

**REPORT TO THE LEGISLATURE**  
**Pursuant to PA 200 of 2012**  
**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 and 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

## CFA - OER EDUCATION STAFFING GUIDE

Facility	Principal			Secretary 3-Teacher Aides		Teachers						School Psych		Skills Dev.		COF		Grants/ Student Assistants		CTE Programs	Other	
	Current Principal	Filled	Vacant	Filled	Vacant	Special Ed.		Academic		CTE		Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant			
						Filled	Vacant	Filled	Vacant	Filled	Vacant											
<b>Northern Region</b>																						
Alger	Barsch	1	0	1	0	0	0	2	0	1	1	0	0	0	0	0	0	1	0	CO,TBD**	1-Teacher ABE funds	
Marquette*				1	0	1	0	3	0	1	0	0	0	0	0	0	0	0	0	0	CO	
Baraga				1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0		
Ojibway								3	0	2	0	0	0	0	0	0	0	0	0	0	CM, CO	
Kinross	Corcoran	1	0	1	0	0	0	3	0	4	2	0	0	0	0	0	0	0	0	CM,WE,BT, CO,(FT)**TBD**		
Newberry				1	0	0	0	3	0	1	1	0	0	0	0	0	0	0	0	CO, (TBD)**		
Chippewa*				1	0	0	0	6	0	3	1	0	0	0	0	0	0	0	0	2-CO,BT, (FT)**		
Pugsley	Reynolds	1	0	1	0	0	0	3	0	2	0	0	0	0	1	0	0	0	0	CO, BT		
Oaks				1	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0	(CO)**		
Muskegon*				1	0	0	0	3	0	4	0	0	0	0	0	0	0	0	0	HO,WE, CO,FT		
Brooks				1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	FT (TBD)**		
W. Shoreline				1	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	CO		
<b>Southern Region</b>																						
St. Louis	Hoag	1	0	1	0	1	0	2	0	1	0	0	0	0	0	0	0	0	CMT			
Central Michigan*				1	0	0	0	4	0	3	1	0	0	0	1	0	0	0	0	BT, CO, HO, TBD**		
Carson City				1	0	0	0	6	0	3	0	0	0	0	0	0	0	0	0	HO,CO,FT		
Handlon*	Schrauben	1	0	1	0	2	0	2	2	6	0	0	0	0	0	0	1	0	AM, BT, HO, WE, MT, CO	1 Title I Aide		
Ionia				1	0	1	0	1	0	0	0	0	0	0	0	0	0	0				
Bellamy Creek & DORM				1	0	2	0	5	0	3	1	0	0	0	1	0	0	2	0	BT,HO,CO (TBD)**	2 Title I Aide	
Michigan Reformatory				1	0	1	0	3	0	1	0	0	0	0	0	0	0	0	0	CM		
Lakeland	McKenzie	1	0	1	0	0	0	3	0	2	1	0	0	0	1	0	0	0	FT, CO (TBD)**			
Gus Harrison*				1	0	0	1	4	0	3	0	0	0	0	0	0	0	0				
Saginaw	Gornick	1	0	1	0	1	0	2	1	2	1	0	0	0	0	0	0	HO, CM, (FT)**	Sec. to be filled			
Thumb*				1	0	3	0	2	0	4	1	0	0	0	1	0	0	2	1	BT, FT,CM,CO (TBD)**	2 Title I & Teacher Aide	
Macomb	Featherstone	1	0	1	0	1	0	3	0	4	0	0	0	0	1	0	0	0	FT, HO, CO,BT			
Women's Huron Valley*				1	0	2	0	2	1	5	1	0	0	0	1	0	0	0	0	HO, BT, AM,CM,FT (CO)**	Sp.Ed. Teacher provides services at	
HVW Reception				1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1 Teacher Aide	
Egeler	Dick	1	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0		Sp. Ed. provided by SMT - 2 Teacher			
Parnall				1	0	0	0	4	0	5	1	0	0	0	1	0	0	0	0	HO, AM,BT, CM,CO (WE)**	UAW Leave Academic	
Cotton*				1	0	1	0	5	0	2	0	0	0	0	0	0	0	0	0	FT, CO		
Cooper Street				1	0	0	0	5	0	1	0	0	0	0	0	0	0	0	0	CM		
(SAI)	Costello	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	CO				
Woodland				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		Sp.Ed. provided by WHV		
COF Grant FTE		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0				
COF -FTE		0	0	1	0	0	0	0	0	0	3	0	0	0	3	2	0	0		Manager, School Prinipal,Dept. Analyst, Secretary,(2)Specialist, 3 Student Asst.		
<b>TOTALS</b>		<b>10</b>	<b>0</b>	<b>32</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>85</b>	<b>8</b>	<b>66</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>9</b>	<b>1</b>			

\*School Prinipal Home Facility

\*\*Vacant

<b>FTE's Approved</b>	<b>244</b>
<b>Current Filled FTE's</b>	<b>216</b>

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	WE	Welding

**MICHIGAN DEPARTMENT OF CORRECTIONS**

**SECTION 907(b)(d) FY 2012 ENROLLMENT, COMPLETION, WAITING LIST**

SCHOOL/FACILITY	GED SUBTEST PASSED	GED PASSED COMPLETE	Number of PRISONERS PAROLED w/o GED	CTE COMPLETIONS	PRE-RELEASE COMPLETIONS	AVERAGE ENROLLMENT				AVERAGE NUMBER ON WAITING LIST			
						Academic	SP. ED	Pre-Rel.	CTE	Academic	Pre-Rel.	CTE	
LMF	Alger Correctional Facility	248	34	0	0	4	136	0	0	0	12	0	0
AMF	Baraga Correctional Facility	580	54	10	0	40	131	0	13	0	52	38	0
IBC	Bellamy Creek Correctional Facility	439	82	55	170	67	286	33	24	59	36	0	14
LRF	Brooks Correctional Facility	206	55	16	45	0	134	0	0	24	89	0	97
DRF	Carson City Correctional Facility	454	86	19	196	0	190	0	0	123	45	0	152
STF	Central Michigan Correctional Facility	165	62	36	178	509	240	19	69	75	210	236	550
URF	Chippewa Correctional Facility	384	84	0	244	33	334	0	0	71	186	64	228
JCS	Cooper Street Correctional Facility	799	135	45	73	124	142	0	0	0	226	709	128
JCF	Cotton Correctional Facility	518	47	43	32	154	279	17	16	47	39	178	120
RGC	Egeler Reception and Guidance Center	0	0	0	0	0	0	0	0	0	0	0	0
ARF	Gus Harrison Correctional Facility	314	65	48	120	362	322	6	79	54	197	369	86
MTU	Handlon Correctional Facility	256	36	45	321	85	223	22	25	126	121	108	110
WHV	Huron Valley Women's Correctional Facility	336	68	55	189	90	253	11	60	132	331	5	956
ICF	Ionia Correctional Facility	67	12	1	0	0	73	27	0	0	17	0	0
KCF	Kinross Correctional Facility	288	44	3	170	97	104	0	25	131	130	88	466
LCF	Lakeland Correctional Facility	222	31	20	61	64	118	0	0	85	0	12	143
MRF	Macomb Correctional Facility	56	35	24	163	39	83	6	14	146	109	20	55
MBP	Marquette Branch Prison	406	71	10	28	236	120	0	49	36	62	215	72
RMI	Michigan Reformatory	203	32	13	66	135	185	16	15	25	163	110	326
NCF	Newberry Correctional Facility	210	34	6	0	41	182	0	15	0	48	126	63
ECF	Oaks Correctional Facility	270	51	4	8	32	97	0	0	2	90	25	13
OCF	Ojibway Correctional Facility	515	78	11	94	54	178	0	0	50	33	213	527
SMT	Parnall Correctional Facility	420	59	89	76	79	112	14	0	103	240	26	172
MPF	Pugsley Correctional Facility	302	50	85	80	105	200	0	9	45	38	35	88
RRF	Ryan Correctional Facility <small>(Closed 10/01/12)</small>	273	81	179	37	494	142	8	43	27	0	0	0
SRF	Saginaw Correctional Facility	282	47	25	142	13	217	23	17	142	113	57	67
SLF	St. Louis Correctional Facility	189	36	0	61	21	203	27	9	24	190	0	35
TCF	Thumb Correctional Facility	95	148	134	219	0	244	46	11	104	165	0	166
MTF	West Shoreline Correctional Facility	156	34	106	166	0	48	1	0	58	184	0	307
	<b>TOTAL</b>	<b>8,653</b>	<b>1,651</b>	<b>1,082</b>	<b>2,939</b>	<b>2,878</b>	<b>4,976.0</b>	<b>276.0</b>	<b>493.0</b>	<b>1,689.0</b>	<b>3,126.0</b>	<b>2,634.0</b>	<b>4,941.0</b>



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 Correctional Facility	239	58	0	0	0	181	0	0	0	0	0	0	0	
AMF	Baraga Correctional Facility	212	86	4	0	0	122	0	0	0	0	0	0	0	
IBC	Bellamy Creek Correctional Facility	369	191	55	6	0	117	53	27	4	0	0	22	0	
LRF	Brooks Correctional Facility	256	72	19	6	0	159	26	15	1	0	0	10	0	
DRF	Carson City Correctional Facility	243	140	8	2	0	93	135	74	4	0	0	57	0	
STF	Central Michigan Correctional Facility	289	151	27	3	0	108	69	25	6	4	0	34	0	
URF	Chippewa Correctional Facility	694	186	0	0	0	508	190	24	0	0	0	166	0	
JCS	Cooper Street Correctional Facility	196	128	45	2	0	21	39	18	0	0	0	21	1	Lack Effort
JCF	Cotton Correctional Facility	476	219	42	0	0	215	88	21	5	0	0	62	0	
ARF	Gus Harrison Correctional Facility	480	205	81	4	0	190	64	25	4	0	0	35	0	
MTU	Handlon Correctional Facility	346	238	45	0	4	59	143	83	1	1	0	58	0	
WHV	Huron Valley Women's Correctional Facility	679	177	102	8	0	392	156	3	16	0	0	137	0	
ICF	Ionia Correctional Facility	314	58	0	7	0	249	0	0	0	0	0	0	0	
KCF	Kinross Correctional Facility	203	78	2	0	0	123	209	97	0	1	0	111	0	
LCF	Lakeland Correctional Facility	180	121	7	3	0	49	45	32	3	0	0	10	0	
MRF	Macomb Correctional Facility	249	124	7	1	0	117	184	56	0	0	0	128	0	
MBP	Marquette Branch Prison	154	81	2	0	0	71	41	26	0	0	0	15	0	
RMI	Michigan Reformatory	259	104	10	0	0	145	39	11	0	0	0	28	0	
NCF	Newberry Correctional Facility	182	173	6	0	0	3	1	1	0	0	0	0	0	
ECF	Oaks Correctional Facility	275	65	3	0	0	207	35	3	1	1	0	30	0	
OCF	Ojibway Correctional Facility	292	153	7	0	0	132	44	23	0	0	0	21	0	
SMT	Parnall Correctional Facility	189	117	29	5	0	38	102	44	10	0	0	48	0	
MPF	Pugsley Correctional Facility	353	120	13	3	0	217	55	20	6	0	0	29	0	
RRF	Ryan Correctional Facility (closed 10/01/12)	172	63	92	6	1	10	32	29	1	1	0	1	0	
SRF	Saginaw Correctional Facility	743	442	27	2	0	272	198	95	1	0	0	102	0	
SLF	St. Louis Correctional Facility	161	61	0	0	0	100	29	6	0	0	0	23	0	
TCF	Thumb Correctional Facility	535	117	48	52	0	318	130	42	11	1	2	74	0	
MTF	West Shoreline Correctional Facility	144	26	93	5	0	20	76	31	12	0	0	33	0	
	<b>TOTAL</b>	<b>8,884</b>	<b>3,754</b>	<b>774</b>	<b>115</b>	<b>5</b>	<b>4,236</b>	<b>2,183</b>	<b>831</b>	<b>86</b>	<b>9</b>	<b>2</b>	<b>1,255</b>	<b>1</b>	

# 2012-13 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	Continue to ensure that all academic and vocational teachers are used primarily to teach approved academic and vocational classes.	Ongoing
<b>2012-13</b>	<b>Ensure all education staff, funded by academic and vocational appropriation are supporting academic/vocational instruction only.</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	Test security will be stressed at annual Ged examiner training. There have not been any compromises this year.	Ongoing
<b>2012-13</b>	<b>Test security best practices are shared at the annual GED Examiner Training. Facilities are implementing OETS face sheets in addition to offender ID card.</b>	<b>Ongoing</b>
2010-11	Maintain status but work with MDOE to increase funding	Ongoing
2011-12	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.	Ongoing
<b>2012-13</b>	<b>Continue to maintain the improved monitoring to increase enrollment data to improve revenue.</b>	<b>Ongoing</b>
2010-11	Revise audit factors and continue audit cycle.	In Progress
2011-12	Finished 2011-12 audit cycle and will reevaluate the process and factors for the 2012-13 cycle starting in November.	Ongoing
<b>2012-13</b>	<b>Three year audit cycle was completed and a new quality improvement monitoring plan is being developed.</b>	<b>Completed/Ongoing</b>
2010-11	Continuously seek efficiency and improvement in development of these groups.	Ongoing
2011-12	Looking at restructuring curriculum committees to find better alignment with outside agencies, capture new trends, and to maximize efficiency.	Ongoing
<b>2012-13</b>	<b>Education has undergone a restructure in which roles of the committees are being redefined.</b>	<b>Ongoing</b>
2010-11	Identifying ways to incorporate contextualized learning as a way to increase income and outcomes.	Ongoing
2011-12	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.	Ongoing
<b>2012-13</b>	<b>Steps are being taken to implement Computer Based GED Testing. Which is scheduled to be implemented January 1, 2014.</b>	<b>Ongoing</b>
2010-11	TAG Team (Transformation Advisory Group) works on a variety of projects to improve and continue collaborations.	Ongoing
2011-12	TAG Team continues to meet and collaborate on projects.	Ongoing
<b>2012-13</b>	<b>This committee has been repurposed to focus on employment readiness to increase work ready employment opportunities for prisoners.</b>	<b>Completed/Ongoing</b>

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
2010-11	Programs are implemented and will be expanded. Per DELEG these improve skills and address contextualized learning.	Ongoing
2011-12	Continued representation 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.	Ongoing
<b>2012-13</b>	<b>Prisoner Education continues to collaborate with Workforce Development and participate on state task forces.</b>	<b>Ongoing</b>
2010-11	Goals maintained to give teachers and student targets.	Goals met
2011-12	Set new goals regarding academic and vocational completions at 30% of enrollment. Check progress through the school audit process and monthly reports.	Ongoing
<b>2012-13</b>	<b>Scorecards have been developed at each facility school based on program completion standards set by education staff. Completions are monitored on a monthly basis.</b>	<b>Ongoing</b>
2010-11	Maintain goal of 70% GED passing rate of individual test takers to optimize testing economics and opportunities.*	Ongoing
2011-12	Continue goal of 70% GED passing rate for individual test takers to optimize testing.	Ongoing
<b>2012-13</b>	<b>Implement a standardized GED schedule to optimize completion rates. Students continue to be notified that this is the last year to take the 2002 GED Test.</b>	<b>Ongoing</b>
2010-11	Requested further administrative remedy through the Internal Control Evaluation Process "ICE".	Ongoing
2011-12	Continue to work with CFA transportation to try to limit prisoner transfers, which have a negative impact on our outcomes.	Ongoing
<b>2012-13</b>	<b>The effect of prisoner transfers on educational outcomes continues to be monitored.</b>	<b>Ongoing</b>
2010-11	Continue to participate/include reentry staff in education activities to extent possible in order to improve program efficiency.	Ongoing
2011-12	Reentry regularly sends a representative to our curriculum/steering committee meetings. We will continue to collaborate with Reentry.	Ongoing
<b>2012-13</b>	<b>Continue to encourage Re-entry to collaborate.</b>	<b>Ongoing</b>
2010-11	Resubmitted plan for statewide program improvement for administrative support.	Awaiting administrative approval for reorganization plan.
2011-12	Working with Deputy Director's office to align/reorganize prisoner education. It will take place sometime in 2012.	Ongoing
<b>2012-13</b>	<b>Educational restructure is approved and being implemented.</b>	<b>Ongoing</b>
2010-11	No administrative or legislative response or action received on report to date.	Waiting response.
2011-12	Will look at high school completion through Michigan Virtual High School once technology/hardware is updated by MDIT in 2012.	Ongoing
<b>2012-13</b>	<b>Michigan Virtual High and Oxford were reviewed and are too expensive; other options continue to be explored.</b>	<b>Completed</b>

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
2010-11	Revisions to policy submitted	Awaiting administrative approval.
2011-12	Policies will be updated and resubmitted once reorganization plan takes place.	Still awaiting approval.
<b>2012-13</b>	<b>Policies were updated in January and will be submitted to the new administration for approval.</b>	<b>Ongoing</b>
2010-11	New risk assessment developed report submission anticipated this year.	In progress
2011-12	Continue work on Risk Assessment and report our yearly.	Ongoing
<b>2012-13</b>	<b>The ICE process is completed and approved by administration.</b>	<b>Completed</b>
2010-11	Training requests currently "on hold by Deputy Director".	Ongoing/continuous improvement. Scheduled training cancelled by Deputy Director.
2011-12	Grant funded training/professional development is taking place again with the support of the new Deputy Director. Doing most of the training through MAEPD.	Ongoing
<b>2012-13</b>	<b>The new administration has encouraged and supported professional development and plans for training are being developed.</b>	<b>Completed/Ongoing</b>
2010-11	The organization and reporting structure in the MDOC reduces ability to implement efficient educational programming but strategies are continuously developed.	Ongoing
2011-12	The reorganization plan for the school principals is being revisited. The number and reporting structure are currently being evaluated.	Ongoing
<b>2012-13</b>	<b>The new administration has approved the education reorganization. The principals now report to the Education Manager.</b>	<b>Completed</b>
2011-12	Develop articulation agreements with Michigan community colleges so prisoners participating in MDOC vocational trades programs can receive college credits for the trade.	Ongoing
<b>2012-13</b>	<b>Continue to develop collaborations with local community colleges.</b>	<b>Ongoing</b>

## 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,	OETS workgroup of practitioners established to
2007-11	Continue Process	Ongoing
2011-12	Process of evaluating and updating OETS continues.	Ongoing
<b>2012-13</b>	<b>OETS is being reviewed and updated to meet state mandates.</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	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.	Ongoing
<b>2012-13</b>	<b>No vendor selected and RFP withdrawn.</b>	<b>Completed</b>

## DATA COLLECTION AND REPORTING - Continued

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
2010-11	Plan to reschedule Secretaries training due to negative impact lack of training has created.	In progress
2011-12	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.	Ongoing
2012-13	<b>The administration has approved two school secretary trainings annually. Professional development will continuously be planned and implemented to improve data entry and collection.</b>	<b>Ongoing</b>
2011-12	The Adult Learning Plan (ALP) has been revised and meets both MDOC and WDA needs.	Completed
2012-13	<b>The ALP has been revised to meet state/federal mandates and teachers are continuously trained on a regular basis to improve data collection.</b>	<b>Ongoing</b>
2011-12	The need continues for a MDIT staff person assigned only to MDOC Education.	No response to date.
2012-13	<b>Education Manager and DTMB meet regularly to discuss/remedy issues.</b>	<b>Ongoing</b>
2010-11	Continue to use Prisoner Evaluation Survey as evaluation and improvement tool.	Ongoing
2011-12	Continue to use the prisoner evaluation survey for continuous improvement.	Ongoing
2012-13	<b>Revision of the prisoner evaluation survey is pending.</b>	<b>Ongoing</b>
2011-12	Capture college completions and track college correspondence course enrollment.	Starting this process in 2012.
2012-13	<b>Principals currently track college correspondence courses. Education will work with DTMB to create a tab in OETS.</b>	<b>Ongoing</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	Continue to review and monitor progress plotters for alignment with curriculum.	Ongoing
2012-13	<b>Continuous review/monitoring is occurring. The plotters will be revised upon information disseminated by the GED Testing Service.</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	Continue to work with WDA (formerly DELEG) to stay up to date on ESL content standards.	Ongoing
2012-13	<b>ESL Teachers will attend Annual ESL training provided by Workforce Development (WDA).</b>	<b>Ongoing</b>
2009-10	Expanded use of Key Train 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	Pilot is complete and will roll out state-wide as funding allows.	Completed

## CURRICULUM-Continued

### Program Improvement through Curriculum Design

Year	Improvement Plan	Status
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	Training held and horticulture curriculum implemented.	Completed
2009-10	All CTE program tiers developed.	Ongoing
2010-11	Five remaining programs will be tiered.	Ongoing
2011-12	Only Food Technology and Hospitality still needs to be tiered. This will be done in 2012.	Completed
2010-11	Ongoing review of Special Education forms to ensure compliance.	Administrative delay in approval is an ongoing
2011-12	Special education forms are up to date, but need to be reviewed yearly to ensure compliance.	Ongoing
2012-13	<b>Policy is being reviewed and submitted for administrative approval.</b>	<b>Ongoing</b>
2011-12	Identify one facility to pilot a new Mechatronics vocational curriculum.	Ongoing
2012-13	<b>Welding and Business Education Technology vocational trades are being expanded.</b>	<b>Ongoing</b>
2012-13	<b>Eight new Skills Developers hired statewide to assist with transitioning prisoners to employment opportunities.</b>	<b>Ongoing</b>

## TESTING MANDATES

### Test Administration and Assessment Improvements

Year	Improvement Plan	Status
2012-13	<b>A calendar for training staff is being developed and fully supported by administration.</b>	<b>Ongoing</b>
2011-12	Continue to monitor compliance through GED self-audits and school audits.	Ongoing
2012-13	<b>Continue monitoring of GED testing via self audits.</b>	<b>Ongoing</b>
2011-12	Work Keys Test vocational trades prisoners/students within a year of his/her earliest release date.	Ongoing
2012-13	<b>The Skills Developer will be facilitating the work keys test for prisoners.</b>	<b>Ongoing</b>

## PROFESSIONAL DEVELOPMENT

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

2010-11	Work to gain support for needed professional development.	Ongoing
2011-12	Work with Workforce Development Agency (WDA) and Michigan Adult Education Professional Development Project (MAEPD) to provide	Ongoing
2012-13	<b>Staff will have the opportunity to attend training with Workforce</b>	<b>Ongoing</b>

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 2012 fiscal year, MDOC prisoners passed 8,653 GED subtests of which, 1,651 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.

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### **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 2012 fiscal year, MDOC prisoners passed 8,653 GED subtests of which 1,651 prisoners earned their GED.

Approximately 1,700 prisoners are enrolled in vocational programs. It is estimated by the Department of Labor and Economic Growth that over 80% of Michigan's prisoner population is in need of additional vocational training. 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

## Section 907(g)

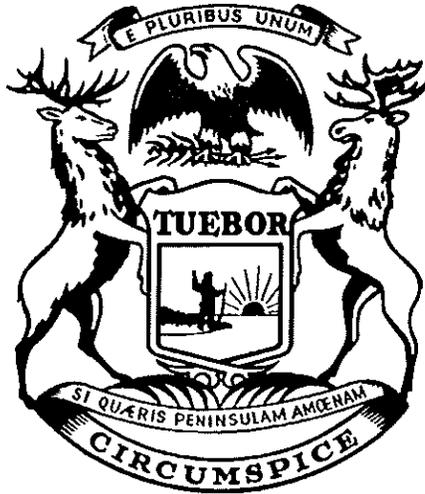
### Academic and Vocational Program Plans -

- Create a five year plan for the effective and efficient use of all prisoner education resources, which will include responsible budgeting and optimum use of personnel.
- Assure post-secondary education is made available to prisoners, thus increasing their potential for making a positive transition to the workforce upon release and improving their management while incarcerated.
- Collaborate within the department, with other state agencies, and with community organizations to improve access to education, employment and support systems for prisoners upon reentry.
- Continue monitoring labor market trends and improve methods for statistical collection and analysis of the career and technical education provided by corrections education.
- Review and improve programs based on these analyses. Collect longitudinal employment data on released prisoners.
- Develop stronger connections with other state agencies, non-profits and various employers to increase job placement and program improvement.
- Ensure there is a smooth and complete transition to the new GED via planning, piloting and coordination between departments.
- Continue and improve the relationships with Habitat, DNR and other departments and agencies to provide opportunities for career and technical education students to gain hands-on experience and to link them to appropriate job opportunities.
- Establish working partnerships with post-secondary agencies to increase the number of articulation agreements for career and technical education programs.
- Use and improve the pilots currently developed with community colleges to provide courses offered to prisoners at their own expense.
- Support grant-seeking by community colleges to supplement costs for courses offered to prisoners at their own expense.
- Improve the integration of employability soft skills in both academic and career technical curricula.
- Establish a system for the collection of employment data from research and FOA.

- Designate staff to work directly with Habitat, DNR, other agencies and potential employers to place CTE graduates in specific job openings.
- Increase the level and means of communication and exchange of information with departments and agencies with which prisoners have contact upon release.
- Work with community representatives to implement job fairs and business contacts at prison facilities.
- Monitor closely the planned pilots for the new GED, and assure that required resources are available in the designated time frame.

# 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 Rehabilitation Services (MRS)
- MI Works!
- MI Dept of Education (MDE)
- MI Dept of Energy Labor & Economic Growth (DELEG)
- MI Dept of Agriculture
- National Center for Construction and Education Research (NCCER)
- MI Dept of Natural Resources (DNR)
- Habitat for Humanity
- MI Welcome Centers
- County Food Banks
- Ionia Free Fair Interactive Display
- Universities and Community Colleges
- 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:



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



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



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**WILLIAM D. WILSON, Administrator, Office of Employment Readiness**



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**JULIE L. DEROSE, Education Manager, Office of Employment Readiness**

Revised June 2010

G:EFF/EDUCATIONACTIONPLAN2010-2013