurable objectives, and proactively evaluates prisoners using the 363A.
		<b>5K)</b> There is evidence that each Principal proactively reviews student evaluations.

			<b>5L)</b> Use of classroom space and furnishing is effective, and teacher creativity is evident in the classrooms (i.e., bulletin boards, posters, graphics materials), commensurate with local security and fire safety guidelines and regulations.
			<b>5M)</b> Quarterly reports are being completed during the last full week of December, March, June, and September using the most recent TABE test scores for academic students as a basis for their goals and objectives.
			<b>5N)</b> In order to comply with federal audit requirements, a recording system exists to document grant-funded purchases.
			<b>5O)</b> School can provide documentation of regular staff meetings that include overviews of memos or other communication from the office of the Education Manager and curriculum committees.
			<b>5P)</b> The school will describe at least one best practice appropriate for sharing.
			<b>5Q)</b> The Mission of education is clearly posted throughout the school, including classrooms.
			<b>5R)</b> The school will document all service learning projects, community donations, and community contacts made by school staff.
			<b>5S)</b> The school has a method of formally recognizing graduation.
			<b>5T)</b> Pre-release program provided is the approved standardized program and delivered by trained staff.
			<b>5U)</b> Evidence is on file that shows each School Psychologist provides a written monthly schedule to his/her school office and Education Manager, and school schedule is maintained to include a schedule of dates/sites worked.
			<b>5AA)</b> Evidence exists that the school actively encourages participation in YOP, and providing space and preparing prisoner callouts as needed.
			<b>5BB)</b> Adult Learning Plans (ALP) are completed by mandated deadlines.
			<b>5CC)</b> Lifers are not enrolled in school unless there is no wait list.
			<b>5DD)</b> Facility can demonstrate that OETS is being used on a daily basis.
			<b>5EE)</b> Waiting list shall be monitored by school and differentiate between school eligibility and those students with "holds".
			<b>5FF)</b> The school office maintains copies of the most current progress plotters and material lists.

GENERAL COMMENTS:

<b>AUDIT COMPLIANCE RATE</b>		<b>%</b>
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Auditor signatures:

Signature	Print Name	Title	Date
Signature	Print Name	Title	Date
Signature	Print Name	Title	Date

Revised MAY 2008

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.

**ACADEMIC CURRICULUM COMMITTEE  
APPROVED CLASSROOM MATERIAL LIST**

Last update: 2/2007

\*\* ISBN or Order numbers and prices are included for planning purposes only. Prices and number can and do change. This list may not always reflect the most current information. It is intended to be a starting point for gathering of information for ordering or budget planning.

**Bold print indicates required materials.** Regular font indicates supplemental classroom materials which may be purchased with available funds. Suggestions for additional materials should be made to the Academic Curriculum Committee for review.

This list is sorted into 3 sections: Multi-Media; Books and Workbooks; and ESL materials. At the end of the list there is a table of most common vendors.

**MULTI-MEDIA**

The multi-media category includes software\*, videos, audio tapes, and periodicals.

\* **All software will be centrally purchased through Central Office for best price and technical support negotiation.**

ISBN/Order #	Title	Vendor	Cost
<b>Required material</b>			
<b>HP-200</b>	<b>Headphones (25% replacement rate per year) + pads- all plastic</b>	<b>MPX/ Maxell</b>	<b>\$2.60 ea. sold in multiples of 6</b>
<b>contact company rep.</b>	<b>Skillsbank 4</b>	<b>Learning Company</b>	<b>Call for price (may get upgrade credit)</b>
<b>no isbn # avail - see catalog</b>	<b>GED videos/wbks</b>	<b>KET</b>	<b>\$3182.00 set (list)</b>
<b>Supplemental Material</b>			
call for information	Hooked on Phonics	HOP	call for price
varies	Visual aides (i.e. posters, charts)	varies	\$50/cr/yr max
30082490	Merriam-Webster Speaking Dictionary	School Specialty	\$169.95
varies	Periodicals (USA Today, Detroit Free Press, Detroit News, News for You) **May be in conjunction with library funding	varies	varies
varies	Videos	varies	varies- use discretion

**BOOKS AND WORKBOOKS****LANGUAGE ARTS: WRITING**

<b>Required Material</b>			
<b>0-7398-28312-CA6</b>	<b>Language Arts (LA): Writing</b>	<b>Steck-Vaughn (SV)</b>	<b>\$13.46 (10+)</b>
<b>0-7398-36064-CA6</b>	<b>LA: Writing Ex. Bk.</b>	<b>SV</b>	<b>\$10.13 (10+)</b>
<b>0-7398-28320-CA6</b>	<b>The Essay</b>	<b>SV</b>	<b>\$13.46 (10+)</b>
<b>0-7398-66966-CA6</b>	<b>Pre-GED Writing</b>	<b>SV</b>	<b>\$13.13 (10+)</b>
<b>Supplemental Material</b>			
0-8092-2228-0	GED Satellite Series LA: Writing	McGraw Hill/Cont. Bks (MH/CB)	\$13.14
0-8092-2233-7	LA: Writing: Ex. Book	MH/CB	\$10.47
0-07-252763-3	Pre-GED Satellite Program LA: Writing	MH/CB	\$13.14
0-131-10958-8	Threshold: Pre-GED Writing Skills	Cambridge	\$16.99
see catalog	Challenger Series Book 1-8 (may also be ordered as a set) (reading levels 1-8)	New Readers Press (NRP)	\$9.00 (5+)
see catalog	Challenger Writing Book	NRP	\$ 7.20 (5+)
see catalog	Challenger Series Teacher=s Manual	NRP	\$8.75-15.50
see catalog	Challenger Series Answer keys	NRP	\$5.50
see catalog	Essay Writing & Organization Skills GED Scoreboost (pks of 10)	NRP	\$32.50
see catalog	Sentence Structure, Usage, & Mechanics GED Scoreboost (pks of 10)	NRP	\$32.50
varies	Journal writing supplies - paper, pens, etc.	varies	Varies

**SOCIAL STUDIES**

<b>Required Material</b>			
<b>0-7398-28347-CA6</b>	<b>Social Studies</b>	<b>SV</b>	<b>\$13.46 (10+)</b>
<b>0-7398-66990-CA6</b>	<b>Pre-GED Social Studies</b>	<b>SV</b>	<b>\$13.13. (10+)</b>
<b>0-7398-36056-CA6</b>	<b>Social Studies Ex. Bk.</b>	<b>SV</b>	<b>\$10.13 (10+)</b>
<b>Supplemental Material</b>			
0-07-252762-5	Pre-GED Satellite Program: S.S.	MH/CB	\$13.80
0-8092-2229-9	GED Satellite Program: Social Studies	MH/CB	\$13.80
0-8092-2234-5	Satellite Program Social Studies Ex. Book	MH/CB	\$10.47
0-131-11089-6	Threshold: Pre-GED Social Studies	C	\$16.99
varies	maps, atlases, almanacs, globes (*based on security requirements or restrictions)	varies	varies- please use reasonable discretion

**SCIENCE**

<b>Required Material</b>			
<b>0-7398-36021-CA6</b>	<b>Science Ex. Book</b>	<b>SV</b>	<b>\$10.13 (10+)</b>
<b>0-7398-28339-CA6</b>	<b>Science</b>	<b>SV</b>	<b>\$13.46 (10+)</b>
<b>0-7398-67008-CA6</b>	<b>Pre-GED Science</b>	<b>SV</b>	<b>\$13.13. (10+)</b>
<b>Supplemental Material</b>			
0-8092-2230-2	Satellite Program: Science	MH/CB	\$13.80
0-8092-2235-3	Satellite Program Science Ex. Book	MH/CB	\$10.47
0-07-252761-7	Pre-GED Satellite Program: Science	MH/CB	\$13.80
0-131-16419-8	Threshold: Pre-GED Science	C	\$16.99

**LANGUAGE ARTS: READING**

<b>Required Material</b>			

<b>0-7398-36048-CA6</b>	<b>Language Arts: Reading Ex. Book</b>	<b>SV</b>	<b>\$10.13 (10+)</b>
<b>0-7398-28363-CA6</b>	<b>Language Arts: Reading</b>	<b>SV</b>	<b>\$13.46 (10+)</b>
<b>0-7398-66974-CA6</b>	<b>Pre-GED Reading</b>	<b>SV</b>	<b>\$13.13 (10+)</b>
Supplemental Material			
See catalog	Reading for Today Books 1-6	SV	\$10.88 (10+)
See catalog	Reading for Today workbooks 1-6	SV	\$8.21 (10+)
See catalog	Write on Worksheets AA-IA (black line)	SV	See catalog
0-8092-2231-0	Satellite Series Language Arts: Reading	MH/CB	\$13.80
0-8092-2236-1	Satellite Series LA: Reading: Ex. Book	MH/CB	\$10.47
0-07-252759-5	Satellite Series Pre-GED Language Arts, Rdg.	MH/CB	\$13.80
0-131-11097-7	Threshold: Pre-GED Literature & the Arts	C	\$16.99
varies	various novels for libraries (may use library funds to purchase classics, audio cassettes, etc.) or development of classroom libraries	varies	varies

**MATHEMATICS**

<b>Required Material</b>			
<b>varies</b>	<b>overhead projector/cart/screens</b>	<b>varies</b>	<b>1 for every 2 classrooms max.</b>
<b>07398-5447X-CA6</b>	<b>Casio Calculator (instructor - overhead) Overhead Scientific</b>	<b>SV</b>	<b>\$72.00/1 for every 2 classrooms max.</b>
<b>0-7398-50547-CA6</b>	<b>Casio Calculator (student/FX-260)</b>	<b>SV</b>	<b>\$10.19 (51+)</b>
<b>0-8092-2380-5</b>	<b>Number Power 1 (+, -, *, /)(reading levels 5-7) (consumable text)</b>	<b>MH/CB</b>	<b>\$14.19</b>
<b>0-8092-2377-5</b>	<b>N.P. 2: Frac., Dec., and Percents (reading levels 5-7) (consumable text)</b>	<b>MH/CB</b>	<b>\$14.19</b>
<b>0-8092-2388-0</b>	<b>N. P. 3: Algebra (reading levels 7-8) (non-consumable text-use paper)</b>	<b>MH/CB</b>	<b>\$14.19</b>
<b>0-8092-2382-1</b>	<b>N. P. 4: Geometry (reading levels 7-8) (non-consumable text-use paper)</b>	<b>MH/CB</b>	<b>\$14.19</b>
<b>0-8092-2381-3</b>	<b>N. P. 5: Graphs, Charts, Schedules, and Maps (reading levels 5-7) (non-consumable text-use paper)</b>	<b>MH/CB</b>	<b>\$14.19</b>

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0-8092-2378-3	<b>N. P. 6: Word Problems (reading levels 6-8) (non-consumable text-use paper)</b>	MH/CB	\$14.19
0-07-251697-6	<b>Calculator Power (reading levels 6-10) (non-consumable text-use paper)</b>	MH/CB	\$14.19
0-7398-28355-CA6	<b>Math (non-consumable text-use paper)</b>	SV	\$14.36 (10+)
0-7398-46698-CA6	<b>Calculator Skill Book (consumable)</b>	SV	\$27.75 (10 pack)
0-7398-3603-x	<b>Math Ex. Bk. (non-consumable text-use paper)</b>	SV	\$10.13 (10+)
0-7398-66982-CA6	<b>Pre-GED Mathematics (non-consumable text-use paper)</b>	SV	\$13.13 (10+)
Supplemental Material			
0-8092-2386-4	N. P. 7: Problem-Solving and Test-Taking Strategies (reading levels 7-10) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2384-8	N.P. 8: Analyzing Data (reading levels 5-7) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-9891-0	N.P. 9: Measurement (reading levels 5-10) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2387-2	Number Power Pre-Algebra (reading levels 5-8) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2379-1	Number Power Review (reading levels 5-7) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2232-9	Satellite Series GED Math (non-consumable-use paper)	MH/CB	\$13.80
0-8092-2237-x	Satellite Series GED Math: ex. Book (non-consumable-use paper)	MH/CB	\$10.47
0-07-252755-2	GED Math Problem Solver (non-consumable-use paper)	MH/CB	\$14.49
0-07-287108-3	Number Sense- Meaning of Fractions (non-consumable-use paper)	MH/CB	\$9.60
0-8092-0609-9	TABE Correlated: Number Power Introductory E (levels 1.6-3.9) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-0610-2	TABE Correlated: Number Power Intermediate 1 Level M (levels 3.6-6.9) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-09611-0	TABE Correlated: Number Power Intermediate 2 Level D(levels 6.6-8.9) (non-consumable-use paper)	MH/CB	\$14.19

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0-8092-0612-9	TABE Correlated: Number Power Advanced Level A(levels 8.6-12) (non-consumable-use paper)	MH/CB	\$14.19
0-07-252760-9	Satellite Series Pre-GED: math (non-consumable-use paper)	MH/CB	\$13.80
0-8092-3693-1	Math Exercises: Whole # and \$ (consumable)	MH/CB	\$38.37/10 pk
0-8092-3691-5	Math Exercises: Decimals (consumable)	MH/CB	\$38.37/10 pk
0-8092-3692-3	Math Exercises: Fractions (consumable)	MH/CB	\$38.37/10 pk
0-8092-3690-7	Math Exercises: Percents (consumable)	MH/CB	\$38.37/10 pk
0-8092-3689-3	Math Exercises: Problem Solving and Applications (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3649-4	Math Exercises: Geometry (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3651-6	Math Exercises: Pre-Algebra (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3650-8	Math Exercises: Algebra (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0855-5	Math Exercises: Measurement (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0854-7	Math Exercises: Data Analysis and Probability (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0856-3	Math Exercises: Test Readiness Checkup (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-131-10966-9	Threshold Pre-GED Math #1 (non-consumable-use paper)	C	\$16.99
0-139-17600-4	Threshold Pre-GED Math #2 (non-consumable-use paper)	C	\$16.99
0-835-94633-9	Horizons Pre-GED Math (non-consumable-use paper)	C	\$14.99
2383	Math Sense Whole Numbers and Money	New Readers Press	\$12.80 (5+)
2384	M.S. Teacher's Resource Guide	NRP	\$15.25
2388	M.S. Dec., Frac., Ratios, and Percents	NRP	\$12.80 (5+)
2389	M.S. Teacher's Resource Guide	NRP	\$15.25
2382	M.S. Measurement and Data Analysis	NRP	\$12.80 (5+)
2386	M.S. Teacher's Resource Guide	NRP	\$15.25

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2381	M.S. Algebra and Geometry	NRP	\$12.80 (5+)
2387	M.S. Teacher's Resource Guide	NRP	\$15.25
2385	M. S. Comprehensive Review	NRP	\$16.80 (5+)
2391	M.S. Teacher's Resource Guide	NRP	\$15.25
2390	M. S. Placement	NRP	\$12.00
2437	GED Scoreboost (sold in packs of 10) Whole Numbers, Dec., Frac., Percents	NRP	\$32.50 (5+)
2440	GED Scoreboost (sold in packs of 10) Measurement and Data Analysis	NRP	\$32.50 (5+)
2441	GED Score Boost (sold in packs of 10) Algebra and Geometry	NRP	\$32.50 (5+)

**CROSS SUBJECT MATTER MATERIAL/TEST MATERIAL**

<b>Required Materials</b>			
<b>no isbn available</b>	<b>GED Testing Contract</b>	<b>GEDTS</b>	<b>call GEDTS with questions</b>
	<b>Scantron</b>	<b>Scantron</b>	<b>call company</b>
<b>see catalog</b>	<b>TABE + TABE testing materials (including TABE Espanol)</b>	<b>CTB-McGraw-Hill</b>	<b>call for needed materials + prices</b>
<b>see catalog</b>	<b>Practice Tests (PA, PB, PC) + answer sheets and new versions as they become available (no further purchases should be made as this was a group purchase for all schools- current versions)</b>	<b>SV</b>	<b>\$32.50/set 5</b>
<b>Supplemental Material</b>			
10585, 10587, 10589, 10591	TABE Practice workbooks (reading, language, spelling) (E, M, D, A)	CTB	\$49.50/10 pack
10586, 10588, 10590, 10592	TABE Practice workbooks (Mathematics) (E, M, D, A)	CTB	\$49.50/10 pack
	American Heritage Dictionary (paperback)		

	Roget's II Thesaurus (paperback)		
0-8092-9469-9	GED: Complete Book	MH/CB	\$12.95
0-07-286356-0	Complete Pre-GED (Reading level 5-8	MH/CB	\$17.64
0-07-252754-4	Essential GED (reading levels 8-10)	MH/CB	\$15.27
0-7398-29408-CA6	GED Instructor's Resource Guide	SV	\$40.95
1-56420-444-8	GED Scoreboost (sold in packs of 10) Critical Thinking Skills for Reading, Social Studies, and Science	NRP	\$29.50
1-56420-445-6	GED Scoreboost (sold in packs of 10) Graphic Skills for Social Studies and Science	NRP	\$29.50

**ESL MATERIALS (English as a Second Language)**

(All materials pending outcome of MDOC ESL pilot in conjunction with Michigan Department of Career Development/LCC)

Contact JST	Rosetta Stone (5 seat licenses for ESL designated sites/1 for all other schools)	JST	contact JST
varies	English-Spanish Dictionaries, picture dictionaries, ESL Resource books	varies	varies

**COMMON VENDORS/PUBLISHERS**

Vendor	Address	phone/fax/web
Office Max	per contract	1-800-472-6473
Cambridge	4350 Equity Drive P.O. Box 2649 Columbus, OH 43216	Phone: 1-800-238-5833 Fax: 1-614-771-7361 <a href="http://WWW.globefearon.com/welcome/cambridge.html">WWW.globefearon.com/welcome/cambridge.html</a>
CTB/McGraw Hill	P.O. Box 150 Monterey, CA 93942-0150	Fax: 1-800-282-0266 Phone: 1-800-538-9547 <a href="http://www.ctb.com">www.ctb.com</a> order line: 1-800-538-9547
GED Testing Service	Suite 250 One Dupont Circle, NW Washington, D.C. 20036-1163	Phone: 1-202-939-9490 Fax: 1-202-775-8578
Heinle & Heinle Publisher	ITP Distribution Center 7645 Empire Drive Florence, KY 41042	Phone: 1-800-354-9706
Hooked on Phonics		1-800-ABCDEFG

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Intelcom	Plaza Centre 150 East Colorado Blvd., Suite 300 Pasadena, CA 911051937	Phone: 1-800-576-2988
JST	Quantum Place 1000 N. Updyke Rd. Ste. D-2 Auburn Hills, MI 48326	Phone: 1-800-783-5780 Fax: 1-248-370-8124
MPX/Maxell	Please include: institution/work site name; attention; mailing & shipping address; phone and fax #; e-mail address; quantity HP-200 stereo headphone (sold in multiples of 6); credit card info; tax exempt number	e-mail or fax orders to: Maxell C/O D. L. Greci Fax # 724-283-8298 e-mail: <a href="mailto:info@tapeworld.com">info@tapeworld.com</a> Questions? Call Gary Sloas from MPX/ Maxell at 248-620-3238 or via e-mail at <a href="mailto:grspmpx@ix.netcom.com">grspmpx@ix.netcom.com</a>
McGraw Hill/ Contemporary Books	220 E. Daniieldale Rd. DeSoto, TX 75115-2490	Phone: 1-800-621-1918 information Phone: 1-877-226-4997 order Tech. support ext. 411 Fax: 1-800-998-3103 <a href="http://www.mcgraw-hillcontemporary.com">www.mcgraw-hillcontemporary.com</a>
New Readers Press	Department AF07 P.O. Box 35888 Syracuse, NY 13235-5888	Phone: 1-800-448-8878 Fax: 1-866-894-2100 <a href="http://www.newreaderspress.com">www.newreaderspress.com</a>
Orbit (only used by Cent. Office-purchase of talking calculator)	3422 Old Capitol Trail, Suite 585 Wilmington, DE 19808	Phone: 1-888-60-ORBIT Fax: 1-888-606-7248 <a href="http://www.orbitresearch.com">www.orbitresearch.com</a>
Pierson Publishing (formerly Globe Fearon and Prentice Hall)		1-800-848-9500
Scantron	Scantron Corp., World Headquarters 1361 Valencia Ave. Tustin, CA 92680-6463	Phone: 1-800-722-6876, ext. 650 Fax: 1-(714)-259-8423
School Specialty	P.O. Box 1579 Appleton, WI 54912-1579	Phone: 1-888-388-3224 Fax: 1-888-388-3224 <a href="http://www.educationessentials.com">www.educationessentials.com</a>
Skillsbank Corp.	7104 Ambassador Rd. Baltimore, MD 21244	1-800-825-4420, ext. 4458 (Matt Uriu/ regional representative) Phone: 1-800-847-5455 Fax: 1-410-818-5086 <a href="mailto:sales@skillsbank.com">sales@skillsbank.com</a>
Steck-Vaughn (a Harcourt Company)	6277 Sea Harbor Dr. Orlando, FL 32887	Phone: 1-800-531-5015 (M-F 8:30-7 Eastern) Fax: 1-800-699-9459

		<a href="http://www.steck-vaughn.com">www.steck-vaughn.com</a>
<p>The Kentucky Network (KET)</p>	<p>KET Enterprise Division 560 Cooper Drive Lexington, KY 40502-2200</p>	<p>Phone: 1-800-354-9067 Fax: 1-859-258-7396 <a href="mailto:adulthood@ket.org">adulthood@ket.org</a> <a href="http://www.ket.org/GED">www.ket.org/GED</a></p> <p>PBS LiteracyLink Adult Learning Services 1320 Braddock Place Alexandria, VA 22314 Phone: 1-800-257-2578 Fax: 1-703-739-8495 <a href="mailto:literacy@pbs.org">literacy@pbs.org</a> <a href="http://www.pbs.org/literacy">www.pbs.org/literacy</a></p>

**MONTHLY BOILERPLATE REPORT**  
**JANUARY 2009**  
**ACADEMIC AND VOCATIONAL PROGRAMS**

ATTACHMENT 6

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
LMF	Alger Max. Facility	0	0	0	0	0	0	0	0	0	0	40	0	0	0	1	29	0	0
AMF	Baraga Max. Fac.	36	113	3	19	0	0	0	0	14	40	109	0	21	0	3	29	8	0
IBC	Bellamy Creek	20	154	6	28	8	49	13	46	0	6	351	82	10	61	12	0	26	51
OTF	Boyer Road Corr. Fac.	0	68	0	7	1	8	3	39	7	42	51	0	22	39	5	70	58	89
LRF	Brooks Corr. Fac.	9	55	0	7	2	7	0	1	0	0	219	0	9	19	6	109	289	219
CDW	Camp Branch	32	82	6	14	0	4	2	21	0	42	0	0	0	0	3	0	0	0
CVH	Camp Valley	14	87	5	18	0	0	0	0	0	0	23	0	0	0	1	0	0	0
CCU	Camp Cusino	0	59	0	14	0	0	0	0	8	38	78	0	24	0	2	0	106	0
CLE	Camp Lehman	54	116	11	20	0	3	0	0	15	31	81	0	0	0	2	4	103	0
CWL	Camp White Lake	0	0	0	0	0	4	0	0	0	0	37	0	0	0	1	0	0	0
DRF	Carson City Corr. Fac.	39	100	4	13	0	3	0	0	0	12	99	0	0	23	7	55	148	81
URF	Chippewa Corr. Fac.	0	39	1	9	0	3	8	30	24	40	182	0	34	66	8	124	15	63
JCS	Cooper Street Fac.	8	96	0	10	0	0	0	4	24	99	186	0	57	0	5	29	386	67
JCF	Cotton Corr. Fac.	83	83	11	18	3	9	5	18	14	51	271	44	14	49	8	110	0	100
ACF	Crane Corr. Fac.	47	127	4	19	0	0	8	14	10	54	195	0	0	58	7	0	514	99
ITF	Deerfield Corr. Fac.	0	143	0	27	2	3	21	45	0	14	150	12	0	74	9	5	0	50
RGC	Egeler Corr. Fac.	0	0	0	0	1	1	2	2	4	4	22	0	0	17	2	0	0	0
ARF	Gus Harrison Corr. Fac.	40	79	5	10	4	25	3	12	13	53	191	0	43	63	5	130	266	94
MTU	Handlon Corr. Fac	52	131	6	28	3	13	17	56	23	52	257	26	10	138	17	165	464	62
HTF	Hiawatha Corr. Fac.	8	33	4	10	1	2	4	38	0	17	114	0	8	43	5	14	76	55
HVM	Huron Valley Men's Fac.	5	5	1	1	0	0	1	1	0	0	32	3	0	4	2	117	0	0
WHV	Huron Valley Women's	38	108	5	15	6	16	13	32	0	10	177	1	15	104	9	95	12	84
ICF	Ionia Max. Fac.	2	31	0	8	1	1	0	0	0	7	95	17	0	0	2	41	0	0
KCF	Kinross Corr. Fac.	0	40	0	8	0	0	22	76	9	22	31	0	15	222	10	102	26	110
LCF	Lakeland Corr. Fac.	36	78	5	14	0	5	0	0	1	10	161	0	13	60	5	0	113	93
MRF	Macomb Corr. Fac.	0	0	5	21	4	31	2	45	12	60	167	0	54	63	8	25	0	41
MBP	Marquette Branch Prison	40	51	9	12	1	0	0	0	14	40	146	0	60	20	5	43	45	36
RMI	Michigan Reformatory	0	91	0	13	0	0	0	0	0	0	124	2	0	0	3	190	0	0
STF	Mid-Michigan Corr. Fac.	43	43	7	7	0	2	9	42	0	33	104	0	91	89	7	17	50	372
NRF	Mound Corr. Fac.	0	24	1	3	4	21	20	44	24	128	194	0	24	86	7	27	45	101
MCF	Muskegon Corr. Fac.	126	237	14	28	2	6	3	34	0	21	201	4	29	98	8	2	174	290
NCF	Newberry Corr. Fac.	54	148	5	25	1	2	6	29	0	23	366	0	48	45	9	0	64	65
ECF	Oaks Corr. Fac.	0	81	0	14	0	0	0	0	0	13	154	0	0	0	4	21	22	0
OCF	Ojibway Corr. Fac.	46	154	7	22	1	6	2	15	0	60	267	0	33	24	7	5	198	399
SMT	Parnall Corr.Fac.	60	118	2	16	18	56	5	16	1	38	204	1	29	31	8	52	0	70

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
ATF	Parr Highway	21	35	6	20	3	15	0	4	11	48	140	0	73	28	4	39	211	46
SPR	Pine River Corr. Fac.	34	34	9	9	0	0	14	34	14	85	108	0	40	65	5	85	0	60
MPF	Pugsley Corr. Fac.	0	90	0	18	4	16	3	19	12	56	55	0	12	77	0	88	15	181
RRF	Ryan Corr. Fac.	20	51	4	14	5	29	5	24	23	91	173	0	23	48	5	60	25	25
SRF	Saginaw Corr. Fac.	41	54	9	24	7	19	6	26	6	37	240	0	25	100	6	120	50	156
SCF	Scott Corr. Fac.	13	13	4	4	4	9	2	5	0	0	154	2	0	77	7	43	0	131
SLF	St. Louis Corr. Fac.	59	108	7	16	0	1	8	22	0	10	131	0	17	48	3	229	0	28
SMF	Standish Max.	13	13	2	2	0	0	0	0	0	0	58	25	7	0	2	142	128	0
KTF	Straits Corr. Fac.	28	91	5	20	0	0	3	16	0	25	230	0	13	16	6	0	171	69
TCF	Thumb Corr. Fac.	39	207	8	36	1	3	34	70	11	11	86	88	0	60	11	189	0	167
MTF	West Shoreline	8	60	1	8	12	48	0	0	0	20	96	0	14	0	3	90	0	293
	<b>TOTAL</b>	<b>1168</b>	<b>3530</b>	<b>182</b>	<b>649</b>	<b>99</b>	<b>420</b>	<b>244</b>	<b>880</b>	<b>294</b>	<b>1443</b>	<b>6550</b>	<b>307</b>	<b>887</b>	<b>2015</b>	<b>255</b>	<b>2695</b>	<b>3808</b>	<b>3847</b>

**JANUARY 2009 MONTHLY BOILERPLATE REPORT  
SECTION 907 (b) (d) and (e)  
ACADEMIC AND VOCATIONAL PROGRAMS**

Attachment 7

FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
LMF	Alger Maximum	6	N/A	2	0	N/A	0	0	N/A
AMF	Baraga Maximum	19	N/A	5	0	N/A	0	0	N/A
IBC	Bellamy Creek	91	8-Paroled 3-Discharged	48	0	N/A	8	1	N/A
OTF	Boyer Road	4	N/A	2	0	N/A	38	0	N/A
LRF	Brooks	37	2-Paroled	0	0	N/A	2	2	N/A
CDW	Camp Branch	55	2-Paroled	51	0	N/A	6	6	N/A
CVH	Camp Valley	23	N/A	18	0	N/A	0	0	N/A
CCU	Camp Cusino	7	1-Discharged	2	0	N/A	0	0	N/A
CLE	Camp Lehman	17	N/A	4	0	N/A	0	0	N/A
CWL	Camp White Lake	6	N/A	12	0	N/A	0	0	N/A
DRF	Carson City	15	N/A	22	0	N/A	0	0	N/A
URF	Chippewa	43	N/A	12	0	N/A	30	2	N/A
JCS	Cooper Street	42	7-Paroled	27	0	N/A	0	0	N/A
JCF	Cotton	53	N/A	33	0	N/A	16	8	N/A
ACF	Crane	28	2-Discharged	16	0	N/A	5	1	N/A
ITF	Deerfield	45	5-Paroled	39	0	N/A	13	11	2-Paroled
RGC	Egeler	0	N/A	0	0	N/A	0	2	N/A
ARF	Gus Harrison	36	5-Paroled	8	0	N/A	33	2	2-Paroled 1-Discharged
MTU	Handlon	36	3-Paroled	24	0	N/A	14	10	N/A
HTF	Hiawatha	20	1-Paroled	13	0	N/A	6	1	N/A

FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
HVM	Huron Valley Men's Fac.	8	N/A	2	0	N/A	3	1	N/A
WHV	Huron Valley Women's	36	22-Paroled	3	0	N/A	37	7	4-Paroled
ICF	Ionia Maximum	24	N/A	17	0	N/A	0	0	N/A
KCF	Kinross	7	N/A	6	0	N/A	45	25	N/A
LCF	Lakeland Corr. Fac.	25	N/A	13	0	N/A	5	4	N/A
MRF	Macomb	71	4-Paroled 1-Death	40	0	N/A	0	19	N/A
MBP	Marquette Branch Pris.	23	N/A	10	0	N/A	1	1	N/A
STF	Mid-Michigan	9	N/A	9	0	N/A	3	3	N/A
NRF	Mound	29	13-Paroled	9	0	N/A	10	1	N/A
MCF	Muskegon	13	2-Paroled	11	0	N/A	6	6	N/A
NCF	Newberry	44	N/A	30	0	N/A	5	4	N/A
ECF	Oaks								
OCF	Ojibway	28	1-Paroled	23	0	N/A	4	3	N/A
SMT	Parnall								
ATF	Parr Highway	19	N/A	8	0	N/A	24	5	N/A
SPR	Pine River	9	N/A	6	0	N/A	6	6	N/A
MPF	Pugsley	5	N/A	5	0	N/A	8	7	N/A
RRF	Ryan	10	5-Paroled	5	0	N/A	3	2	1-Paroled
SRF	Saginaw	10	1-Paroled 1-Discharged	24	0	N/A	17	10	N/A
SCF	Scott	39	4-Paroled	18	0	N/A	11	2	N/A
SLF	St. Louis	13	N/A	3	0	N/A	5	4	N/A
SMF	Standish Max.	9	N/A	0	0	N/A	0	0	N/A
KTF	Straits	57	N/A	28	0	N/A	7	2	N/A
TCF	Thumb	31	6-Discharged	17	0	N/A	3	4	N/A

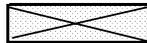
FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
MTF	West Shoreline	7	6-Paroled	5	0	N/A	0	0	N/A
RMI	Michigan Reformatory	10	N/A	10	0	N/A	0	0	N/A
	<b>TOTAL</b>	<b>1119</b>		<b>640</b>	<b>0</b>		<b>374</b>	<b>162</b>	

**NOTE:** Prisoners are not failed from education programming  
Prisoners committed prior to December 15, 1998 are not required to have a GED or GED Exemption to parole.  
Data will improve as schools adapt to new reporting requirement.



FAC.	SCHOOL	Enrollment			Auto Body			Enrollment			Auto Mechanics			Enrollment			Business Education			Enrollment			Building Trades			Enrollment			Custodial Maintenance			Enrollment			Electronics			Enrollment			Food Tech and Hospitality Management			Enrollment			Horticulture			Enrollment			Optical Technology			Enrollment			Visual Graphics			Enrollment			Welding		
		Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD																		
SPR	Pine River Corr. Fac.							45	13	20																									22	1	31																														
MPF	Pugsley Corr. Fac.							30	1	10				27	2	9																																																			
RRF	Ryan Corr. Fac.																						22	5	16				28	0	5																																				
SRF	Saginaw Corr. Fac.																38	4	22										43	0	0	22	2	4																																	
SCF	Scott Corr. Fac.							45	0	0							32	2	5										0	0	0																																				
SLF	St. Louis Corr. Fac.																48	8	30																																																
SMF	Standish Max.																																																																		
KTF	Straits Corr. Fac.																16	3	16																																																
TCF	Thumb Corr. Fac.													18	14	45				6	18	19							20	2	5	16	0	2																																	
MTF	West Shoreline																																																																		
	TOTAL		0			8			26						61			76						11						8			41						5						0						8																

Vocational Programs Not Offered at: LMF, AMF, CVH, CCU, CLE, CWL, ICF, MBP, RMI, ECF, SMF, MTF



= Programs Not Offered

**Ryan Technical**  
**Education Center**



**RYAN CORRECTIONAL FACILITY**

**March 27, 2008**

## **EXECUTIVE SUMMARY**

Education and the Prison Build Program will train qualified inmates in vocational programs reflecting employment opportunities in southeast Michigan as forecasted by the Department of Labor and Economic Growth. The training will take place at the Ryan Correctional Facility utilizing a 30,000 square foot building, to be named the R-Tech Education Center, previously occupied by Michigan State Industries. Education and training will be enhanced by the application of learned skills to provide products and services to the local community. Additionally, programming and services will be offered to implement the mission of the Michigan Prisoner Reentry Initiative.

### **NEED:**

More than 10,000 prisoners are released to Michigan communities annually. Nearly 3,500 of these inmates are released to Southeast Michigan, particularly Wayne County. Employment is a significant factor in parole success and education plays a critical role in increasing employability. There is no specialized training center that focuses specifically on educating inmates with early release dates to secure a job in occupations estimated as promising for employment.

### **MISSION:**

*To increase successful community transition through a comprehensive training program that targets qualified prisoners, fosters private and public sector partnerships, and provides products and services to the community.*

### **BUILDING:**

This plan outlines the location and programs, organization and management, budget and expected outcomes. The R-TEC site has 30,000 square feet of subdivided space and is ready for occupancy.

The building is equipped with the following:

- Video surveillance devices and door alarms;
- Security cage for tool storage;
- Docking bays (2) for ingress and egress of large items;
- Food service area;
- Dress out and shake down area;
- Secure offices for staff; and
- Second floor additional training and programming.

### **INMATE QUALIFICATIONS:**

Inmates chosen to participate in the R-Tech Educational Center will have been recommended by their current facilities; be eligible for parole within 4 – 24 months; and, exhibit promise to complete a vocational programming and other training offered at the R-Tech Center.

**EDUCATIONAL TRAINING:**

Training will be provided in the following vocations: construction trades; computer technologies; warehousing and distribution; and food service and hospitality. These vocations were chosen based on positive employment opportunities predicted by DLEG to 2014. These programs will be evaluated at six month intervals (automotive repair will be an additional vocation that will be reviewed for inclusion). The programs will be instructionally based and will be supplemented to include real-life work experiences by inmates providing products and services to southeast Michigan citizens. For example, inmates in the building trades will build housing components for nonprofit organizations such as Habitat for Humanity; mapping services for state and local government; and, warehousing and distribution for MDOC.

Pre-apprenticeship instruction where available and appropriate to a specific trade or career will be merged into the regularly taught curriculums.

The type of instruction that will be provided for these vocations and their DLEG titles are provided below:

**Construction trades**

- Curriculum provided by the National Center for Construction Education and Research (NCCER). The NCCER curriculum is a nationally recognized program and is used as the apprenticeship curriculum for Associated Builders and Contractors organization.

The mission of the Prison Build Program will be integrated into the construction trades curriculum. Marketing will take place to provide housing products such as exterior and interior walls; kitchen and bath cabinets; sheds; and countertops to the Detroit, Macomb, and downriver Habitat for Humanity affiliates; the MPRI Brightmore Project in Detroit; and other nonprofit organizations associated with housing and community development.

Cross training may occur with the Computer Technology program for inmates to learn to draw housing designs for the Prison Build Program via AUTO-Cad software for positions as drafters and to apply that training to houses to be built for Habitat for Humanity and other nonprofit housing organizations.

Employment information and statistics in the construction trades is listed under the Construction and Extraction Occupations through DLEG.

The Michigan forecast for employment in the Construction and Extraction field is an increase of 9% to 2014; and, for Architecture and Engineering (drafting) is 10.0% to 2014 (See Michigan Employment Forecasts by Occupational Groups, 2004-2014 DLEG).

See Attached document entitled: MICHIGAN – Statewide; Construction and Extraction Occupations; and, Architecture and Engineering Employment Forecasts; 2004-2014.

### Computer Technology

- A+ Certification
- Graphic Information Systems \*
- Computer Reclamation and Refurbishing
- Computer Assisted Design (CAD)

Inmates will be trained to understand the hardware and software components of computers and the requisite terminology.

Inmates will apply this training to the disassembly of computers; reclamation and refurbishment for distribution to persons in need. Inmates will also be instructed in graphic information systems and marketing will occur to provide a venue for mapping services for state and local government and other nonprofit organizations.

Instruction and application will occur in computer aided design (CAD) work in conjunction with the Construction Trades program for inmates to draft housing designs for the Prison Build Program.

Employment information and statistics in computer technology (and the above described related fields) is listed under the heading, Computer and Mathematical Occupations; Architecture and Engineering Occupations (drafting); and, Installation, Maintenance, and Repair Occupations (computer repair), Employment Forecasts, 2004-2014 through DLEG.

The Michigan forecast for employment in the Computer and Mathematical is an increase of 18.8% to 2014; for Architecture and Engineering (drafting) is 10.0% to 2014; and, for Installation, Maintenance, and Repair (computer repair) is 7.3% to 2014 (See Michigan Employment Forecasts by Occupational Groups, 2004-2014 DLEG).

### Warehousing and Distribution

- Inventory Control
- Handling
- Ordering
- Logistical Management
- Packaging
- Transportation
- Shipping/Receiving

Inmates will be trained to understand the key terminology in warehouse management; setting up warehouse management receipt and storage of items; item picking; shipping inventory model groups; and, warehouse management storage dimensions. Some instruction may be offered in supply chain management and transportation logistics.

Inmates will apply this training to the receipt storage and distribution of items associated with work for the Prison Build Program and other applications located within the R-Tech Educational Center or that assist the department in general.

\*Computer Technology: the equipment previously used for GIS, repair and refurbishing duties should be in place at the Ryan facility. Employment information and statistics in warehousing and distribution is listed under the heading, Transportation and Material Moving Occupations, through DLEG.

The Michigan forecast for employment in the Transportation and Material Moving Occupations is an increase of 6.6% to 2014 (See Michigan Employment Forecasts by Occupational Groups, 2004-2014 DLEG).

### Hospitality

- S.T.A.R.T.
- Serv-Safe

S.T.A.R.T. will provide inmates instruction in the duties assigned to the hospitality industry. Instruction will include how to interact with guests; stocking of service ware and products necessary to the industry; handling reservations; and serving customers.

Serv-Safe will provide inmates training in providing and serving food that is safe for consumption. Classes will include the topics on contamination; food handling; protecting food in preparation for serving; and cleaning and sanitation.

Application of the knowledge learned will enable inmates to prepare and serve inmates participating in training and programming at the R-Tech Educational Center.

Employment information and statistics in the hospitality field is listed under the heading, Food Preparation and Serving Related Occupations, through DLEG. Additional positions may be acquired under Production Occupations, for bakers, butchers; food batch makers; meat, poultry and fish cutters and trimmers; and slaughterers and meat packers also listed in DLEG.

The Michigan forecast for employment in the Food Preparation and Serving Related Occupations field shows an increase of 11.9% to 2014. Please note that the employment forecast for Production Occupations shows a decrease of -3.4 % to 2014 but does not indicate whether that decrease includes those specific jobs listed above. (See Michigan Employment Forecasts by Occupational Groups, 2004-2014 DLEG).

### Entrepreneurial Program

An entrepreneurial curriculum will focus on the elementary skills requisite to the skills and attitude necessary to launch a successful business. Such a curriculum provided to inmates will focus on the following:

- Improving academic skills;
- Increasing awareness of the role of entrepreneurs;

- Encouraging risk-taking and learning from failure;
- Learning to identify and recognize opportunities;
- Improving financial literacy;
- Developing workplace literacy;
- Embracing diversity/ socialization skills;
- Learning conflict resolution/ negotiation/ sales-marketing/ persuasion skills;
- Learning how entrepreneurs give back;
- Fostering and valuing idea generation;
- Writing a business plan;
- Applying economic principles;
- Applying basic marketing skills;
- Assessing feasibility of ideas;
- Managing risk;
- Identifying legitimate sources of capital;
- Evaluating ownership structures;
- Translating problems into opportunities;
- Applying basic accounting principles; and,
- Engaging in ethical business practices.

#### Support Programming

- Work Place Social Skills
- Simulated Work Day
- Job Keeping and Business Practices
- Job Placement
- Academic Support
- Interview Training/Resume Writing to be covered under Pre-Release
- Others as required
- Pre-Apprenticeship

Inmates will be involved in preparation for release. The R-Tech Educational Center will provide the requisite soft skill training necessary for interviewing for a position and for keeping work. Staff will work in partnership with MPRI staff and the regional Community Coordinator for MPRI.

**TRAINING AND WORK DAY DESIGN:**

The R-Tech Educational Center will operate in a factory like setting. Each inmate will be required to punch in at the beginning of the day and punch out at days end. They will report to a supervisor which might be his instructor, meet production quotas and other requirements requisite to his training.

**EXPECTED OUTCOMES:**

Goals and standards set for instruction, production, release and employment and that provide measurable results will become more established and concrete as the R-Tech Educational Center becomes fully operative. In order to create those standards and goals the following initiatives will be implemented:

Staff and each inmate will enter into an agreed upon vocation, curriculum schedule, soft skill training, and a timeline for completion prior to release.

Staff will work with MSI sales personnel to develop a customer base in certain areas. For example, GSI and other mapping services as well as computer products may be provided to nonprofit organizations and state and local governmental units. Production and sales goals will be developed during the first year of operation of the R-Tech Educational Center and the related vocational trade.

Production standards and goals will be established for each vocational trade to provide products and services to the local community. For example, the construction trades program will schedule construction goals for the year to service Habitat for Humanity and other nonprofit housing agencies. The construction trades may construct 10 – 15 sets of wall panels in its first year of operation and 2 – 5 sets of kitchen and bath cabinets.

Staff and CFA will create qualification and classification standards for entrance into the R-Tech Educational Center within the first 6 months of operation.

Staff and MPRI personnel will meet within 3 months to create a programming schedule with the community support organization to complete the “Going Home” and “Staying Home” objectives of the reentry initiative and to connect the inmate’s TAP for collaborative case management.

Staff will work with private and public sector agencies and state-wide trade associations to create partnerships that will foster potential apprenticeship programs, research and production, and service opportunities to benefit the local community.

**EXPENSE:**

<b>ESTIMATED EXPENSES</b>	
First Year Start up	
<b>Programs, Equipment, Materials</b>	
Building Trades	\$ 125,000
GIS	\$ 50,000
Computer Repair	\$ 5,000
Warehouse Distribution	\$50,000
Administrative/Office Supplies	\$10,000
Building Renovation	\$150,000
<b>Building</b>	
Rent/Utilities	To be paid through facility budget
<b>Sales and Marketing</b>	
Promotional Materials	\$5,000
<b>Salary and Fringes</b>	
Staff 8 Academic/ Voc. *	\$650,000
2 MDOC Officers	\$130,000
2 Employment Specialists	\$150,000
Prisoner Wages	\$85,000
<b>ESTIMATED TOTAL</b>	<b>\$1,410,000</b>

Please note that expenses are based upon a conservative estimate provided without historical reference. Every effort will be made to reduce the cost of each line item.

Staff will create an Offender Employment Specialist to collaborate with Michigan Works, MPRI staff and trade associations to create employment for inmates prior to release. The position will be funded by grant proceeds and modeled after federal program.

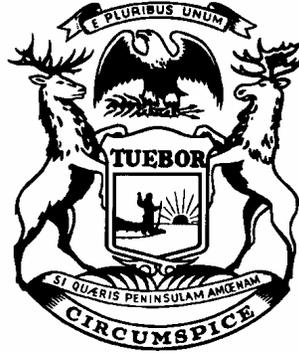
**Expenses for the R-TEC will be funded from Education, CFA, MPRI, and Department of Justice grants:**

- Programs, Equipment, and Materials: Department of Justice grant proceeds;
- Building: CFA
- Sales and Marketing: Office of Employment Readiness; and,
- Salary and Fringes: Office of Employment Readiness realigning education dollars for Academic and Vocational instructors: CFA for Correctional Officers; and Department of Justice grant proceeds for Employment Specialists.

\* Building trades; computer repair; and, warehousing and distribution.

# Michigan Department of Corrections

## Prisoner Education Action Plan



2007 – 2010

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**

2007-2010

OFFICE OF EMPLOYMENT READINESS



## INTRODUCTION

### What Does Correctional Education Do for the State of Michigan?

Studies show that states can prevent crime with limited resources and save money by investing in prisoner education. According to a large number of studies, prisoner education significantly reduces crime and creates net cost savings. One million dollars spent on correctional education prevents about 600 crimes, while that same money invested in incarceration prevents 350 crimes.\* Correctional education is nearly twice as cost-effective as a crime control policy.

The tax dollars used for prisoner education are paid back as the individuals become job-holding, tax-paying citizens. For each re-incarceration prevented by education, states save about \$20,000.\*

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.

### Who Do We Educate?

The Department of Corrections is the largest provider of adult education in the State of Michigan.

MDOC policies, in response to legislative action, mandate prisoner students to the classroom. Prisoners often enter with low test scores and repeated public school failures. They require a significant amount of basic academic instruction before they can begin GED preparation. Educational services are provided to a population with a multitude of deficiencies, including:

- 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, effecting memory and learning
- Previous special education history, indicating impediments to learning
- Limited development of study habits, work ethic, and testing strategies\*

Many prisoners arrive with three or more of these barriers, enter the classroom reading at a third grade level, and with multiplication tables yet to be learned. Based on this history of academic failure, the student often enters the classroom with a negative attitude.

MDOC teachers meet the challenges this 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 leave with the impact of the skills and values taught and modeled by the MDOC teachers.

\*Colorado Department of Corrections Impact of Programs on Recidivism

**What Do We Teach?**

Prisoner education provides prisoners with concrete skills and accomplishments, through two basic types of programs:

- 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.

Prisoner education has proven to be effective in producing critical thinking skills, problem solving techniques, self discipline, and creates life changes in many prisoners. MDOC classrooms provide prisoners the opportunity to develop the range of skills that employers deem vital to success.

**Successful Community Re-Entry**

Since its inception, the intent of prisoner education has been to provide training which enables prisoners to obtain employment and/or continue their education upon release. Virtually every education goal and activity has been established with positive and successful re-entry to the community in mind. The purpose of the Michigan Prisoner Re-Entry Initiative (MPRI) is the successful return of prisoners to the community. Prisoner education is aligned with MPRI, and its pre-release program was adopted and continues to be an integral part of MPRI.

**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 programming responsive to labor market trends. These include:

- Post-secondary schools
- MI Rehabilitation Services (MRS)
- MI Works!
- MI Dept of Education (MDE)
- MI Dept of Labor & Economic Growth (DLEG)
- MI Dept of Agriculture
- MI Dept of Natural Resources (DNR)
- Habitat for Humanity
- MI Welcome Centers
- County Food Banks
- Ionia Free Fair
- Universities and Community Colleges
- Goodwill Industries

For many prisoners, education 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.

## EDUCATION PROGRAMS

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 over 11,000 students. The Education Section is part of the Office of Employment Readiness a recently established office in the MDOC. This office was developed with the specific goal to improve employability of prisoners through collaborated efforts of MSI, 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 responsibility 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\*. Based on this, prison schools offer the following programs:

- **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)**
  - Responsive to labor market demands
  - Collaboration with Michigan State Industries
  - Concentration of programming and job placement activities in prison
  - Career and Technical centers
  - Employment Readiness Certifications
- **Pre-Release**
  - Collaboration of community and facility resources
- **Vocational Counseling**
  - Career interest and aptitude assessment
- **Advanced Programs**
  - Youthful Offenders Program (YOP)
  - Prison Build/Prison Grow
- **Supplemental Programming**
  - Correspondence courses

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**

A comprehensive assessment is completed at the reception center for every individual who enters the prison system. The assessments are critical to 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) and Offender Education Tracking System (OETS). Information is regularly updated during the prisoner's incarceration.

**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 education resources within the constraints of prison operations. Class enrollment, class periods, and staffing are determined by the Education Manager to accomplish these goals.

**Academic**

Prisoner education provides academic programming through a flexible schedule offering open 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.

Title I programming is a federally-funded educational program for eligible prisoners who have not earned a high school diploma or GED. This may include a combination of academic and CTE instruction in order to ensure optimal Title I programming and funding.

**Special Education**

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.

**Career and Technical Education**

CTE programs provide prisoners with specific trades instruction, technical skills and workplace competencies critical to finding and maintaining employment. Prisoner education provides CTE programming in a flexible schedule offering open 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 by offering invaluable job-related training and restorative justice opportunities.

**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, workplace 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****R-Tech: see plan (addendum)**

**Youthful Offender Program** – This is a federal, grant-funded program for eligible prisoners who will be returning to their communities within five 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 to acquire functional literacy, life skills, and job skills; this is done through work skills testing/certification and/or remediation. The YOP 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. Enrollment is permitted as set forth in MDOC policies.

## POINTS OF ACTION

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.

### Academic

- 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 a credentialed program for prisoners who may not complete the GED.
- Pilot and assess the Michigan Department of Labor and Economic Growth “Workers for the 21<sup>st</sup> Century” program.

### Career and Technical Education

- Establish collaborative partnerships with community agencies and committees.
- Pilot a program which connects our most highly qualified trades graduates with employment upon release.
- Expand work readiness certification and/or remediation opportunities for prisoners employed by Michigan State Industries and those returning to the community.
- Pursue national and state certifications for all trades areas.
- Research, recommend, and pilot an improved career aptitude and interest assessment tool.
- Develop 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.
- Implement Integrated Pest Management in the Custodial Maintenance and Food Technology and Hospitality Management programs.

**Pre-Release**

- Develop a plan to implement pre-release under the new requirements of MPRI.
- Review content in light of more recent developments in the field and available resources.
- Finalize articulation agreements with community colleges to provide college credit for prisoner education vocational completions.

**OETS**

- Improve the liaison with DLEG and MDE to increase dissemination of information.
- Develop standardized instruction to school staff for data entry.
- Develop secretarial training/workshops for the use of OETS.
- 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.
- Work with DLEG 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.

**Grants**

- Pursue additional grant programming.
- Develop more efficient means of monitoring current grants.

The Education Manager is responsible for oversight of these tasks, including development of subcommittees and completion dates as needed. However, additional administrative support will be necessary to achieve the goals set forth in this plan.

**ADMINISTRATIVE RECOMMENDATIONS**  
**From the Office of Employment Readiness (OER)**

**Academic**

- Research the most economical and efficient methods for determining eligibility for, and administration of, all testing by establishing regional personnel to oversee all testing (GED, TABE, and WorkKeys)
- Establish non-teaching personnel for TABE testing and recording at intake facilities.
- Research a credentialed academic curriculum such as Key Train or WIN, intended to support use of assessment tools such as WorkKeys.
- Integrate re entry/life skills and integrated cognitive skills (TLS) programming into all academic and career and technical curriculum.
- Integrated case planning via the TAP.

**Career and Technical Education**

- Research, recommend, and pilot an improved career aptitude and interest assessment tool such as WorkKeys.
- Research the addition of new curriculum and programs to reflect the projected employment trends in Michigan (computer, health services, personal care).
- Develop a coordinated prisoner training program with Michigan State Industries (MSI) to include on-the-job training.
- Review current programs to consider consolidation (ex. Welding, Horticulture, Custodial Maintenance).
- Explore the use of part-time or adjunct instructors for programs with limited involvement.
- Investigate the possibility of using distance site learning with the use of technology.
- Research the addition of self-directed, computer based career and technical, and education opportunities for prisoners.

**Pre-Release**

- Establish a more collaborative work environment with agencies involved in the MPRI initiative.

**General**

- Evaluate current management structure within education and make recommendation to increase efficiency and communication.
- Assess the current use of special education teachers.
- Review and update school audit factors and procedures annually.
- Review and make recommendations to restructure the use of Education Psychologists.
- Expand teacher and instructors skills and capacity building.

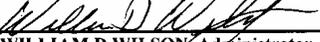
**SUMMARY**

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, 2010.

Approval:

 11/7/09  
\_\_\_\_\_  
PATRICIA L. CARUSO, Director, Michigan Department of Corrections

 1-7-09  
\_\_\_\_\_  
DENNIS M. STRAUB, Deputy Director, Correctional Facilities Administration

 11/5/09  
\_\_\_\_\_  
WILLIAM D. WILSON, Administrator, Office of Employment Readiness

 Jan. 5, 2009  
\_\_\_\_\_  
JULIE L. DEROSE, Education Manager, Office of Employment Readiness

Revised 04/18/08  
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**INTERAGENCY AGREEMENT**

between

**Goodwill Association of Michigan  
and  
MI Department of Corrections**

**ORIGINAL****Article I****Program Description**

Workers on Wheels (WOW) is an established service of Goodwill Association of Michigan involving a collaboration with the Department of Human Services, Michigan Works!, and a variety of local community agencies. This program provides low-income individuals with reliable and affordable transportation, assisting them in the transfer from dependency to self-sufficiency. The program accepts donated vehicles and sends them to various auto mechanics shops for inspection and maintenance. These vehicles are then provided to program participants.

**Article II****Purpose**

The Michigan Department of Corrections (MDOC) will partner with Goodwill Association of Michigan and the Workers on Wheels program. The Department of Human Services provides Goodwill Industries with a specific allocation per car to make the car roadworthy. The Goodwill Association determines which donated cars will be included in the WOW program. Some of the donated cars, due to the prohibitive cost of making them roadworthy, are not sent for repair. Of those, Goodwill Association will select cars to be sent to MDOC Correctional Facilities Administration (CFA) Education Auto Mechanics programs. CFA Education Auto Mechanics programs have the ability to work on these selected cars and make them viable within the cost limits. This partnership will provide the following benefits:

1. Increased number of cars available for use
2. Expanded potential for car donations under current Federal tax regulations
3. Lessened environmental impact due to fewer number of vehicles being scrapped
4. Enhanced training opportunities for prisoner auto mechanics students
5. Creation of actual shop conditions and experience for prisoner auto mechanics students
6. Potential employment connection supported by Goodwill upon release
7. Establishment of a bridge to the community, in keeping with MPRI principles

This partnership will benefit Goodwill Association of Michigan, MDOC, prisoners, and community recipients. The MPRI is intended to prepare prisoners for successful re-entry, and this service-learning program can be a source of pride and contribution to the community.

**Article III****Goodwill Association of Michigan**

Goodwill Association will:

1. Accept donated vehicles.
2. Determine which of the vehicles are suitable for repair.
3. Identify those vehicles that will be sent to MDOC.
4. Assure no disclosure of donors or repair sites for any vehicles.
5. Remove all personal items from vehicles to be sent to MDOC.
6. Provide transportation for the vehicles to and from the MDOC facilities.
7. Approve and assume the cost of all parts needed to repair the vehicles.
8. Maintain title and insurance on vehicles throughout the agreement.

**Article IV  
Michigan Department of Corrections**

The Michigan Department of Corrections will:

1. Establish pilot programs the Parnall Correctional Facility, Handlon Michigan Training Unit, and Huron Valley Complex —Women.
2. Establish standardized custody protocols for the handling of the vehicles.
3. Inspect the vehicles for contraband and deliver them to the auto mechanics programs.
4. Inspect and diagnose the vehicles in the auto mechanics programs.
5. Submit cost of parts to Goodwill for approval.
6. Upon approval, order parts at mutually agreed upon vendors.
7. Repair the vehicle in the auto mechanics programs.
8. Maintain records associated with vehicle repairs and related costs.

**Article V  
Collaboration and Data Management**

The parties agree to collaborate in the following areas:

1. The parties agree to promptly convene a work team to a) analyze and clarify agency roles, and b) resolve any issues associated with the implementation of this agreement.
2. The parties will jointly develop operating procedures to fully implement this agreement.
3. The parties agree to develop, collect, and provide each other with data necessary to monitor related activities, and to achieve the purposes of this agreement.
4. The parties agree to retain pertinent data, information and reports in accordance with their respective policies and procedures.
5. Records developed pursuant to this agreement shall be made available for review.

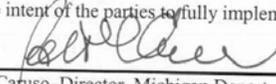
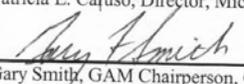
**Article VI  
General Provisions**

1. This agreement may be modified at any time with the written consent of the parties.
2. Either the Goodwill Association of Michigan or the Michigan Department of Corrections may terminate this agreement with prior written notice. Termination shall be effective 30 days from the date of the written notice.
3. All communications and notices concerning this Agreement shall be addressed to:

For the MDOC:	For Goodwill Association:
Julie L. DeRose	Gary Smith
Education Manager	GAM Chairperson
Michigan Department of Corrections	Goodwill Association of Michigan
5656 S. Cedar St. Suite 100	501 S. Averill Ave.
Lansing, MI 48911	Flint, MI 48506
Phone: 517-335-1388	Phone: 810-762-9960
Fax: 517-373-6697	Fax: 810-762-9957

**Article VII  
Signatories**

The signatories to this agreement are those designated by the Directors for each of the parties. The signatures indicate the intent of the parties to fully implement this agreement.

	11/2/08
Patricia L. Caruso, Director, Michigan Department of Corrections	Date
	1-10-08
Gary Smith, GAM Chairperson, Goodwill Association of Michigan	Date