

**REPORT TO THE LEGISLATURE**  
**Pursuant to PA 63 of 2011**  
**Section 907**  
**Academic/Vocational Report**

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

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

# MICHIGAN DEPARTMENT OF CORRECTIONS

## EDUCATION STAFFING GUIDE

Facility	Principal			Secretary		Teachers						School Psych		CTE Programs	Other			
	Current Principal	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant					
Northern Region																		
Alger	Barsch	1	0	1	0	0	0	3	0	0	0	0	0		1-Teacher ABE funds			
Marquette						0	0	3	0	1	0	0	0	CO				
Kinross	Belles	1	0	2	0	0	0	3	0	4	1	0	0	CM,WE,BT, CO, AM				
Newberry						0	0	3	0	0	1	0	0	CO				
Chippewa - E	Besteman	1	0	2	0	0	0	3	0	2	1	0	0	CO,BT, FT				
Chippewa - W						0	0	3	0	1	0	0	0	CO				
Baraga	Corcoran	1	0	1	0	0	0	2	0	0	0	0	0					
Ojibway						0	0	3	0	2	0	0	0	CM, CO				
Pugsley	Reynolds	1	0	1	0	0	0	3	0	2	0	0	0	CO, BT				
Oaks				1	0	0	0	3	0	0	1	0	0	CO				
Saginaw	Eschenwick	0	1	0	1	1	0	3	0	3	0	0	0	HO, CM, FT				
St. Louis	Davidson	1	0	1	0	0	1	2	0	1	0	0	0	CMT				
Central Michigan				1	0	0	0	5	0	3	0	0	0	BT, CO, HO				
Brooks	Barnett	1	0	1	0	0	0	3	0	1	0	0	0	FT				
W. Shoreline				1	0	0	0	2	0	1	0	0	0	CO	1 Military Leave FTE			
Southern Region																		
Handlon	Gornick	1	0	1	0	2	0	4	0	6	0	1	0	AM, BT, HO, WE, MT, CO	1 Title I Aide			
Ionia Max.				1	0	1	0	1	0	0	0	0	0					
Bellamy Creek & DORM	Costello	1	0	1	0	2	0	5	0	3	1	0	0	CM,BT,HO, CO	2 Title I Aide			
Michigan Reformatory				1	0	1	0	3	0	1	0	0	0	CM	Acting as Ed. Manager			
Lakeland	Hoag	1	0	1	0	0	0	3	0	2	1	0	0	FT, CO, HO				
Cotton				1	0	1	0	5	0	2	0	1	0	FT, CO				
Gus Harrison - S	Crenshaw	1	0	1	0	0	0	3	0	0	0	0	0					
Gus Harrison - N				1	0	1	0	1	0	3	0	0	0	OPT, CM, FT				
Carson City	Schrauben	1	0	1	0	0	0	2	0	2	0	0	0	HO,CO	EAST			
				1	0	0	0	4	0	1	0	0	0	FT	WEST			
Ryan	Banks	1	0	1	0	1	0	4	0	2	0	0	0	FT,CO				
Thumb	Gay	1	0	0	1	3	0	2	0	5	0	1	0	BT, FT, HO, CM, CO	2 Title I Aides			
Macomb				1	0	0	1	3	0	4	0	0	0	FT, HO, CO,BT				
Women's Huron Valley	Featherstone	1	0	1	0	2	0	4	0	5	0	0	0	HO, BT, AM, CO,CM	Sp.Ed. Teacher provides services at WCC			
HVW Reception	McKenzie	1	0	1	0	0	0	0	0	0	0	0	0					
Egeler				1	0	1	0	2	0	0	0	0	0		Sp. Ed. provided by SMT			
Parnall				1	0	0	0	4	0	4	0	0	0	HO, AM,BT,CM				
(SAI)	Dick	1	0	1	0	0	0	0	0	1	0	0	0	CO				
Cooper Street						0	0	4	0	1	1	0	0	CM, CO				
Woodland						0	0	0	0	0	0	0	0	Sp.Ed. provided by WHV				
TOTALS		17	1	29	2	16	2	98	0	63	7	3	0					
Current Filled FTEs				226.0														
Vacancies				12.0												FTE's Approved		242.0
Total FTEs and Vacancies				238.0														

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

**MICHIGAN DEPARTMENT OF CORRECTIONS**

SECTION 907(b)(d) FY 2011 ENROLLMENT, COMPLETION, WAITING LIST

	SCHOOL/FACILITY	GED SUBTEST PASSED	GED PASSED COMPLETE	Number of PRISONERS PAROLED w/o GED	CTE (VOC) COMPLETIONS	PRE-RELEASE COMPLETIONS	AVERAGE PROGRAM ENROLLMENT				AVERAGE NUMBER ON WAITING LIST		
							Academic	SP. ED	Pre-Rel.	VOC (CTE)	Academic	Pre-Rel.	VOC (CTE)
LMF	Alger Correctional Facility	269	114	0	0	20	125.7	0.0	4.0	0.0	13.0	27.3	0.0
AMF	Baraga Correctional Facility	514	57	6	0	67	113.3	0.0	12.7	0.0	52.3	51.3	0.0
IBC	Bellamy Creek Correctional Facility	600	112	94	185	83	356.7	49.7	20.3	87.7	18.7	4.0	53.7
LRF	Brooks Correctional Facility	287	39	13	26	70	170.7	0.0	0.0	22.7	51.0	0.0	136.3
DRF	Carson City Correctional Facility	468	89	21	223	111	225.0	0.0	1.7	118.3	105.0	10.7	201.7
STF	Central Michigan Correctional Facility	420	81	40	305	495	197.7	6.3	127.0	43.0	125.0	94.7	257.3
URF	Chippewa Correctional Facility	239	60	1	212	65	305.3	0.0	0.0	53.0	188.0	0.0	153.7
JCS	Cooper Street Correctional Facility	503	105	8	75	376	176.7	0.0	31.3	30.7	106.0	364.3	53.3
JCF	Cotton Correctional Facility	409	67	32	21	139	319.3	25.0	13.3	35.0	59.7	171.0	97.3
ACF	Crane Correctional Facility- closed May, 2011	114	12	13	52	132	16.0	0.0	16.0	5.0	0.0	0.0	0.0
RGC	Egeler Correctional Facility	17	3	13	0	24	0.0	0.0	0.0	1.3	0.0	0.0	0.0
ARF	Gus Harrison Correctional Facility	36	82	0	98	267	224.0	11.0	72.0	39.0	215.0	581.0	48.3
MTU	Handlon Correctional Facility	315	58	35	265	177	237.7	29.3	23.7	123.3	122.3	312.3	64.0
WHV	Huron Valley Women's Correctinoal Facility	427	72	60	163	0	303.0	7.0	11.3	141.3	201.3	106.7	413.3
ICF	Ionia Correctional Facility	1	1	3	0	0	84.7	17.7	0.0	0.0	52.7	1.7	0.0
KCF	Kinross Correctional Facility	313	49	2	170	111	99.7	0.0	24.7	135.7	115.0	101.3	391.3
LCF	Lakeland Correctional Facility	301	37	5	96	53	130.3	0.0	14.0	64.7	0.3	61.3	133.0
MRF	Macomb Correctional Facility	56	51	21	60	15	153.0	10.0	0.0	137.7	193.3	20.0	129.0
MBP	Marquette Branch Prison	303	39	4	45	200	122.3	0.0	50.0	34.7	142.0	216.0	127.0
RMI	Michigan Reformatory	43	54	0	94	64	87.7	13.3	3.7	27.7	267.0	0.0	101.7
NRF	Mound Correctional Facility	168	24	0	24	294	109.7	19.0	16.3	81.0	87.0	30.0	50.0
NCF	Newberry Correctional Facility	188	36	8	34	67	138.3	0.0	11.3	0.0	70.0	64.3	64.0
ECF	Oaks Correctional Facility	497	50	5	0	21	139.0	0.0	0.0	0.0	62.3	11.7	0.0
OCF	Ojibway Correctional Facility	642	90	9	48	177	185.0	1.0	32.7	28.7	65.0	169.7	519.7
SMT	Parnall Correctional Facility	289	39	57	85	14	149.0	12.3	0.0	90.3	133.0	8.7	122.0
MPF	Pugsley Correctional Facility	191	30	84	43	96	118.3	0.0	3.7	37.0	11.7	13.7	157.7
RRF	Ryan Correctional Facility	21	25	51	29	341	141.0	7.7	24.3	17.0	50.0	27.7	63.3
SRF	Saginaw Correctional Facility	253	43	42	134	102	171.3	30.3	0.0	131.7	205.0	104.3	67.0
SLF	St. Louis Correctional Facility	278	51	4	68	12	141.7	26.7	2.7	24.0	265.0	0.0	37.0
TCF	Thumb Correctional Facility	235	106	82	183	0	212.7	37.0	0.0	116.0	175.3	361.0	74.3
MTF	West Shoreline Correctional Facility	126	21	74	85	44	18.3	0.0	5.7	51.7	132.0	0.0	199.7
	TOTAL (Statewide)	8,523	1,697	787	2,823	3,637	4,973.0	303.3	522.3	1,678.0	3,284.0	2,914.7	3,715.7

**MICHIGAN DEPARTMENT OF CORRECTIONS**  
**SECTION 907(b) FY 2011 COMPLETIONS BY TRADE**

Facility	Programs	Average	Completion
<b>IBC</b>	<b>Bellamy Creek</b>		<b>203</b>
IBC	Building Trades	27	54
IBC	Custodial Maintenance Technology	34	78
IBC	Horticulture	30	71
<b>LRF</b>	<b>Brooks</b>		<b>43</b>
LRF	Electronics	18	43
LRF	Food Tech/Hospitality Management	6	0
<b>DRF</b>	<b>Carson City</b>		<b>216</b>
DRF	Business Education Technology	68	166
DRF	Building Trades	10	29
DRF	Food Tech/Hospitality Management	9	7
DRF	Horticulture	23	14
<b>STF</b>	<b>Central Michigan</b>		<b>223</b>
STF	Business Education Technology	26	68
STF	Building Trades	17	32
STF	Custodial Maintenance Technology	9	28
STF	Electronics	19	43
STF	Horticulture	30	52
<b>URF</b>	<b>Chippewa</b>		<b>238</b>
URF	Business Education Technology	33	122
URF	Building Trades	20	39
URF	Custodial Maintenance Technology	22	38
URF	Food Tech/Hospitality Management	21	39
<b>JCS</b>	<b>Cooper Street</b>		<b>67</b>
JCS	Custodial Maintenance Technology	31	67
<b>JCF</b>	<b>Cotton</b>		<b>25</b>
JCF	Custodial Maintenance Technology	21	4
JCF	Food Tech/Hospitality Management	26	17
JCF	Building Trades	0	4
<b>ARF</b>	<b>Gus Harrison</b>		<b>100</b>
ARF	Custodial Maintenance Technology	12	41
ARF	Electronics	18	15
ARF	Food Tech/Hospitality Management	26	16
ARF	Optical Technology	12	25
ARF	Horticulture	3	3
<b>MTU</b>	<b>Handlon</b>		<b>196</b>
MTU	Auto Mechanics	17	7
MTU	Business Education Technology	24	75
MTU	Building Trades	19	43
MTU	Horticulture	23	7
MTU	Welding	26	21
MTU	Machine Tool	18	43
<b>WHV</b>	<b>Huron Valley</b>		<b>163</b>
WHV	Auto Mechanics	31	9
WHV	Business Education Technology	25	28
WHV	Building Trades	29	29
WHV	Custodial Maintenance Technology	26	48
WHV	Food Tech/Hospitality Management	17	26
WHV	Horticulture	26	23

<b>KCF</b>	<b>Kinross</b>		<b>170</b>
KCF	Auto Mechanics	2	4
KCF	Business Education Technology	24	38
KCF	Building Trades	28	41
KCF	Custodial Maintenance Technology	34	46
KCF	Horticulture	0	0
KCF	Welding	24	41
<b>LCF</b>	<b>Lakeland</b>		<b>101</b>
LCF	Business Education Technology	20	56
LCF	Food Tech/Hospitality Management	32	11
LCF	Horticulture	24	34
<b>MRF</b>	<b>Macomb</b>		<b>50</b>
MRF	Food Tech/Hospitality Management	35	34
MRF	Horticulture	32	16
<b>MBP</b>	<b>Marquette</b>		<b>45</b>
MBP	Business Education Technology	30	45
<b>RMI</b>	<b>Michigan Reformatory</b>		<b>98</b>
RMI	Custodial Maintenance Technology	13	98
<b>NRF</b>	<b>Mound</b>		<b>18</b>
NRF	Business Education Technology	18	1
NRF	Building Trades	30	7
NRF	Custodial Maintenance Technology	21	0
NRF	Horticulture	25	10
<b>NCF</b>	<b>Newberry</b>		<b>34</b>
NCF	Custodial Maintenance Technology	15	34
<b>OCF</b>	<b>Ojibway</b>		<b>48</b>
OCF	Custodial Maintenance Technology	28	48
<b>SMT</b>	<b>Parnall</b>		<b>94</b>
SMT	Auto Mechanics	41	3
SMT	Building Trades	16	24
SMT	Custodial Maintenance Technology	36	51
SMT	Horticulture	9	16
<b>MPF</b>	<b>Pugsley</b>		<b>43</b>
MPF	Business Education Technology	23	24
MPF	Building Trades	18	19
<b>RRF</b>	<b>Ryan</b>		<b>27</b>
RRF	Electronics	15	18
RRF	Food Tech/Hospitality Management	15	9
<b>SRF</b>	<b>Saginaw</b>		<b>134</b>
SRF	Custodial Maintenance Technology	38	71
SRF	Food Tech/Hospitality Management	47	44
SRF	Horticulture	27	19
<b>SLF</b>	<b>St. Louis</b>		<b>65</b>
SLF	Custodial Maintenance Technology	24	65
<b>TCF</b>	<b>Thumb</b>		<b>166</b>
TCF	Business Education Technology	6	0
TCF	Building Trades	25	78
TCF	Custodial Maintenance Technology	26	39
TCF	Food Tech/Hospitality Management	21	34
TCF	Horticulture	25	15
<b>MTF</b>	<b>West Shoreline</b>		<b>85</b>
MTF	Business Education Technology	24	85

**MICHIGAN DEPARTMENT OF CORRECTIONS**

**SECTION 907 (b)(h)**

**ACADEMIC AND VOCATIONAL PROGRAMS  
NON-COMPLETIONS REPORT**

Facility		Academic						Vocational (CTE)						GED/Parole Information	
		Number of Prisoners Not Completing Program	Number of Prisoners Not Completing Due To					Number of Prisoners Not Completing Program	Number of Prisoners Not Completing Due To					Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason
			Transfer	Parole	Discharge	Deceased	Other		Transfer	Parole	Discharge	Deceased	Other		
LMF	Alger Corr. Fac.	160	39	0	0	0	121	0	0	0	0	0	0	0	
AMF	Baraga Corr. Fac.	191	56	4	0	0	131	0	0	0	0	0	0	0	
IBC	Bellamy Creek Corr. Fac.	486	212	94	11	0	169	55	21	5	0	0	29	1	Refuse
LRF	Brooks Corr. Fac.	258	107	12	4	0	135	59	31	0	0	0	28	0	
DRF	Carson City Corr. Fac.	214	144	18	4	1	47	96	49	1	2	0	44	0	
STF	Central Michigan Corr. Fac.	542	196	28	1	0	317	158	84	5	0	0	69	0	
URF	Chippewa Corr Fac.	720	149	1	2	0	568	227	48	1	0	0	178	0	
JCS	Cooper Street Corr. Fac.	249	162	49	6	0	32	61	15	5	0	0	41	3	Refuse
JCF	Cotton Corr. Fac.	309	256	3	2	0	48	116	38	4	0	0	74	0	
ACF	Crane Corr. Fac. - closed 5/11	242	198	10	2	0	32	73	59	0	0	0	14	0	
RGC	Egeler Corr. Fac.	13	0	13	0	0	0	0	0	0	0	0	0	0	
ARF	Gus Harrison Corr. Fac.	629	262	134	16	0	217	138	34	12	6	0	86	0	
MTU	Handlon Corr. Fac	383	284	35	1	0	63	164	80	6	0	0	78	0	
WHV	Huron Valley Women's	400	41	119	2	0	238	196	15	19	1	0	161	1	Lack Effort
ICF	Ionia Corr. Fac.	198	41	3	0	0	154	0	0	0	0	0	0	0	
KCF	Kinross Corr. Fac.	364	162	12	0	0	190	141	87	0	0	0	54	0	
LCF	Lakeland Corr. Fac.	241	140	16	3	4	78	84	58	2	0	0	24	0	
MRF	Macomb Corr. Fac.	317	164	9	9	0	135	112	38	2	0	0	72	0	
MBP	Marquette Branch Prison	229	82	2	0	0	145	50	10	0	0	0	40	0	
RMI	Michigan Reformatory	251	78	5	6	0	162	36	22	0	0	0	14	0	
NRF	Mound Corr. Fac.	150	97	28	0	0	25	95	28	3	4	0	60	0	
NCF	Newberry Corr. Fac.	225	187	6	2	0	30	43	12	0	0	0	31	0	
ECF	Oaks Corr. Fac.	288	64	5	1	0	218	0	0	0	0	0	0	0	
OCF	Ojibway Corr. Fac.	337	184	6	0	0	147	51	24	0	0	0	27	0	
SMT	Parnall Corr.Fac.	306	195	53	0	0	58	123	56	7	0	0	60	0	
MPF	Pugsley Corr. Fac.	160	111	5	2	0	42	78	53	2	0	0	23	0	
RRF	Ryan Corr. Fac.	134	50	36	0	0	48	22	7	3	0	0	12	0	
SRF	Saginaw Corr. Fac.	308	179	19	2	1	107	116	82	1	1	0	32	0	
SLF	St. Louis Corr. Fac.	155	37	7	0	0	111	33	11	1	0	0	21	0	
TCF	Thumb Corr. Fac.	418	95	82	5	0	236	173	33	13	1	0	126	0	
MTF	West Shoreline Corr. Fac.	185	36	65	5	0	79	74	45	14	0	0	15	0	
	TOTAL	8,283	3,649	717	70	6	3,841	2,341	978	91	5	0	1,267	5	

## Section 907 c

### Plan to Improve the GED Success Rate

The expectation during an average two-to-three year prison sentence is that prisoner students need to advance by half a dozen years in order to attain their GED. Thousands of prisoner students are transformed into GED graduates every year. Success is not only measured in GED completion but also in the advancement from illiteracy to functionality. Prisoners who cannot read or perform multiplication face barriers to obtaining a GED that are not easily overcome. That doesn't take into account the number of current or former special education students that currently attend our schools. The teachers of the MDOC meet the challenges this population presents and prepare prisoners for return to their communities. It must be noted that this has been done while coping with severe staff reductions, budget cuts, retirements, and other staff stressors.

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

- Low grade level test scores – below literacy
- Repeated public school failures
- A need for significant amounts of remediation before they can begin GED preparation
- Mental and physical health needs that create barriers to learning
- Poor attitudes toward learning since it is compulsory
- Lack of study habits, work ethic, or knowledge of testing strategies, all of which must be taught in addition to the core curricula
- History of substance 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
- Prisoner transfer rates, which impede continuity of study through enrollment, removal, and re-enrollment in numerous schools on the path to GED completion
- Custody, security, and other administrative priorities which impact the ability to educate
- Short prisoner sentences, which present challenges to advance prisoners multiple grade levels in time frame measured in months
- Continued budget reductions to the Academic/Voc. Appropriation resulting in limited money for staffing, professional development, and the expansion of new programs

## Steps to Improve Programs

- Extensive review of methods/options of incorporating technology into classrooms to expand capacity of education.
- Development of official articulation agreements with Community Colleges so prisoners participating in MDOC trades programs may receive college credit for the trade. This is an individual effort by college. We have started the process with Grand Rapids Community College.
- Continuous search for marketable trade programs or changes in industry standards that impact curriculum. Mechatronics will be the next vocational trade implemented.
- In-service trainings for academic, English as a Second Language (ESL), and Title I staff focused on following current best practices, and work readiness/transition.
- Expanding use of *My Reading Coach* software to address reading deficiencies - a significant barrier to prisoner achievement.
- Continuously monitor and review educational programs for consistency through school audits and follow-up with implementation plans.
- Expanded capacity to provide WorkKeys National Career Readiness certification opportunities to prisoners with a focus on prisoners returning to the community. Vocational trade students within a year of their earliest release date will be tested.
- Through trainings and Education Manager directives increased the focus on successful re-entry and employment skills in all education programs.
- Collaborate with other state and education-related agencies to share information and resources including LARA task forces and transformation regional workgroups.
- Continue to identify, review, and present “best practices” while working to maintain standardization.
- Continue to provide advanced training opportunities through service learning projects such as Habitat for Humanity, Prison Build/Prison Grow.
- Received training in the LARA “Workers for the 21<sup>st</sup> Century” math and employability soft skills program.
- Correlated most missed GED topics/questions on writing and math exam with materials used in daily class instruction and provided teachers with instructional materials.
- Identification of ways to collaborate with Michigan State Industries so academic and trades students has increased hands-on training opportunities. The TAG group will address this.
- Review and revised education audit factors to improve programs and monitor consistency of delivery.
- Standardized soft skills objectives were distributed to all teachers to implement soft skills component in all classrooms and all levels.



- Established working committee with DTMB to continuously monitor and resolve data collection and technological concerns.
- To bridge CTE and release to the community a “Job Expo” informational day was held at STF. More are planned for 2012.

### **Track Records**

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

### **Accommodate Transfers**

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

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

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

- Provide physical accommodations in GED and CTE classrooms.
- Work in collaboration with Health Care to address prisoner medical needs.
- Continue to request/provide testing accommodations for eligible prisoners. Education Manager and Special Education Consultant were trained by GEDTS to review accommodations.
- Initiated academic and Career and Technical Education (CTE) programs at specific health and mental health care units.
- Ensure staffing is available to meet requirements/mandates of those housed at the Woodland Center and St. Louis adaptive skills unit.

- Support any training available for teachers to learn how to better address prisoners with mental health issues in classroom.

### **Reduce Waiting Lists**

- Continuously evaluate facility education needs and make adjustments as needed.
- Distribute GED Fast Track Lists to help identify those students who are capable of achieving the GED at an accelerated pace.
- Monitor facility waiting lists and communicate with the CFA transfer coordinator of facilities for transfer consideration.
- Implemented alternative academic program delivery pilots and will expand in 2011-12 in effort to reduce waiting lists and expedite progress when enrolled in school.
- Tiered career and technical education programs to allow increased opportunity and to capture component completions. Also offer accommodations for lower-functioning special education prisoners.
- Continue to use the following priority of enrollment guidelines to reduce wait lists and assure optimal use of classroom space:

#### Academic

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

#### Career and Technical Education

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

# 2011-12 Program Improvement Plan to Overcome Challenges and Increase GED Success

907 c

## ADMINISTRATION Program Oversight

Year	Improvement Plan	Status
2010-11	Do everything possible to ensure teachers teach and are not "repurposed" or otherwise used for extensive non-education related programming, this includes all school staff funded by academic/voc. appropriation.	Ongoing
2011-12	<b>Continue to ensure that all academic and vocational teachers are used primarily to teach approved academic and vocational classes.</b>	<b>Ongoing</b>
2010-11	Several compromises occurred last year and schools testing rights suspended with prisoners impersonating another. This is in part due to a security breakdown at the prisoner and monitoring of prisoners' ID/movement. Further emphasis will be placed on importance of test security.	Ongoing
2011-12	<b>Test security will be stressed at annual Ged examiner training. There have not been any compromises this year.</b>	<b>Ongoing</b>
2010-11	Maintain status but work with MDOE to increase funding	Ongoing
2011-12	<b>Continue to work with MDOE to meet standards and identify students to maximize funding. Aides will be allocated to schools with the highest Title I populations.</b>	<b>Ongoing</b>
2010-11	Revise audit factors and continue audit cycle.	In Progress
2011-12	<b>Finished 2011-12 audit cycle and will reevaluate the process and factors for the 2012-13 cycle starting in November.</b>	<b>Ongoing</b>
2010-11	Continuously seek efficiency and improvement in development of these groups.	Ongoing
2011-12	<b>Looking at restructuring curriculum committees to find better alignment with outside agencies, capture new trends, and to maximize efficiency.</b>	<b>Ongoing</b>
2010-11	Identifying ways to incorporate contextualized learning as a way to increase income and outcomes.	Ongoing
2011-12	<b>Will attempt to use more computer based content in order to better prepare students for upcoming change to GED Testing in 2013. MDIT will control if this goal is possible.</b>	<b>Ongoing</b>
2010-11	Monitoring half test progress and looking for ways to increase "fast track" testing.	Ongoing
2011-12	<b>RGC implemented a "fast track" list distributed to each school every month.</b>	<b>Completed</b>
2010-11	TAG Team (Transformation Advisory Group) works on a variety of projects to improve and continue collaborations.	Ongoing
2011-12	<b>TAG Team continues to meet and collaborate on projects.</b>	<b>Ongoing</b>
2010-11	Programs are implemented and will be expanded. Per DELEG these improve skills and address contextualized learning.	Ongoing
2011-12	<b>Continued prepresentation on the Workforce Development Agency (WDA, formerly DELEG) task forces and attending free MAEPD professional development training to remain current on curriculum and teaching methods.</b>	<b>Ongoing</b>
2010-11	Goals maintained to give teachers and student targets.	Goals met
2011-12	<b>Set new goals regarding academic and vocational completions at 30% of enrollment. Check progress through the school audit process and monthly reports.</b>	<b>Ongoing</b>

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
2010-11	Maintain goal of 70% GED passing rate of individual test takers to optimize testing economics and opportunities.*	Ongoing
2011-12	<b>Continue goal of 70% GED passing rate for individual test takers to optimize testing.</b>	Ongoing
2010-11	Requested further administrative remedy through the Internal Control Evaluation Process "ICE".	Ongoing
2011-12	<b>Continue to work with CFA transportation to try to limit prisoner transfers, which have a negative impact on our outcomes.</b>	Ongoing
2010-11	Continue to participate/include reentry staff in education activities to extent possible in order to improve program efficiency.	Ongoing
2011-12	<b>Reentry regularly sends a representative to our curriculum/steering committee meetings. We will continue to collaborate with Reentry.</b>	Ongoing
2010-11	Resubmitted plan for statewide program improvement for administrative support.	Awaiting administrative approval for reorganization plan. Education Manager to prepare personnel requests. Initially submitted in 2007, continue to wait for response.
2011-12	<b>Working with Deputy Director's office to align/reorganize prisoner education. It will take place sometime in 2012.</b>	Ongoing
2010-11	No administrative or legislative response or action received on report to date.	Waiting response.
2011-12	<b>Will look at high school completion through Michigan Virtual High School once technology/hardware is updated by MDIT in 2012.</b>	Ongoing
2010-11	Revisions to policy submitted	Awaiting administrative approval.
2011-12	<b>Policies will be updated and resubmitted once reorganization plan takes place.</b>	Still awaiting approval.
2010-11	New risk assesment developed report submission anticipated this year.	In progress
2011-12	<b>Continue work on Risk Assessment and report our yearly.</b>	Ongoing
2010-11	Training requests currently "on hold by Deputy Director".	Ongoing/continuous improvement. Scheduled training cancelled by Deputy Director.
2011-12	<b>Grant funded training/professional development is taking place again with the support of the new Deputy Director. Doing most of the training through MAEPD.</b>	Ongoing
2010-11	Pilot for program determined positive benefits and was implemented statewide.	Ongoing
2011-12	<b>Program has been expanded to include IBC, ICF, MBP, ECF, NCF and OCF. It is now state-wide.</b>	Completed
2010-11	The organization and reporting structure in the MDOC reduces ability to implement efficient educational programming but stratigies are continously developed.	Ongoing
2011-12	<b>The reorganization plan for the school principals is being revisited. The number and reporting structure are currently being evaluated.</b>	Ongoing
2011-12	<b>Develop articulation agreements with Michigan community colleges so prisoners participating in MDOC vocational trades programs can receive college credits for the trade.</b>	Ongoing

\* 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.

## DATA COLLECTION AND REPORTING

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
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.
2007-11	Continue Process	Ongoing
2011-12	<b>Process of evaluating and updating OETS continues.</b>	<b>Ongoing</b>
2010-11	RFP was posted and responded to and review will occur 1/2011. Contract will be awarded if better services and lower costs can be realized.	In progress
2011-12	<b>RFP for a private vendor was cost prohibitive so it was not enacted. We will continue to work with MDIT to address technology concerns and look at alternatives for service.</b>	<b>Ongoing</b>
2010-11	Plan to reschedule Secretaries training due to negative impact lack of training has created.	In progress
2011-12	<b>Secretary training on MAERS computer system has taken place and will continue to occur in 2012 as needed. MAERS is the reporting system we are now required to use by WDA and the Federal Government.</b>	<b>Ongoing</b>
2010-11	Create OETS modules and TABS to record MSI data.	In progress
2011-12	<b>The migration project by MDIT and lack of support has slowed this progress.</b>	<b>Ongoing</b>
2009-10	Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	Finalization of manual and workshop awaiting DIT approval of enhancements.
2010-11	Plan to reinstate to address need.	In progress
2011-12	<b>Secretary Manual was updated to include OETS. MAERS manual developed.</b>	<b>Completed</b>
2008-09	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.
2009-10	Continue to identify ways to correct inconsistencies.	Working with DIT and DELEG to correct statewide data inconsistencies.
2010-11	Train staff to revised state mandates.	Administrative support is needed.
2011-12	<b>Staff has been trianed by WDA (formerly DELEG) on MAERS and we are in the process of entering data.</b>	<b>Ongoing</b>
2010-11	Revise the Adult Learning Plan and education tracking system to reflect new federal/state/DELEG/DOE reporting requirements.	In progress
2011-12	<b>The Adult Learning Plan (ALP) has been revised and meets both MDOC and WDA needs.</b>	<b>Completed</b>
2009-10	Propose to DIT the establishment of a DIT staff person to be assigned "MDOC Prisoner Education" liasion to assist with data reporting challenges between MDOC, DELEG and MDOE.	Proposal to be submitted by July 1, 2010.
2010-11	The need continues.	No response to date.
2011-12	<b>The need continues for a MDIT staff person assigned only to MDOC Education.</b>	<b>No response to date.</b>
2010-11	Continue to use Prisoner Evaluation Survey as evaluation and improvement tool.	Ongoing
2011-12	<b>Continue to use the prisoner evaluation survey for continuous improvement.</b>	<b>Ongoing</b>
2011-12	<b>Capture college completions and track college correspondence course enrollment.</b>	<b>Starting this process in 2012.</b>

## CURRICULUM

### Program Improvement through Curriculum Design

Year	Improvement Plan	Status
2010-11	All progress plotters were reviewed, and are continuously monitored for alignment with curriculum.	Ongoing
2011-12	<b>Continue to review and monitor progress plotters for alignment with curriculum.</b>	<b>Ongoing</b>
2009-10	Implemented ELL (English Language Learners)/ESL content standards statewide per DELEG.	Completed for ESL & Academic (ABE/GED).
2010-11	Monitor DELEG changes/revisions.	Ongoing
2011-12	<b>Continue to work with WDA (formerly DELEG) to stay up to date on ESL content standards.</b>	<b>Ongoing</b>
2009-10	Expanded use of KeyTrain and My Reading Coach (software) and are evaluating expansion to all facility schools. (Employment focused instruction)	Ongoing-expansion
2010-11	Continue expansion due to positive outcomes.	Ongoing
2011-12	<b>Pilot is complete and will roll out state-wide as funding allows.</b>	<b>Ongoing</b>
2010-11	Continue to collect and communicate best practices.	Ongoing
2011-12	<b>Continue to collect and communicate best practices.</b>	<b>Ongoing</b>
2009-10	Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.	Ongoing for RETTE committee.
2010-11	Implementation.	Training tentatively scheduled in March 2011.
2011-12	<b>Training held and horticulture curriculum implemented.</b>	<b>Completed</b>
2010-11	Implemented Digital Literacy.	Completed
2011-12	<b>BET update of Microsoft 2010 is on hold due to lack of compatibility with current hardware. Working with MDIT to address problem.</b>	<b>Ongoing</b>
2009-10	All CTE program tiers developed.	Ongoing
2010-11	Five remaining programs will be tiered.	Ongoing
2011-12	<b>Only Food Technology and Hospitality still needs to be tiered. This will be done in 2012.</b>	<b>Ongoing</b>
2010-11	Ongoing review of Special Education forms to ensure compliance.	Administrative delay in approval is an ongoing challenge.
2011-12	<b>Special education forms are up to date, but need to be reviewed yearly to ensure compliance.</b>	<b>Ongoing</b>
2011-12	<b>Identify one facility to pilot a new Mechatronics vocational curriculum.</b>	<b>Ongoing</b>

## TESTING MANDATES

### Test Administration and Assessment Improvements

Year	Improvement Plan	Status
2009-10	Specified staff attended training on most missed questions on the GED test and information was disseminated to all academic staff.	Completed
2010-11	Implement Module.	Training needed.
2011-12	<b>Handouts were given to each school regarding the missed questions due to the moratorium on training in 2010-11. Curriculum will be updated to correspond to computer based GED testing in 2013.</b>	<b>Ongoing</b>
2010-11	Monitor compliance.	Ongoing
2011-12	<b>Continue to monitor compliance through GED self-audits and school</b>	<b>Ongoing</b>
2010-11	Reestablish GED testing at RGC.	Staffing needed to allow.
2011-12	<b>Due to a RIF and budgetary constraints, GED Testing will not be done at prison reception centers. It will be done once the prisoner transfers to a regular facility.</b>	<b>Completed</b>
2010-11	Establish way to capture data/use for employment.	Ongoing
2011-12	<b>TAG group will be reinstated to review assignments at MSI.</b>	<b>Ongoing</b>

**TESTING MANDATES - Continued**  
**Test Administration and Assessment Improvements**

<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
2009-10	Review WorkKeys pilot, determine feasibility of further testing. Laundry facility prison workers were tested.	Completed
2010-11	Identify additional factories to test.	Ongoing
2011-12	<b>WorkKeys test prisoner workers at MSI factories that are within a year of their earliest release date.</b>	<b>Ongoing</b>
2011-12	<b>WorkKeys Test vocational trades prisoners/students within a year of his/her earliest release date.</b>	<b>Ongoing</b>

**PROFESSIONAL DEVELOPMENT**

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

<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
2009-10	Disseminate information on current trends and mandates and best practices.	Ongoing-but lack Deputy Directory support.
2010-11	Continue this process	Ongoing-level of support unknown.
2011-12	<b>Continue to disseminate information on current trends and mandates then pass on to line staff.</b>	<b>Ongoing</b>
2010-11	Reestablish training as needed.	Ongoing
2011-12	<b>Continue to conduct data entry training on OETS and MAERS with those responsible for the data entry (mainly school secretaries)</b>	<b>Ongoing</b>
2010-11	Work to gain support for needed professional development.	Ongoing
2011-12	<b>Work with Workforce Development Agency (WDA) and Michigan Adult Education Professional Development Project (MAEPD) to provide professional development to our education staff. Also will look for outside training for vocational staff.</b>	<b>Ongoing</b>
2010-11	Further expand this math training opportunity to MDOC schools.	In progress
2011-12	<b>Send staff to MAEPD math and writing workshops with grant funds.</b>	<b>Ongoing</b>
2011-12	<b>Send Education Manager to Corrections Education Association (CEA) conferences to ensure MDOC Prisoner Education is aware of current prisoner education issues and trends.</b>	<b>Ongoing</b>

## Section 907(e)

### OVERVIEW

The purpose of education is to increase the functional level of prisoners and prepare them with competencies that will increase their chances for success upon release. Once prisoners are assessed, MDOC education provides instruction to remediate low functioning prisoners. The goal is to give them the tools to complete the GED examination and/or a vocational trade. The skills acquired through prisoner education programming will improve opportunities for furthering education or gaining employment in our 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 been unsuccessful in education and employment. It takes significant effort and time to bring them to a functional academic level and to create an interest in education.

There are many factors that contribute and/or impact recidivism. It is not a reasonable expectation that prisoner education will end recidivism when significant barriers (i.e. substance abuse, mental health, unstable living environment) are present. The primary programmatic focus is the attainment of job preparedness skills that will lead to employment. Education is essential to recidivism reduction. Additionally, it should be noted that there are ancillary benefits to the education programs for the institution, which include a trained prisoner workforce, the development of 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. Inmates in Michigan average a sixth grade reading and math level when they arrive to prison. National studies consistently show the value of correctional education and that it reduces recidivism:

2000 Wilson, Gallagher and Mackenzie Recidivism Study:

- Academic Education ABE/GED    18% Reduction of Recidivism  
Taxpayer savings = \$5306 per student
- Vocational Training                22% Reduction of Recidivism  
Taxpayer savings = \$6806 per student

2006 Washington State Institute of Public Policy Meta-Analysis:

- Academic Education ABE/GED    5.1% Reduction of recidivism
- Holding a Job                        4.8% Reduction of recidivism
- Vocational Training                12.6% Reduction of recidivism



Most prisoners arrive in prison without a high school diploma or GED. According to research compiled by Michigan Economic Development Corporation-Office of Adult Education:

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

During the 2011 fiscal year, MDOC prisoners passed 8,523 GED subtests of which, 1,697 earned their GED. Using the wage differential cited above, the potential annual taxable income may increase nearly \$11 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 roughly 43,000 prisoners incarcerated in Michigan. (Does not include those housed in jails). At any given time, over 7,800 prisoners are enrolled in academic, career and technical education, and pre-release programming. This results in providing approximately 18% of our MDOC prison population a productive and purposeful activity to prepare for release.

\*Institute for Women's Policy Research, 2005

\*\*National Center for Education Statistics

The following academic programs are offered through MDOC Prisoner Education:

### **ACADEMIC EDUCATION**

Adult Basic Education and GED Preparation (including GED Testing) are provided for prisoners without a high school diploma or GED certificate. The curriculum focuses on writing skills, math, science, social studies and reading language arts.

### **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 prisoners who are under 21 years of age, do not have a high school or GED completion, and are enrolled in an academic program. Programming includes Reading Horizons and Workers for the 21<sup>st</sup> Century curriculum, with an emphasis on employability soft skills and critical thinking skills.

## **ENGLISH AS A SECOND LANGUAGE**

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

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

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 MDOC offers Auto Mechanics, Building Trades, Business Education Technology, Custodial Maintenance, Food Technology and Hospitality, Horticulture, Machine Tooling, Optical Technology and Welding. The programs offer state or national certification upon completion and involve community college and industry input/influence. When combined with support services, MDOC prisoner education programs provide greater opportunities for success in the community upon release.

## **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” to the community. 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 (trees), native grasses and cabins for Department of Natural Resources; flowers for the Welcome Centers and other sites; playscapes for local parks; etc.. All of which are at a cost-savings to the recipients. Prison Build/Prison Grow is a formalized relationship linking the CTE programs to state agencies and non-profits. A Memorandum of Understanding (MOU) was signed with Goodwill Industries so that MDOC Auto Mechanics programs refurbish cars donated to Goodwill and are returned to be given to eligible clients. Service learning projects allow prisoners to apply learned skills to meaningful projects that benefit the State of Michigan.

## **PRE-RELEASE**

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

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

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

secondary schools (Montcalm Community College) and other agencies. The course work primarily focuses on employment skills and related issues. Prisoners are also given the WorkKeys Test so they can earn 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.

### **Section 907(f)**

#### **Identification of Program Outcomes for each Academic and Vocational Program** **(See statistical report)**

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

According to the Offender Education Tracking System, during the 2011 fiscal year, MDOC prisoners passed 8,409 GED subtests of which 1,620 prisoners earned their GED.

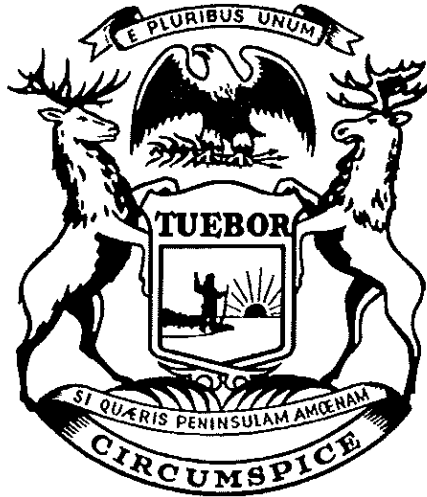
Approximately 1,700 prisoners are enrolled in vocational programs. It is estimated by the Department of Licensing and Regulatory Affairs that over 80% of Michigan's prisoner population is in need of additional vocational training. MDOC vocational training teaches soft skills, allows for work assignments within the prison (maintaining standards and reducing state costs) and prepares prisoners for return to work in the community with occupational skills that are marketable for meaningful, long-term employment.

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

- Habitat for Humanity housing projects: cabinets, walls, countertops, landscaping
- Department of Natural Resources projects: cabins, native grasses and trees
- Beautification of Michigan Welcome Centers
- Extensive Community Support Projects

# **Michigan Department of Corrections**

## **Prisoner Education Action Plan**



**2010 – 2013**

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

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

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## INTRODUCTION

### Why Education?

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

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

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

### Who Do We Educate?

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

Prisoner students are likely to have:

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

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

\*The Urban Institute

## What Do We Teach?

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

## Community Services and Collaborations

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

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

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

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

# MISSION STATEMENT

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

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



## EDUCATIONAL PROGRAMS OVERVIEW

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

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

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

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

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

- **Supplemental Programming**

- Correspondence courses

- Other college and community-based opportunities

- Introduction to Computers

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

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

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

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

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

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

### **Education Placement**

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

### **Academic**

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

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

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

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

### **Special Education**

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

### **Career and Technical Education**

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

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

Trades Programs are:

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

### **Vocational Counseling**

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

### **Pre-Release**

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

### **Advanced Programs**

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

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

### **Supplemental Programming**

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

## **ACTION AND RESPONSIBILITY**

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

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

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

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

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

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

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

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

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

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

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

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

Distance Learning/College Expansion

Oversight and leadership of the Education Advisory and Steering Committees.

Continue working to develop articulation with colleges.

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

Review resource placement including program reduction.

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

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

Establish collaborative partnerships with community agencies.

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

### **Pre-Release**

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

### **OETS**

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

### **General**

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

### **Grants**

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

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

## **ACADEMICS**

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



## **CURRENT COMMITTEE CHARTER**

### **ACADEMIC ADVISORY COMMITTEE CHARTER**

#### **PURPOSE:**

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

#### **GOALS:**

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

#### **TYPES OF ACTIVITIES**

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

#### **SUBMITTED BY:**

- Prisoner Education Academic Advisory Committee.

#### **APPROVED BY:**

*Julie L. DeRose, Education Manager*

*May 2010*

## **CAREER AND TECHNICAL EDUCATION**

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

## **CURRENT COMMITTEE CHARTER**

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

#### **PURPOSE:**

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

#### **GOALS:**

The Goals of the RETTE Advisory Committee are to:

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

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

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

#### **LOGISTICS:**

Members will:

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

#### **RESOURCES:**

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

#### **SUBMITTED BY:**

- Prisoner Education RETTE Advisory Committee.

#### **APPROVED BY:**

*Julie L. DeRose, Education Manager*

*May 2010*

## **SPECIAL EDUCATION**

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

## **CURRENT COMMITTEE CHARTER**

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

#### **INTRODUCTION:**

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

#### **PURPOSE:**

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

#### **GOALS:**

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

#### **TYPES OF ACTIVITIES**

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

#### **LOGISTICS**

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

#### **SUBMITTED BY:**

- Prisoner Education Special Education Advisory Committee.

#### **APPROVED BY:**


*Julie L. DeRose, Education Manager*


*May 2010*

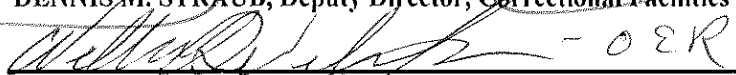
## SUMMARY


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

Approval:

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

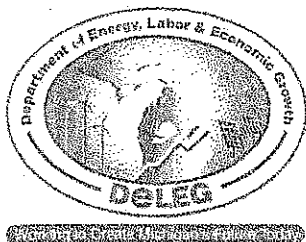
  
\_\_\_\_\_  
DENNIS M. STRAUB, Deputy Director, Correctional Facilities Administration

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

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

Revised June 2010

G:EFF/EDUCATIONACTIONPLAN2010-2013



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

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

October 1, 2008 – September 30, 2009

NOV 30 2009

MAILING INSTRUCTIONS:

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

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

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

District Superintendent's Signature (only):

*Phil Garcia*

Date

11/19/09

Typed/Printed Name of District: FULTON SCHOOLS

<p>AUTHORITY: Act 94, PA 1979 as amended.</p> <p>COMPLETION: Required. (Failure to file will result in reduction of funds.)</p>	<p>Michigan Department of Energy, Labor and Economic Growth OFFICE OF ADULT LEARNING 201 N. Washington, Victor Office Center, 3<sup>rd</sup> Floor Lansing, Michigan 48913</p> <p><b>2008-2009 ADULT EDUCATION PROGRAMS -- SECTION 107 STATE CORRECTIONAL GRANT PERFORMANCE OBJECTIVES --</b></p>	<p>Please direct questions regarding this form to the Office of Adult Learning at (517) 373-8800.</p>
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<p><b>Educational Agency (Fiscal Agency)</b></p>	<p><b>Legal Name of District</b> <b>FULTON SCHOOLS</b></p> <p><b>Address</b> <b>8060 ELY HWY</b></p>	<p><b>Recipient Code Number</b> <b>29-050</b></p> <p><b>City</b> <b>MIDDLETON</b></p>	<p><b>Telephone Number</b> <b>989-236-7300</b></p> <p><b>Zip Code</b> <b>48856</b></p>
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**MAILING INSTRUCTIONS:** Return signed original by November 25, 2009, to the State address above.

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

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

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

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

Date 11/9/09

Typed/Printed Name of District: FULTON SCHOOLS

Office of Adult Learning Director's Name: PHILIP GARCIA

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



## Part I: PROGRAM SUMMARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- No tuition or fees were charged.

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

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

#### **K. Reporting**

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

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

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

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

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

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

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

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

**D. Improved Data**

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

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

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

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

LEGAL NAME OF APPLICANT: FULTON SCHOOLS				RECIPIENT CODE: 29-050				
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES
132	Secondary learning exp. 7th grade abilities & above instruction 4.5 teachers total hrs=1845.5 3 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00					\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=							\$0.00
	1233.3 4 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00					\$22,982.00
132	Adult Education text books, teaching supplies, & materials for educational instruction & diploma purchase				\$6,135.00			\$6,135.00
132	Mileage from St Louis to Carson City to Ionia Prison Sites for instructional & administrative personnel						\$6,840.00	\$6,840.00
212	Guidance & counseling educational transcripts, EDP development for diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00					\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator & monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00					\$21,262.00
229	Other instructional support staff services MAERS coordinator & monitoring sites/entry 390.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00					\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @ \$18.00 per hour	\$2,900.00	\$700.00					\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour		\$400.00					\$400.00
TOTAL ADULT EDUCATION BUDGET:		\$94,912.00	\$22,182.00	\$0.00	\$6,135.00	\$0.00	\$6,840.00	\$130,069.00
FY2008-2009 Section 107 Funds								
Tuition/Fees Revenues Charged to Adult Education Participants								
College's Share of Budget (Other funds not identified above)								

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

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

LEGAL NAME OF APPLICANT: FULTON SCHOOLS							RECIPIENT CODE: 29-050			
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES		
132	Secondary learning exp. 7th grade abilities & above instruction 4.5									\$0.00
	teachers total hrs=1845.53 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00							\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=									\$0.00
	1233.34 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00							\$22,982.00
132	Adult Education text books, teaching supplies & materials for									\$0.00
	educational instruction & diploma purchase				\$6,135.00					\$6,135.00
132	Mileage from St. Louis to Carson City to Ionia Prison Sites for									\$0.00
	instructional & administrative personnel								\$6,840.00	\$6,840.00
212	Guidance & counseling educational transcripts, EDP development for									\$0.00
	diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00							\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator									\$0.00
	& monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00							\$21,262.00
229	Other instructional support staff services MAERS coordinator &									\$0.00
	monitoring sites/entry 390.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00							\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @									\$0.00
	\$18.00 per hour	\$2,900.00	\$700.00							\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour									\$0.00
		\$1,700.00	\$400.00							\$2,100.00
<b>TOTALS</b>							\$22,182.00	\$0.00	\$6,135.00	\$130,069.00



Michigan Department of Energy, Labor and Economic Growth  
Adult Learning - State Section 107 Program

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

[ X ] ORIGINAL [ ] AMENDMENT Amount of Change: \$ 0

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

LEGAL NAME OF APPLICANT: FULTON SCHOOLS						RECIPIENT CODE: 29-050			
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
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								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
TOTALS						\$0.00	\$0.00	\$0.00	\$0.00

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

Amount of Change: \$ 0

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

LEGAL NAME OF APPLICANT: FULTON SCHOOLS										RECIPIENT CODE: 29-050			
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES					
								\$0.00					
								\$0.00					
								\$0.00					
								\$0.00					
								\$0.00					
								\$0.00					
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								\$0.00					
								\$0.00					
TOTALS		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				