

REPORT TO THE LEGISLATURE

Pursuant to PA 245 of 2008

Section 907

Academic/Vocational Report

October 2008

2008 - 2009 Boilerplate Report

Sec. 907 (c). Steps to Improve Programs and Reduce Waiting Lists

MDOC EDUCATION PROGRAM IMPROVEMENT PLAN

It is to be noted that improvements to prison schools and prisoner education are identified and addressed continuously in accordance with the Education Action Plan, MPRI developments, labor market trends and Department policies/processes. Staffing has decreased and the prisoner population has increased creating a significant challenge in terms of waiting lists and programming space.

Recent steps include:

Efficiency of Enrollment and Data Collection

- Continuing to improve the Offender Education Tracking System (OETS), a client-server statewide database.
- Increased the ability to establish and measure outcomes through standardized curriculum software, education program plans, adult learning plans (DLEG) ALP's, and revised progress plotters.
- Four daily class periods recommended as optimum student/teacher contact time.
- GED Fast Track training provided for staff.
- Focused on enrolling prisoners who have the greatest probability of completion of a GED or Vocational trade prior to release.
- In response to transfers and increased likelihood of ability to GED test, schools are to notify receiving facilities of those prisoners who are GED ready.
- Instituted delayed program enrollment for long-term releases.

Program Oversight

- Continuously, monitor and review educational programs for consistency through school audits and follow-up with implementation plans.
- Revised Educational committee membership and focus to increase responsiveness to efficiency and prisoner re-entry initiative.
- Overall focus on preparation for release through effective GED preparation, expanded vocational trades and standardized pre-release programming.

Program Improvement through Curriculum Design

- Responded to community/employment trends by incorporating the Skills, Tasks and Results Training (START) (hospitality management) program in food services technology classes.
- Identified KeyTrain for curriculum expansion.
- Test readiness workshops have been developed for 2007 delivery.
- Focused training to improve math and writing skills.
- Purchased GED math videos to enhance math ability.
- Ensure continuous opportunities exist to identify, review and implement "best practices" in the prison schools while working to maintain standardization.
- Give back to the community through service learning projects including Habitat for Humanity (Prison Build & Prison Grow).
- Developed test-taking strategies/anxiety reduction for prisoner students.
- Ensure all trades programs offer a national or state/trade recognized certificate.

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

- Provide training to those responsible for data entry to increase efficiency of prisoner placement.
- Provide teachers with enhanced training in the writing of clear, measurable, and effective education objectives to improve ability to measure gains/ outcomes and to transfer information if prisoner transfers.

Test Administration and Assessment Improvements

- Initiated the conversion from TABE 7/8 to TABE 9/10 to meet US Department of Education federal reporting requirements.
- Increased ESL materials and ESL teacher training.
- Increased number of Special Education teachers, added a Special Education Consultant to improve range of services for special education students both eligible and over-age, and seeking an additional School Psychologist .

AUDIT FACTORS

Audit factors have been assessed, and improvements made with the goal of improving programs and completions, and to reduce waiting lists. The audit factors are dynamic, and under continual review. Following are a sample of current factors that address these areas.

- Increased minimum GED completion expectations for each school.
- The TABE test is administered to active academic students in accordance with state requirements to capture Educational Functioning Level (EFL) gains.
- Increased Minimum CTE core program completion expectations for each school.
- After the 2005-06 audits of all schools, additional audit factors were added to better address program improvement and efficiency expectations.

PRIORITY OF ENROLLMENT

In order to reduce waiting lists and to assure optimal use of classroom space, the following guidelines are followed:

Prisoners are to be enrolled using the following priority/guidelines:

Academic

- Special Education eligible
- Title I eligible
- No verified GED or high school diploma
- Sentenced for a crime committed on or before December 15, 1998
- Within two years of parole eligibility
- Those beyond two years or maxing out are to be ordered on the waiting list and enrolled by earliest release date

Career and Technical Education

- Special Education eligible with CTE recommendation (minimum reading/math not applicable)
- R&GC recommendation for CTE training
- CareerScope and vocational counseling and/or program interest/aptitude
- Prisoners who have partially completed the program at another facility/school

- Those beyond five years or maxing out are to be ordered on the waiting list and enrolled by earliest release date after consideration of CareerScope and R&GC recommendations
 - All prisoners with a vocational recommendation are to complete the CareerScope and vocational counseling prior to entering an appropriate CTE program.
 - Prisoners serving life sentences are to be last priority in academic and career and technical programs. They are only to be enrolled if there is no waiting list and openings exist in the program.
 - School Principals and Program Classification Directors will develop a working relationship to ensure rapid classification of prisoners to school.
 - School schedules and teacher schedules have been revised to improve prisoner education needs and meet space challenges. Schools are expected to utilize weekends, evenings, 10 hour shifts or other alternatives to meet the staffing and space challenges.



Why Education matters...

Prisoner/Students Preparing for Release:

(prisoner response to survey conducted by MDOC Education)

MDOC: “What have you learned from this class that will help you be successful when you go home?”

“I have learned how to work better with people, the skills to achieve and obtain a good job, how to do quality work, how to appreciate learning and doing things with my hands.” **KCF Student, Building Trades**

“I have learned a lot from these special education classes. I learned how to work with other people and how to study for the GED test. On my essay, I did good for the first time in my life. The MTU special education program is the best program in Michigan and has helped me to be motivated to work hard on my work and get ready for the GED test.”
Special Education Student

“I have learned that I can do it. I’ve obtained my GED. I realized it was a weight on my shoulders not ever finishing it. Once I did, I felt proud and the weight was lifted. I have a 9 year old son I raised by myself and he was very proud of me also. I let him know how important it is to complete school. I can now, once released, go to college.”
ABE Student

“I learned the importance of having an education to be successful in life. This school has helped me a lot. I learned to read in prison.” **ABE Student**

“The bottom line is with out your education you will not succeed in life. You probably could get a job with out one. But the job you do get isn’t going to help you take care of your family or pay your rent.” **ABE Student**

“I have learned about math because it can help me get a good job working as an Iron worker or with computers, and I am thankful for this because I have been in special education all my life, and the Michigan Department of Corrections schools have helped me to get ready so I can be a better person in life so I can stay out of prison.”
Special Education Student

“This welding class has taught me more than just how to weld, it has also taught me how to be responsible. It has given me hope and a real chance at a better future. I learned not to give up, not to take short cuts. I have never worked this hard for anything in my life and I am so grateful and better for having taken this class. I now know that it is possible to live a good life and that is what I want, this welding class gave me that chance.” **Welding Student**

Getting an MDOC Education

The MDOC G.E.D. program has helped me by giving me another chance to make things right in my life. I feel like I'm finally doing the things I never thought I would be able to do on my own. I am proud of myself for one of the first times in my life. I'm turning something bad into a good thing for myself. It feels like I will finally have a chance to become something great instead of just another lost soul.

I sit in Mr. Davenport's class every morning and I see the graduate's names on the board and I tell myself, "I want my name up there next to the rest". I know I still have a long way to go before that happens, but I look forward to every step of the way. It all seems so worth it just to hear people tell me they're proud of me. That's something I really haven't heard a lot of in life. But to hear it now, and know what they mean, it's the greatest feeling in the world.

When I was younger I never saw the point in getting an education because I was so stuck on where my next high was coming from. I didn't feel like it was ever going to be worth anything in the life I was living.

When I first entered the MDOC I was really not looking forward to going back to school. I guess you could say I was scared. Scared of what I really don't know. Now, I see how childish that was of me because this is one of the best things I've done as of yet.

I can see how coming to the MDOC saved me from myself. I will be able to leave here a new man. Educated and qualified to get a good job and support myself, and maybe some day a family. The feeling you get from doing the work and then seeing how you did on the tests is a powerful feeling for me. The high is so much greater than anything I've ever experienced before.

SUMMARY OF: “Value / Purpose” of MDOC Education Programs

OVERVIEW

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

It must be recognized that many prisoners entering the system are cognitively low-functioning and have had unsuccessful experiences in education and employment. It takes significant effort and an investment of time to bring these people to a functional academic level or to create an interest in education. Job or vocational training is almost impossible to provide for those functioning below basic literacy level.

It is not a reasonable expectation that prisoner education will end recidivism when significant barriers (i.e. substance abuse, mental health, unstable living environment) are present. The primary programmatic focus is the attainment of job preparedness skills that will lead to employment. EMPLOYMENT is a key to recidivism reduction. Additionally, it should be noted that there are ancillary benefits to the education programs for the institution, which include a trained prisoner workforce and development of critical thinking skills which results in a more manageable population, and engagement in positive activities.

Sec. 907 (f). Explanation of Value/Purpose of Each Program

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

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

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

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

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

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

During the 2006-07 fiscal year, approximately 2,206 prisoners earned their GED. Using the wage differential cited above, the potential annual taxable income may increase more than \$16 million for these graduates.

Research shows that by improving employees' basic skills:

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

There are currently over 51,000 prisoners incarcerated in Michigan. (does not include those housed in jails) At any given time, approximately 11,000 prisoners are enrolled in academic career and technical education and pre-release programming. This results in a reduction in idleness of 22%.

*Virginia Department of Correctional Education

**Institute for Women's Policy Research, 2005

***National Center for Education Statistics

The following academic programs are offered through MDOC Prisoner Education:

ACADEMIC EDUCATION

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

SPECIAL EDUCATION

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

TITLE I

Title I is a federally-funded education support service offered to all prisoners who are under 21 years of age, do not have a high school or GED completion, and are enrolled in an academic program.

ENGLISH AS A SECOND LANGUAGE

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

CAREER & TECHNICAL EDUCATION (CTE)

Studies show that meaningful employment consistently reduces recidivism. The purpose of each Career and Technical Education (CTE) program is to provide work skills that are marketable in the

community. It is the expectation that all CTE programs will afford eligible students the opportunity to acquire and develop necessary job skills and aptitudes for meaningful, long-term employment. The programs offer state or national certification upon completion and involve community/industry input and influence. MDOC education programs provide opportunity for community success. When combined with other critical support services.

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

SUPPLEMENTAL PROGRAMMING (Key boarding, Technical math, Intro to computers)

This programming is available to prisoners who meet the eligibility criteria.

PRISON BUILD/PRISON GROW

This program provides building components and landscaping plants to non-profit organizations such as Habitat for Humanity, or to government agencies such as Department of Natural Resources, Welcome Center, reforestation and natural re-plantation projects. Prison Build and Prison Grow employs prisoners who have been successful students in CTE programs with the purpose of enhancing their workplace readiness while providing an opportunity to “give back” to the community.

PRE-RELEASE

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

YOUTHFUL OFFENDER PROGRAM (YOP) (FEDERAL GRANT)

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

CORRESPONDENCE COURSES

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

Program Outcomes

Sec. 907 (g).	<u>Identification of Program Outcomes for each Academic and Vocational Program (See statistical report)</u>
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Per state standards, students functioning below the 9th grade level, are categorized as adult basic education students. Well over 80% of the current prisoner student enrollment is below this level in at least one subject area. For these students, the annual yearly progress standard set by the U. S. Department of Education is one gain in Education Functional Level.

The 2006 General Education Development Testing Service (GEDTS) indicates that 83% of the prisoners tested passed at least one or more of the five required components of the GED Test. Additionally, 56% of the prisoners passed the complete GED. The national passing percentage calculated by GEDTS, which includes the correctional and community adult education programs, reported that 68% of the participants tested passed the complete GED.

Approximately 2,300 prisoners are enrolled in vocational programs. It is estimated by the Department of Labor and Economic Growth that over 80% of Michigan's prisoner population is in need of additional vocational training. Vocational training lowers idleness rates, allows for work assignments within the prison (maintaining standards and reducing state costs), and prepares prisoners for return to work in the community.

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

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

Progress Plotters

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

Michigan Department of Corrections

Education Action Plan: 1995
Revised, Phase II: 2000

Education Action Plan – Phase III



2004 – 2007

Revised by the MDOC Education Steering Committee

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INTRODUCTION

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

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

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

MISSION STATEMENT

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

EDUCATION PROGRAMS

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

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

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

Education Assessment and Guidance

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

The following educational needs provide guidelines for prison placement:

- Academic (GED/HS Diploma) – Eligible prisoners will be sent to a prison offering academic programming.
- Special Education – Eligible prisoners must be sent to a designated Special Education center. Special education programming for eligible prisoners is required by law. Appropriate prison placement is mandatory.
- English as a second language (ESL) – Eligible prisoners will be sent to a designated ESL center.

- Career and Technical – to the extent possible, prisoners will be sent to a facility offering the vocational program(s) identified through his/her vocational assessment (CareerScope) and a review of the prisoner's prior training and/or employment.
- Transition – All facilities offer this programming and all prisoners will have an opportunity to participate at the appropriate time in their sentence.

Academic

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

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

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

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

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

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

Special Education

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

Vocational Counseling

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

Career and Technical Education (CTE)

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

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

It is the expectation that all CTE programs will:

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

Technical Programming

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

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

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

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

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

Transition Skills

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

pre-release. Each prisoner will be provided with the opportunity to participate in transition programming and develop a portfolio within one year of scheduled community reentry.

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

Supplemental Programming

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

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

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

SUMMARY

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

Approval:

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Revised 03/09/05

G:EFF/EDUCATIONACTIONPLAN/EDUCATIONACTIONPLANPHASEIII030905

Michigan Department of Corrections/CFA/Education Section

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

Facility & Central Office Target FTEs		Principal	Sec. Current								Central Office		Other	
				Sp Ed		Ac	CTE	D. Tech	Sp Ed	Ac	CTE			
				Current		Current	Current	Target	Target	Target	Target	CTE Programs (See Key)		Current
Central Office	9											3	9	
NORTHERN REGION														
Alger	1.5	Basch	0.5	0	1	0	0.5	0	1	0				
Marquette*	6		1	0	6	0	1	0	4	0				
C/ Cusino	1.5		0.5	0	2	0	0.5	0	1	0				
Newberry*	7	Belles	1	0	10	1	1	0	4	1	CM, (CO by 2010)			
Straits	5.5	Besteman	1	0	4	0	1	0	4	0.5	*CO			
Chippewa*	9.5		1	0	4	3	1	0	4	3.5	BT, FT, CM, *CO			
Baraga	3	Corcoran	1	0	3	0	1	0	2	0				
Ojibway*	7		1	0	6	1	1	0	4	1	CM, (CO by 2010)			
Pugsley*	8	Reynolds	1	0	2	3	1	0	3	3	CO, (2) BT			
C/ Lehman	2.5		0.5	0	2	0	0.5	0	2	0				
Saginaw*	10	Patton	1	0	4	2	1	0	5	3	HO, CM, FT			
Standish	1.5		0.5	1	0	0	0.5	1	0	0				
Hiawatha*	5.5	Narkiewicz	1	0	2	2	1	0	2	1.5	*CO, CM			
Kinross	9.5		1	0	3	6	1	0	3	5.5	CM, AB, WE, HO, BT, *CO			
Oaks	4	Barnett	1	0	3	0	1	0	3	0	(CO by 2010)			
REGION TOTAL	82	7	13	1	52	18	13	1	42	19				
SOUTHWESTERN REGION														
Muskegon*	10	Barnett	1	1	3	4	1	1	3	4	HO, FT, CM, AM			1 (Psych Base)
Handlon*	19	Gornick	2	3	10	5	1	3	6	8	AM, CM, (2) BT, HO, WE, MT, CO			1 (Psych Base)
Bellamy Creek*	14	Costello	1	2	9	2	1	2	7	3	HO, CM, CO			
IBC DORM	3		0	0	2	1	0	0	2	1				
Ionia Max.	3		1	0	1	0	1	1	1	0				
Crane	8	Hoag	1	0	4	3	1	0	4	3	HO, FT, CO (VGA)			
Lakeland*	8		1	0	5	1	1	0	4	2	FT, (1 TBD)			
C/ Branch	3		0	0	1	1	0	0	2	1	CO			
Mid Michigan*	9.5	Robinson	1	0	3	4	1	0	3	4.5	EL, HO, CM, BT, CO			
St. Louis	7		1	0	4	1	1	1	4	1	CM			
Pine River	6.5		1	0	5	2	1	0	4	1.5	**CO, HO			
Brooks*	9.5	Peak	1	0	5	1	1	1	4	2.5	EL, FT, CO			
W. Shoreline	6.5		1	0	3	0	1	0	4	1.5	**CO, (1 TBD)			
Boyer	6.5	VACANT	1	0	3	3	1	0	3	2.5	BT, HO, **CO			
Carson City*	8.5		1	0	5	1	1	0	5	1.5	FT, CO			
Deerfield	10.5	Schrauben	1	1	3	5	1	1	3	5.5	(2) BT, HO, CM, OT, **CO			
MI Reformatory*	6.5		1	0	3	0	1	1	3	0.5	CO			
REGION TOTAL	139	7	16	7	69	34	15	11	62	43				
SOUTHEASTERN REGION														
Ryan*	13.5	Banks	1	0.5	4	2	1	0.5	4	7	FT, CR, GI, (2) BT, CO, Warehouse			
Mound	6.5		1	0.5	2	3	1	0.5	2	3	BT, CM, HO			
Thumb*	15	Featherstone	1	3	4	4	1	3	4	6	(2) BT, FT, HO, CM, CO			1 (Psych Base)
HV Mens	2.5	Dick	0.5	1	0	1	0.5	1	0	1	CM			
HV Womens*	10		1	1	1	5	1	1	3	4	HO, BT, AM, CO			1 (CPC)
C/ Valley	2.5		0.5	0	0	0	0.5	0	1	1	CO			
C/ Whitelake	0	Davidson	0	0	1	0	0	0	0	0				
Scott*	9		1	1	3	3	1	1	3	3	FT, CO, CM			1 (CPC)
Egeler*	8.5	Meyers	1	0	5	1	1	0.5	6	0				
Macomb*	8	Gay	1	0	4	2	1	0	4	2	FT, HO, (CO by 2010)			
Parnall*	12	McKenzie	1	0	5	3	1	0.5	5	4.5	(2) HO, **CO, AM, BT			1 teacher currently on UAW leave
Cotton	11.5		1	1	6	2	1	2	6	2.5	BT, FT, CO			1 (Psych Base)
Cooper Street*	8	Crenshaw	1	0	5	1	1	0	5	1	CM, ((CO by 2010)			
(SAI)	0		0	0	0	0	0	0	0	0				
Parr	6	Murphy	1	0	3	1	1	0	3	2	EL, CO			
Gus Harrison*	9		1	0	3	3	1	1	3	3	OT, HO, FT			
REGION TOTAL	122	9	13	8	46	31	13	11	49	40				
TOTALS	353	23	41	16	164	83	40	23	150	102		3	9	6

* Base for Principal position	**FTE Base	Legislative FTE's Approved	359.5
Target is to be accomplished as vacancies occur by 2010.		***Grand Total Current	336
*Shared Positions -	C. Lehman/Standish - Secretary	Alger/C. Cusino - Secretary	***Grand Total Target
			353
(***) Includes DOJ Consent Decree funded positions of 3 Academic Instructors, 1 Secretary, 1 Principal)			

CTE KEY				
FT - Food Tech	CO - Computer Operations (BET/VGA)	BT - Building Trades	CM - Custodial Maintenance	EL - Electronics
HO - Horticulture	AM - Auto Mechanics	AB - Auto Body	OT - Optical Tech	WE - Welding
CR - Computer Refurbishing	GI - Graphic Information Systems	MT - Machine Tool		

SCHOOL STATISTICS THROUGH SEPTEMBER 2008
ENROLLMENT FIGURES BASED ON NUMBERS ENROLLED DURING 2008
YTD FIGURES REPRESENT CUMULATIVE TOTALS FOR FY 2007-2008

ATTACHMENT 2

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
LMF	Alger Max. Facility	19	29	3	17	0	0	0	0	0	0	36	0	0	0	1	15	0	0
AMF	Baraga Max. Fac.	0	403	0	60	0	5	0	0	0	76	135	0	13	0	3	35	24	0
IBC	Bellamy Creek	60	790	12	131	13	94	6	114	9	60	376	71	13	60	12	0	7	63
OTF	Boyer Road Corr. Fac.	54	267	7	47	0	5	5	88	13	158	87	0	16	82	6	79	55	72
LRF	Brooks Corr. Fac.	27	241	3	30	3	6	0	17	0	3	91	0	0	23	2	236	367	253
CDW	Camp Branch	24	276	9	54	1	0	7	42	0	87	101	0	15	22	3	23	441	58
CVH	Camp Valley	28	75	3	14	0	0	0	0	0	0	58	0	0	0	1	0	0	0
CCU	Camp Cusino	35	208	4	47	2	5	0	0	8	125	92	0	24	0	2	19	194	0
CLE	Camp Lehman	0	248	0	44	0	8	0	0	39	190	103	0	0	0	2	5	63	0
CWL	Camp White Lake	0	121	0	14	0	1	0	0	0	16	26	0	0	0	1	0	0	0
DRF	Carson City Corr. Fac.	10	341	3	55	1	10	2	9	0	28	113	0	13	19	7	77	151	79
URF	Chippewa Corr. Fac.	20	207	4	38	0	8	6	102	30	134	301	25	45	128	17	150	450	82
JCS	Cooper Street Fac.	13	389	3	56	0	0	13	57	26	451	252	0	50	31	6	1	357	39
JCF	Cotton Corr. Fac.	20	458	1	55	6	35	2	19	15	103	335	44	14	70	9	40	50	70
ACF	Crane Corr. Fac.	41	361	7	52	2	10	6	37	0	151	204	0	10	58	7	13	578	107
ITF	Deerfield Corr. Fac.	0	257	0	58	3	27	7	123	20	88	263	18	23	100	8	22	0	130
RGC	Egeler Corr. Fac.	27	343	1	37	0	0	1	1	0	0	21	0	0	12	2	0	0	0
ARF	Gus Harrison Corr. Fac.	7	206	4	51	0	0	8	80	12	77	122	0	10	56	5	117	297	76
MTU	Handlon Corr. Fac	27	330	6	68	1	22	5	102	30	134	301	25	45	128	17	150	450	82
HTF	Hiawatha Corr. Fac.	48	234	9	48	0	0	21	151	8	108	107	0	9	43	5	53	84	58
HVM	Huron Valley Men's Fac.	0	11	0	3	0	0	1	10	0	0	23	4	0	10	2	149	0	0
WHV	Huron Valley Women's	7	227	0	37	0	0	15	134	0	20	150	2	10	122	7	116	10	83
ICF	Ionia Max. Fac.	0	100	0	12	0	0	0	0	0	27	129	20	0	0	2	38	0	0
KCF	Kinross Corr. Fac.	0	116	0	12	0	0	12	225	0	58	33	0	15	205	10	106	8	175
LCF	Lakeland Corr. Fac.	20	358	3	51	0	7	0	8	0	23	4	0	15	30	4	0	123	164
MRF	Macomb Corr. Fac.	0	335	0	68	4	11	4	58	22	155	202	0	62	58	6	20	0	55
MBP	Marquette Branch Prison	83	272	16	57	1	7	0	0	15	204	167	0	62	0	6	34	225	0
RMI	Michigan Reformatory	40	245	7	41	3	4	0	0	0	0	114	1	0	0	3	126	0	0
STF	Mid-Michigan Corr. Fac.	26	26	11	30	4	12	6	169	18	137	106	0	18	106	6	17	70	263
NRF	Mound Corr. Fac.	2	145	0	38	10	84	13	97	37	295	179	0	37	72	7	37	57	116
MCF	Muskegon Corr. Fac.	0	293	0	77	3	14	5	119	13	65	216	0	33	96	7	2	175	249
NCF	Newberry Corr. Fac.	135	1069	16	126	0	3	10	98	0	57	379	0	31	43	9	10	83	61
ECF	Oaks Corr. Fac.	126	418	17	60	0	0	0	0	0	18	169	0	21	0	4	5	7	0
OCF	Ojibway Corr. Fac.	63	685	15	96	0	0	3	44	0	181	268	1	32	24	7	21	194	399

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
SMT	Parnall Corr.Fac.	0	133	2	45	0	0	1	79	14	101	208	0	14	45	8	30	15	47
ATF	Parr Highway	12	274	2	45	0	0	1	19	11	147	148	0	39	26	4	85	300	49
SPR	Pine River Corr. Fac.	34	576	7	98	0	27	12	112	44	181	200	0	68	44	6	44	8	36
MPF	Pugsley Corr. Fac.	0	271	0	46	1	30	9	67	33	226	61	0	33	55	5	76	14	216
RRF	Ryan Corr. Fac.	0	92	0	20	17	56	3	55	17	201	150	0	17	50	5	63	62	26
SRF	Saginaw Corr. Fac.	0	197	0	50	5	61	7	82	47	254	231	0	0	91	7	76	24	218
SCF	Scott Corr. Fac.	0	321	1	45	3	8	2	36	0	40	170	3	0	105	7	70	0	185
SLF	St. Louis Corr. Fac.	0	266	0	49	0	1	8	96	0	33	124	0	0	48	3	219	0	27
SMF	Standish Max.	1	28	1	5	0	4	0	0	0	19	17	30	0	0	1	171	111	0
KTF	Straits Corr. Fac.	30	487	6	81	0	0	0	33	1	59	224	0	12	26	6	24	187	71
TCF	Thumb Corr. Fac.	57	620	9	117	0	0	4	162	0	0	146	90	0	111	12	130	0	135
MTF	West Shoreline	11	150	3	24	14	115	0	0	0	14	161	0	0	0	3	25	0	450
	TOTAL	972	13499	195	2309	97	680	205	2645	482	4504	7103	334	819	2199	263	2729	5241	4194

Numbers do not include male facilities without education programs, Field Operations Administration programs, or Huron Valley Center. The reporting period is October 1 through September 30.

*Filled academic & CTE positions only. This does not include administration/administrative support staff or vacancies.

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Northern Region

FACILITY	Alger Maximum	Camp Cusino	Baraga	Chippewa	Straits	Kinross	Hiawatha	Marquette	Newberry	Oaks	Ojibway	Pugsley	Saginaw	Standish	Camp Lehman	Northern Region Totals
Total FTEs	1.0	2.0	3.0	10.0	5.0	10.0	6.0	8.0	12.0	4.0	9.0	6.0	9.0	2.0	3.0	90.0
Principal				1.0				1.0	1.0		1.0	1.0	1.0			6.0
Secretary				1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0		1.0	11.0
School Psychologist																0.0
Other																0.0
Special Education						1.0								1.0		2.0
Academic Teachers	1.0	2.0	3.0	4.0	4.0		3.0	6.0	9.0	3.0	6.0	1.0	4.0	1.0	2.0	49.0
Auto Body						1.0										1.0
Auto Mechanics																0.0
Business Services & Technology				1.0		1.0	1.0					1.0				4.0
Career Development						2.0										2.0
Computer Refurbishing																0.0
Construction				1.0		1.0						2.0				4.0
Custodial Maintenance				0.5		1.0	1.0		1.0		1.0		1.0			5.5
Electronics																0.0
Food Service and Hospitality Manag.													1.0			1.0
Horticulture				0.5		1.0							1.0			2.5
Optical																0.0
Re-Entry				1.0												1.0
Visual Imaging Tech																0.0
Welding						1.0										1.0
Career & Tech. Prep																0.0
FTE's Appropriated	1.0	2.0	3.0	9.0	6.0	11.0	6.0	9.0	13.0	4.0	9.0	7.0	9.0	1.0	3.0	93.0
Total Vacancies	0.0	0.0	0.0	(1.0)	1.0	1.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	(1.0)	0.0	3.0

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Southeastern Region

FACILITY	Cooper Street	Cotton	Egeler	Gus Harrison	Parr Highway	HV Mens	HV Womens	Camp Valley	Macomb	Mound	Parnall	Ryan	Scott	Camp White Lake	Thumb	SE	Region Totals
Total FTEs	8.0	10.0	8.0	7.0	4.0	2.0	7.0	2.0	8.0	8.0	9.0	7.0	8.0	1.0	15.0	104.0	
Principal	1.0		1.0	1.0			1.0		1.0		1.0	1.0	1.0		1.0	9.0	
Secretary	1.0	1.0		1.0			1.0	1.0	1.0	1.0		1.0	1.0		1.0	10.0	
School Psychologist															1.0	1.0	
Other			1.0												1.0	2.0	
Special Education		1.0	1.0			1.0	1.0						1.0		3.0	8.0	
Academic Teachers	5.0	6.0	5.0	2.0	3.0		1.0	1.0	4.0	4.0	5.0	3.0	3.0	1.0	3.0	46.0	
Auto Body																0.0	
Auto Mechanics							1.0				1.0					2.0	
Business Services & Technology							1.0									1.0	
Career Development																0.0	
Computer Refurbishing												1.0				1.0	
Construction		1.0								1.0					2.0	4.0	
Custodial Maintenance	1.0			1.0		1.0				1.0	1.0		1.0		1.0	7.0	
Electronics					1.0											1.0	
Food Service and Hospitality Manag.		1.0		1.0					1.0			1.0	1.0		1.0	6.0	
Horticulture							1.0		1.0	1.0	1.0				1.0	5.0	
Optical				1.0												1.0	
Re-Entry																0.0	
Visual Imaging Tech																0.0	
Welding																0.0	
Career & Tech. Prep																0.0	
FTE's Appropriated	8.0	11.0	8.0	8.0	5.0	3.0	8.0	2.0	8.0	6.0	10.0	8.0	10.0	1.0	16.0	112.0	
Total Vacancies	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	(2.0)	1.0	1.0	2.0	0.0	1.0	8.0	

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Southwestern Region

FACILITY	Bellamy Creek	Brooks	West Shoreline	Carson City	Boyer Road	Handlon	Ionia Maximum	Lakeland	Crane	Camp Branch	Michigan Reformatory	Deerfield	Muskegon	Pine River	St. Louis	Mid- Michigan	SW Region Totals	Department Totals
Total FTEs	14.0	5.0	5.0	8.0	6.0	20.0	2.0	5.0	10.0	0.0	6.0	9.0	10.0	7.0	6.0	6.0	119.0	313.0
Principal	1.0	1.0				1.0		1.0			1.0		1.0				6.0	21.0
Secretary	1.0	1.0	1.0	2.0		2.0	1.0				1.0	1.0	1.0	1.0	1.0		13.0	34.0
School Psychologist						1.0							1.0				2.0	3.0
Other																	0.0	2.0
Special Education	2.0					1.0					1.0	1.0	1.0				6.0	16.0
Academic Teachers	8.0	1.0	4.0	5.0	3.0	7.0	1.0	3.0	6.0		3.0	3.0	3.0	4.0	4.0	2.0	57.0	152.0
Auto Body																	0.0	1.0
Auto Mechanics						1.0											1.0	3.0
Business Services & Technology					1.0				1.0					1.0			3.0	8.0
Career Development																	0.0	2.0
Computer Refurbishing																	0.0	1.0
Construction					1.0	5.0						1.0				1.0	8.0	16.0
Custodial Maintenance	1.0					1.0						1.0	1.0		1.0	1.0	6.0	18.5
Electronics																1.0	1.0	2.0
Food Service and Hospitality Manag.		2.0		1.0				1.0	1.0				1.0				6.0	13.0
Horticulture	1.0				1.0				1.0			1.0	1.0	1.0		1.0	7.0	14.5
Optical												1.0					1.0	2.0
Re-Entry																	0.0	1.0
Visual Imaging Tech									1.0								1.0	1.0
Welding						1.0											1.0	2.0
Career & Tech. Prep																	0.0	0.0
																	0.0	0.0
FTE's Appropriated	17.0	7.0	6.0	9.0	7.0	19.0	3.0	8.0	8.0	3.0	8.0	11.0	11.0	9.0	8.0	7.0	141.0	346.0
Total Vacancies	3.0	2.0	1.0	1.0	1.0	(1.0)	1.0	3.0	(2.0)	3.0	2.0	2.0	1.0	2.0	2.0	1.0	22.0	33.0

REPORT TO THE LEGISLATURE

Pursuant to P.A. 124 of 2007

Section 907 (c) Attachment 4

2007-08 Plan to Improve the GED Success Rate

January 2008

2007-08 Challenges faced by MDOC Education program:

The expectation is that in the average two-to-three year sentence, teachers will advance these undereducated prisoners by half a dozen years to attain the GED. While public schools measure success by student advancement of one grade level in a year, prisoner students are regularly advanced by two or more grade levels in a year. Thousands of prisoners/students are made into GED graduates in a year. The teachers of MDOC meet the challenges this population presents, and prepare prisoners for return to their communities.

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

- Prisoners begin their correctional education with low grade level test scores, repeated public school failures, and require a significant amount of basic academic instruction before they can begin GED preparation.
- The vast majority of these students have a history of polysubstance abuse, which is known to result in memory loss and learning difficulties.
- Prisoner transfer rates impede continuity of studies through enrollment, removal, and re-enrollment in numerous schools on the path to GED completion.
- Custody, security, and numerous other administrative priorities exist that impact the ability to educate.
- A significant number of prisoners/students have mental and physical health needs that create barriers to learning.
- Many students report a previous special education history, which indicates a potential impediment to the learning process.
- Previous negative education experiences along with educational mandates for prisoners can create a poor attitude toward learning.
- Short prison sentences present challenges to the education system to get prisoners through program when starting at low levels.
- The majority of these students have not developed study habits, work ethic, or testing strategies, all of which must be taught in addition to core curricula.

2007-08 Program Improvement Plan to Overcome Challenges and Increase GED Success

Sec. 907 (c)
Attachment 4

ADMINISTRATION Program Oversight

Year	Improvement Plan	Status
2005-06	Monitor and review programs for consistency through school audits.	All schools were audited, received reports and developed plans to correct deficiencies.
2006-07	Begin new audit cycle with improved audit factors.	Audit schedule for 06/07 implemented.
2007-08	Continue the audit cycle (Audit Factors Attached)	In Progress
2005-06	Maintain curriculum committees to review/recommend program improvements.	Completed
2006-07	Restructure committees to better meet goals and objectives of education and the department	Committees restructured as of January 2007.
2007-08	Review crrent membership and chairs to maintain continuous improvement	Ongoing
2005-06	Focus teaching resources on effective GED preparation.	Grant funding used to standardize and expand materials.
2006-07	Require use of purchased resources that have been determined to best meet GED requirements.	School budgets and approved materials list are established to guide expenditures.
2007-08	Research best available resources for effective GED preparation. (Approved Materials List attached)	Academic committee will monitor the status of newly-distributed resource materials
2005-06	Ensure program standardization to provide minimal disruption when prisoners are transferred.	Completed
2006-07	Monitor through the audit process.	Ongoing
2007-08	Monitor through the audit process.	Ongoing
2005-06	Develop a "Fast Track" GED process where prisoners identified as high functioning are GED tested without delay.	Completed
2006-07	Enhance materials and process to optimize the "Fast Track" system.	Materials/process under review by Academic Curriculum Committee.
2007-08	Implement GED half test and GED testing at RGC and monitor effectiveness of distributed materials	In pilot status
2005-06	Establish tester positions by geographic locations to increase efficiency of testing operations.	Initial positions filled / Ongoing as needed.
2006-07	N/A	Ongoing positions filled as needed.
2007-08	N/A	Ongoing positions filled as needed.
2005-06	Maintain liaison with GED and state Adult Education offices (DLEG).	Collaboration included cross training and participation in numerous DLEG (Adult Education) statewide task forces. (Ongoing).
2006-07	Maintain active participation in DLEG task forces that impact the MDOC education system.	Ongoing
2007-08	Continue participation in the task forces and curriculum partnership	Ongoing
2005-06	Establish a goal for increased GED completions, based on school enrollment and staffing.	Completed
2006-07	Increased pass rate goal for each school.	Monitor through the school audit process.
2007-08	Maintain increased pass rates for each school - based on enrollment and staffing.	Monitor through the school audit process.

ADMINISTRATION - Continued

Program Oversight

Year	Improvement Plan	Status
2005-06	Establish a goal of 70 percent overall GED passing rate to optimize testing economics and opportunities.*	Ongoing
2006-07	Maintain goal of 70%.	Ongoing
2007-08	Maintain goal of 70%.	Ongoing
2005-06	Prioritize work of the School Psychologists: first, special education evaluations; and second, GED testing accommodations to improve GED passing rates.	Completed
2006-07	N/A	N/A
2007-08	N/A	N/A
2005-06	Recommend a plan to transfer prisoners at facilities whose schools have enrollment space, thus minimizing wait lists.	Completed
2006-07	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
2007-08	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
2005-06	Support the Michigan Prisoner Re-entry Initiative in all plans and provide resources to best ensure those entering the community through participation in the initiative have their GED.	Ongoing
2006-07	Curriculum Committee chairs to take active role in MPRI planning meetings and program development. Also, to include representative from Office of Re-Entry on appropriate committee(s).	Ongoing
2007-08	Invite MPRI representatives to all appropriate Education meetings	Initiate
2006-07	Increase frequency of testing, special education and academic staff in prisons where population has increased to improve education opportunities for prisoners. Additionally, increase Central Office staff by at least (1) Special Education Consultant and possibly (1) Department Technician position.	In Progress
2007-08	Create education staffing reorganization plan	Submitted for consideration.
2006-07	Review all policies and identify need for new policy/procedures or revisions.	Under Review
2007-08	Review all policies and identify need for new policy/procedures or revisions.	In progress
2006-07	Put closure to the proposed action plan(s) developed in response to the Prisoner Education Risk Assessment that was initiated by the Prisoner Education Office in February 2006. This was done with the hope of improving efficiency and effectiveness of prisoner education.	Proposed plans were provided to administration for consideration and appropriate action.
2006-07	Train teachers statewide to improve clear/measurable written goals and objectives for each prisoner. This is critical to the continuity of programming especially since transfers are so prevalent. This will be monitored and further individualized training provided as needed to ensure compliance.	Monitor through the school audit process.
2007-08	Prepare an in-service training	Education Steering Committee plan for training.
2006-07	Establish enrollment priorities.	In Progress
2007-08	Establish enrollment priorities.	Completed
2006-07	Review school principal positions at isolated facilities and larger schools to improve efficiency and effectiveness of prisoner education program delivery and also to increase accountability in school leadership.	
2007-08	Develop a reorganization plan for school principals.	Included in the education reorganizational plan and submitted for consideration

* 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
2005-06	Improve data input and output collection.	Completed - Offender Education Tracking System (OETS) implemented statewide.
2006-07	In order to improve ability to respond to educational needs, track progress, and identify program strengths and weaknesses in a timely manner, will continue ongoing development/improvement of statewide education data collection system (OETS).	OETS workgroup of practitioners established to review and reconcile to further enhance the system.
2007-08	In order to improve ability to respond to educational needs, track progress, and identify program strengths and weaknesses in a timely manner, will continue ongoing development/improvement of statewide education data collection system (OETS).	OETS enhancements submitted to DIT - Ongoing
2005-06	Optimize the ability to establish and measure outcomes.	Completed - Ongoing Test of Adult Basic Education (TABE) 9 & 10 / OETS implemented.
2006-07	Continue to improve OETS and the accuracy/availability of useful data through OETS workgroup efforts and staff training.	Ongoing
2007-08	Develop statewide OETS training to improve accuracy and standardization	On hold, awaiting DIT enhancement implementation
2005-06	Monitor and review programs for consistency through mandated data entry reporting.	Random reports of selected data pulled quarterly.
2006-07	Pull random reports and follow-up, correct deficiencies as needed.	Extract and analyze reports quarterly through OETS workgroup.
2007-08	Work with DIT and DLEG to increase the rate of successful transfer of data from MDOC to MAERS	Extract and analyze reports quarterly through OETS workgroup.
2005-06	Complete annual prisoner educational surveys, in compliance with Department of Labor and Economic Growth (DLEG) adult education program recommendations.	Survey developed and system implemented.
2006-07	N/A	Ongoing
2007-08	Complete annual prisoner educational surveys, in compliance with Department of Labor and Economic Growth (DLEG) adult education program recommendations. Also, developed workgroup with DIT/DLEG and MDOC to collaborate on data transfer process.	Ongoing
2005-06	Compile data on prisoner annual education program surveys to identify potential areas for review.	Completed - Ongoing
2006-07	Refer compiled data to Academic Curriculum committee for recommended action.	Ongoing
2007-08	Refer compiled data to Academic Curriculum committee for recommended action.	Ongoing

CURRICULUM

Program Improvement through Curriculum Design

Year	Improvement Plan	Status
2005-06	Develop a standard, individualized, and performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.	Math plotter was developed
2006-07	Develop a standard, individualized, and performance-based progress plotter for remaining academic programs to further continuity, consistency, and efficiency.	

CURRICULUM - Continued
Program Improvement through Curriculum Design

Year	Improvement Plan	Status
2007-08	Develop a standard, individualized, and performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.	Ongoing
2005-06	Identify additional math/writing materials and strategies for increasing competencies, leading to a greater percentage of successful GED subtest completion.	Purchased ESL and Writing materials. Identified software that will enhance these skills but could not overcome DIT/DMB purchasing barriers even though grant-funded. "Strategies" training provided to teachers through Professional Development. Working with DIT & DMB to overcome purchasing barriers to add additional software that will lead to a greater percentage of successful GED completions.
2006-07	Continue action on 05-06 plan.	
2007-08	Continue action on 05-06 plan.	
2005-06	Implement curriculum improvement as resources allow.	Ongoing
2006-07	Request best practices be submitted by each school annually.	
2007-08	Review current research, curriculum materials and best practices to continually	Ongoing for all committees.
2007-08	Review current CTE curriculum to assure cost-effectiveness and relevance.	Ongoing for RETTE committee.
2007-08	Modify and improve BET/VGT program.	Under development by RETTE committee.
2007-08	Develop operating procedure and method for reporting newly-developed levels of	Assign to RETTE committee.
2007-08	Review and update Special Education forms	Under development by Spec Ed committee.
2007-08	Review/update mandated plans of action for Special Ed students.	Under development by Spec Ed committee.
2007-08	Develop computer operations program.	Under development by RETTE committee.
2007-08		

TESTING MANDATES
Test Administration and Assessment Improvements

Year	Improvement Plan	Status
2006-07	Develop a standardized "Test Taking" module to assist prisoners in overcoming anxiety and to increase potential for score improvement.	To be assigned to appropriate Curriculum Committee.
2007-08	Develop a standardized "Test Taking" module to assist prisoners in overcoming anxiety and to increase potential for score improvement.	Under completion by the Academic Committee
2005-06	Mandate schools to give the full battery of GED tests to prisoners testing for the first time.	Completed
2006-07	Monitor compliance.	
2007-08	Review GED test pass/fail rate for cost-effectiveness and study alternatives to increase success	
2005-06	Increase frequency of testing to ensure that schools test on a regular schedule, which would increase frequency of testing and positively impacts results.	Completed
2006-07	Monitor compliance.	
2007-08	Monitor compliance.	
2005-06	Develop a statewide, standardized testing (Test of Adult Basic Education, TABE) schedule to improve the capture and quality of achievement data in the state in order to compare with other Adult Education Programs.	Completed

TESTING MANDATES - Continued
Test Administration and Assessment Improvements

Year	Improvement Plan	Status
2006-07	Evaluate the effectiveness of the new process.	Assign task to appropriate Curriculum Committee.
2007-08	Evaluate the effectiveness of the new process.	Compile data
2005-06	Ensure the statewide GED operating procedures provide guidelines to optimize testing.	Completed
2006-07	Develop guidelines for the timely and appropriate application of testing accommodations to help improve passing rates.	
2007-08	Update the statewide GED operating procedure	
		Assign task to appropriate Curriculum Committee.
2007-08	Increase GED testing at prison reception centers.	Complete

PROFESSIONAL DEVELOPMENT

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

Year	Improvement Plan	Status
2005-06	Disseminate information on current trends and mandates.	Completed
2006-07	Ongoing	
2007-08	Disseminate information on current trends and mandates.	Ongoing
2005-06	Provide training to those responsible for data entry.	Completed - Initial OETS training
2006-07	Provide update training annually or as need is identified.	
2007-08	Provide update training annually or as need is identified.	
		On hold, awaiting DIT enhancement implementation
2005-06	Provide additional training and materials for English as a Second Language (ESL) teachers.	Completed
2006-07	Provide update training annually or as need is identified.	
2007-08	Provide update training annually or as need is identified.	Ongoing
2005-06	Provide professional development to further improve teaching techniques, best practices, and instructional strategies.	Completed
2006-07	Provide update training annually or as need is identified.	
2007-08	Provide update training annually or as need is identified.	
		Assign task to appropriate Curriculum Committee.
2005-06	Provide teachers with enhanced training in the writing of clear, measurable, and effective education objectives.	Completed
2006-07	Provide update training annually or as need is identified.	
2007-08	Develop a compilation of representative or sample of clear, measurable, and effective education goals and objectives.	
		Ongoing
		Assign task to appropriate Curriculum Committees.
2006-07	Distribute appropriately updated Teacher, Secretary, and School Principal Manuals.	
2007-08	Review and update Teacher, Secretary, and School Principal Manuals.	
		Assign task to appropriate subcommittees.
2006-07	Deliver a math and writing refresher workshop for GED prep teachers.	
2007-08	Deliver a math and writing refresher workshop for academic teachers.	
		Assign task to appropriate subcommittees.
2006-07	Training of special education and regular academic teachers regarding special education requirements and resources to help increase GED completions of special education eligible students.	To be determined.
2007-08		

MICHIGAN DEPARTMENT OF CORRECTIONS EDUCATION AUDIT FACTORS

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

AUDIT TEAM:

Compliance Yes No N/A			Audit Factors
GED TESTING			
			1A) The GED Examiner/Alternate Examiner ensures the following are readily available: - GED Examiner's Manual - GED Emergency Plan and materials listed (i.e. first aid kit, universal precautions kit, flashlight, plastic bag, tissues) - Briefcase/lockable file for transport
			1B) Initial testing administered as a full battery (all five topics) unless approved accommodation states otherwise.
			1C) GED Chief Examiner administers the full battery GED test at least once per year in accordance with the GED Examiner's Manual.
			1D) School can provide evidence that FastTrack GED testing is occurring.
			1E) Accommodation approvals/denials are stapled to the inside left cover of the prisoner's education file. The accommodation is less than 5 years old. When the School has verified GED or high school completion the accommodation paperwork has been removed and destroyed, per GEDTS.
			1F) The School Principal maintains on file a copy of the report results of the most current self-audit of O.P.-CFA – 05.02.112, "GED Testing". All deficiencies have been appropriately addressed.(Due February 1 each year)
			1G) The half test is stored in a secure locked area.
			1H) Minimum GED completions for the year are at least 30% of the average academic enrollment for the last 3 months.
			1I) Documentation exists to prove that the School is issuing exemptions to only those prisoners under PA320.
			1J) Documentation exists to show that GED completion exemption forms are completed only for prisoners without verified GED/HS completion who have received positive fixed date parole action.
			1K) Academic classes are not cancelled to GED test. Vacant classroom/programming space is used for education purposes whenever possible.
TABE /CASAS TESTING			
			2A) Documentation exists to show the TABE test is administered to active academic students in accordance with the office of the Education Manager's specified testing and frequency.

			2B) A specific individual is designated as the TABE test coordinator and is responsible for testing practices and materials.
			2C) School has documentation to ensure the appropriate test level is given as indicated by the locator test or most recent prior TABE .
			2D) The School can show evidence that student lack of cooperation with TABE testing results in submission of a CSJ-363A request for "unemployable status".
			2E) School shows an average of 1 EFL gain in a minimum of 50% of students tested during a 12 month period.
			2F) The School administers the CASAS test to ESL students in accordance with testing guidelines.
PROFESSIONAL DEVELOPMENT			
			3A) School staff have received mandatory training and training related to area(s) taught, per policy/Department Standards. (Review institutional training records)
			3B) All academic teachers have current, valid Michigan teaching certificates. The School Principal has a valid Michigan teaching certificate. The School Psychologist has a valid Michigan full license or school certification.
			3C) All trades instructors are appropriately qualified to teach the programs assigned to them. (Documentation of credentials/experience)
			3D) Secretary, teacher and school principal manuals are maintained, easily accessible by staff, and up-to-date.
			3E) Principal can show evidence that she/he has visited at least 2 additional prison or community schools over the past year.
CTE PROGRAMS			
			4A) The CTE instructors use current progress plotters and resources.
			4B) The School maintains a CTE completion log in accordance with the office of the Education Manager's education directives.
			4C) Each CTE course has been approved for this facility by the RETTE Committee/Education Steering Committee/office of the Education Manager. Approval includes curriculum, and inventoried resources such as equipment, computer programs, etc.
			4D) Minimum completions for the year for each approved CTE program is 30% of average enrollment.
			4E) CareerScope (or vocational testing for qualified Special Ed. Prisoners) has been given to all CTE students before they are placed into CTE programs in accordance with testing results.
			4F) There is documentation to show vocational counseling occurred based on CareerScope/Vocational Testing.
			4G) Average completion time for CTE programs does not exceed specified completion hours.
GENERAL			
			5A) Each academic eligible prisoner: • Is currently on the waiting list or enrolled in academic (ABE/GED, Special Ed/ESL) programming OR • Has a verified GED/high school completion documented in the CAJ-266.

			5B) Documentation exists to justify reasons for non-enrollment.
			5C) All GED/high school transcripts are stamped, signed and dated by the School Principal indicating pass/fail or graduate/non-graduate.
			5D) The monthly classroom enrollment average meets or exceed department standards.
			5E) Maximum security facilities have a maximum of 1 academic teacher who provides services in a classroom setting.
			5F) Special Education files are stored in a secured, locked space accessible only by principal/designee and special education staff.
			5G) The Special Education eligible prisoners are receiving Special Education services or are pending transfer.
			5H) The academic teachers use current, approved Progress Plotter(s), current material, and computer programs.
			5I) The School has approved annual goals that are in compliance with action plan established by the office of the Education Manager.
			5J) Clear teacher participation in development of School goals with 6 month and end of year documentation of status.
			5K) There is evidence that each teacher establishes clear objectives, measurements and proactively evaluates prisoners using the 363A.
			5L) There is evidence that each Principal proactively reviews student evaluations.
			5M) Teacher creativity is evident in the classrooms (i.e. bulletin boards, posters, graphics materials) and commensurate with local security and fire safety guidelines and regulations.
			5N) Quarterly reports are being completed during the last full week of December, March, June and September using the most recent TABE test scores as a basis for goals and objectives.
			5O) In order to comply with federal audit requirements, a recording system exists to document grant-funded purchases.
			5P) School can provide documentation of regular staff meetings that include overviews of memos or other communication from the office of the Education Manager and curriculum committees.
			5Q) The School can demonstrate that at least one "best practice" per year is shared with the appropriate curriculum committee for consideration.
			5R) The Mission of education is clearly posted throughout the school, including classrooms.
			5S) The School has a documentation system in place to record all community activities and use of resources.
			5T) There is documented evidence that monthly reports are complete and submitted by due date.
			5U) The school has a method of formally recognizing graduation.
			5V) Pre-release program provided is the approved standardized program and delivered by trained staff.

			5W) Evidence exists that the Student Survey is conducted, information is compiled, and returned to Central Office by the due date.
			5X) Evidence is on file that shows each School Psychologist provides a written monthly schedule to his/her school office and Education Manager, and school schedule is maintained to include a schedule of dates/sites worked.
			5Y) Documentation exists to show monthly School Psychologist case activity reports have been provided to the Education Manager.
			5Z) Use of classroom space and furnishings is effective in the school.
			5AA) Evidence exists that the school actively encourages participation in YOP, and has a process for maximizing enrollments.
			5BB) Prisoners enrolled in YOP meet grant eligibility requirements; under 26 years old, have a GED/HS completion and/or are within 5 years of release date.
			5CC) Adult Learning Plans (ALP) are completed by mandated deadlines.
			5DD) Lifers are not enrolled in school unless documentation exists to justify.
			5EE) Required statistical data is entered into the Offender Education Tracking System (OETS) accurately and timely.
			5FF) OETS reflects updated Academic, CTE, Pre-Release, GED, Exemption, Waiver, Career Scope, Voc. Counseling, and Enrollment information; transfer of school files information and TABE scores.
			5GG) Waiting list shall be monitored by school and differentiate between school eligibility and those students with "holds".
			5HH) The school office maintains copies of the most current progress plotters and materials lists.

GENERAL COMMENTS:

AUDIT COMPLIANCE RATE**%**

Auditor signatures:

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

Revised AUGUST 2006

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

**ACADEMIC CURRICULUM COMMITTEE
APPROVED CLASSROOM MATERIAL LIST**

Last update: 2/2007

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

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

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

MULTI-MEDIA

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

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

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

BOOKS AND WORKBOOKS**LANGUAGE ARTS: WRITING**

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

SOCIAL STUDIES

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

SCIENCE

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

LANGUAGE ARTS: READING

Required Material			
0-7398-36048-CA6	Language Arts: Reading Ex. Book	SV	\$10.13 (10+)
0-7398-28363-CA6	Language Arts: Reading	SV	\$13.46 (10+)
0-7398-66974-CA6	Pre-GED Reading	SV	\$13.13 (10+)
Supplemental Material			
See catalog	Reading for Today Books 1-6	SV	\$10.88 (10+)

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

MATHEMATICS

Required Material			
varies	overhead projector/cart/screens	varies	1 for every 2 classrooms max.
07398-5447X-CA6	Casio Calculator (instructor - overhead) Overhead Scientific	SV	\$72.00/1 for every 2 classrooms max.
0-7398-50547-CA6	Casio Calculator (student/FX-260)	SV	\$10.19 (51+)
0-8092-2380-5	Number Power 1 (+, -, *, /)(reading levels 5-7) (consumable text)	MH/CB	\$14.19
0-8092-2377-5	N.P. 2: Frac., Dec., and Percents (reading levels 5-7) (consumable text)	MH/CB	\$14.19
0-8092-2388-0	N. P. 3: Algebra (reading levels 7-8) (non-consumable text-use paper)	MH/CB	\$14.19
0-8092-2382-1	N. P. 4: Geometry (reading levels 7-8) (non-consumable text-use paper)	MH/CB	\$14.19
0-8092-2381-3	N. P. 5: Graphs, Charts, Schedules, and Maps (reading levels 5-7) (non-consumable text-use paper)	MH/CB	\$14.19
0-8092-2378-3	N. P. 6: Word Problems (reading levels 6-8) (non-consumable text-use paper)	MH/CB	\$14.19
0-07-251697-6	Calculator Power (reading levels 6-10) (non-consumable text-use paper)	MH/CB	\$14.19
0-7398-28355-CA6	Math (non-consumable text-use paper)	SV	\$14.36 (10+)
0-7398-46698-CA6	Calculator Skill Book (consumable)	SV	\$27.75 (10 pack)
0-7398-3603-x	Math Ex. Bk. (non-consumable text-use paper)	SV	\$10.13 (10+)

0-7398-66982-CA6	Pre-GED Mathematics (non-consumable text-use paper)	SV	\$13.13 (10+)
Supplemental Material			
0-8092-2386-4	N. P. 7: Problem-Solving and Test-Taking Strategies (reading levels 7-10) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2384-8	N.P. 8: Analyzing Data (reading levels 5-7) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-9891-0	N.P. 9: Measurement (reading levels 5-10) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2387-2	Number Power Pre-Algebra (reading levels 5-8) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2379-1	Number Power Review (reading levels 5-7) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-2232-9	Satellite Series GED Math (non-consumable-use paper)	MH/CB	\$13.80
0-8092-2237-x	Satellite Series GED Math: ex. Book (non-consumable-use paper)	MH/CB	\$10.47
0-07-252755-2	GED Math Problem Solver (non-consumable-use paper)	MH/CB	\$14.49
0-07-287108-3	Number Sense- Meaning of Fractions (non-consumable-use paper)	MH/CB	\$9.60
0-8092-0609-9	TABE Correlated: Number Power Introductory E (levels 1.6-3.9) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-0610-2	TABE Correlated: Number Power Intermediate 1 Level M (levels 3.6-6.9) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-09611-0	TABE Correlated: Number Power Intermediate 2 Level D(levels 6.6-8.9) (non-consumable-use paper)	MH/CB	\$14.19
0-8092-0612-9	TABE Correlated: Number Power Advanced Level A(levels 8.6-12) (non-consumable-use paper)	MH/CB	\$14.19
0-07-252760-9	Satellite Series Pre-GED: math (non-consumable-use paper)	MH/CB	\$13.80
0-8092-3693-1	Math Exercises: Whole # and \$ (consumable)	MH/CB	\$38.37/10 pk
0-8092-3691-5	Math Exercises: Decimals (consumable)	MH/CB	\$38.37/10 pk
0-8092-3692-3	Math Exercises: Fractions (consumable)	MH/CB	\$38.37/10 pk

0-8092-3690-7	Math Exercises: Percents (consumable)	MH/CB	\$38.37/10 pk
0-8092-3689-3	Math Exercises: Problem Solving and Applications (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3649-4	Math Exercises: Geometry (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3651-6	Math Exercises: Pre-Algebra (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-3650-8	Math Exercises: Algebra (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0855-5	Math Exercises: Measurement (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0854-7	Math Exercises: Data Analysis and Probability (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-8092-0856-3	Math Exercises: Test Readiness Checkup (non-consumable-use paper)	MH/CB	\$38.37/10 pk
0-131-10966-9	Threshold Pre-GED Math #1 (non-consumable-use paper)	C	\$16.99
0-139-17600-4	Threshold Pre-GED Math #2 (non-consumable-use paper)	C	\$16.99
0-835-94633-9	Horizons Pre-GED Math (non-consumable-use paper)	C	\$14.99
2383	Math Sense Whole Numbers and Money	New Readers Press	\$12.80 (5+)
2384	M.S. Teacher's Resource Guide	NRP	\$15.25
2388	M.S. Dec., Frac., Ratios, and Percents	NRP	\$12.80 (5+)
2389	M.S. Teacher's Resource Guide	NRP	\$15.25
2382	M.S. Measurement and Data Analysis	NRP	\$12.80 (5+)
2386	M.S. Teacher's Resource Guide	NRP	\$15.25
2381	M.S. Algebra and Geometry	NRP	\$12.80 (5+)
2387	M.S. Teacher's Resource Guide	NRP	\$15.25
2385	M. S. Comprehensive Review	NRP	\$16.80 (5+)
2391	M.S. Teacher's Resource Guide	NRP	\$15.25
2390	M. S. Placement	NRP	\$12.00
2437	GED Scoreboost (sold in packs of 10) Whole Numbers, Dec., Frac., Percents	NRP	\$32.50 (5+)
2440	GED Scoreboost (sold in packs of 10) Measurement and Data Analysis	NRP	\$32.50 (5+)
2441	GED Score Boost (sold in packs of 10) Algebra and Geometry	NRP	\$32.50 (5+)

CROSS SUBJECT MATTER MATERIAL/TEST MATERIAL

Required Materials			
no isbn available	GED Testing Contract	GEDTS	call GEDTS with questions
	Scantron	Scantron	call company
see catalog	TABE + TABE testing materials (including TABE Espanol)	CTB-McGraw-Hill	call for needed materials + prices
see catalog	Practice Tests (PA, PB, PC) + answer sheets and new versions as they become available (no further purchases should be made as this was a group purchase for all schools- current versions)	SV	\$32.50/set 5
Supplemental Material			
10585, 10587, 10589, 10591	TABE Practice workbooks (reading, language, spelling) (E, M, D, A)	CTB	\$49.50/10 pack
10586, 10588, 10590, 10592	TABE Practice workbooks (Mathematics) (E, M, D, A)	CTB	\$49.50/10 pack
	American Heritage Dictionary (paperback)		
	Roget's II Thesaurus (paperback)		
0-8092-9469-9	GED: Complete Book	MH/CB	\$12.95
0-07-286356-0	Complete Pre-GED (Reading level 5-8	MH/CB	\$17.64
0-07-252754-4	Essential GED (reading levels 8-10)	MH/CB	\$15.27
0-7398-29408-CA6	GED Instructor's Resource Guide	SV	\$40.95
1-56420-444-8	GED Scoreboost (sold in packs of 10) Critical Thinking Skills for Reading, Social Studies, and Science	NRP	\$29.50
1-56420-445-6	GED Scoreboost (sold in packs of 10) Graphic Skills for Social Studies and Science	NRP	\$29.50

ESL MATERIALS (English as a Second Language)

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

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

COMMON VENDORS/PUBLISHERS

Vendor	Address	phone/fax/web
Office Max	per contract	1-800-472-6473
Cambridge	4350 Equity Drive P.O. Box 2649 Columbus, OH 43216	Phone: 1-800-238-5833 Fax: 1-614-771-7361 WWW.globefearon.com/welcome/cambridge.html
CTB/McGraw Hill	P.O. Box 150 Monterey, CA 93942-0150	Fax: 1-800-282-0266 Phone: 1-800-538-9547 www.ctb.com order line: 1-800-538-9547
GED Testing Service	Suite 250 One Dupont Circle, NW Washington, D.C. 20036-1163	Phone: 1-202-939-9490 Fax: 1-202-775-8578
Heinle & Heinle Publisher	ITP Distribution Center 7645 Empire Drive Florence, KY 41042	Phone: 1-800-354-9706
Hooked on Phonics		1-800-ABCDEFGH
Intelecom	Plaza Centre 150 East Colorado Blvd., Suite 300 Pasadena, CA 911051937	Phone: 1-800-576-2988
JST	Quantum Place 1000 N. Updyke Rd. Ste. D-2 Auburn Hills, MI 48326	Phone: 1-800-783-5780 Fax: 1-248-370-8124
MPX/Maxell	Please include: institution/work site name; attention; mailing & shipping address; phone and fax #; e-mail address; quantity HP-200 stereo headphone (sold in multiples of 6); credit card info; tax exempt number	e-mail or fax orders to: Maxell C/O D. L. Grenici Fax # 724-283-8298 e-mail: info@tapeworld.com Questions? Call Gary Sloas from MPX/ Maxell at 248-620-3238 or via e-mail at grspmpx@ix.netcom.com
McGraw Hill/ Contemporary Books	220 E. Daniieldale Rd. DeSoto, TX 75115-2490	Phone: 1-800-621-1918 information Phone: 1-877-226-4997 order Tech. support ext. 411 Fax: 1-800-998-3103 www.mcgraw-hillcontemporary.com
New Readers Press	Department AF07 P.O. Box 35888 Syracuse, NY 13235-5888	Phone: 1-800-448-8878 Fax: 1-866-894-2100 www.newreaderspress.com
Orbit (only used by Cent. Office-purchase of talking calculator)	3422 Old Capitol Trail, Suite 585 Wilmington, DE 19808	Phone: 1-888-60-ORBIT Fax: 1-888-606-7248 www.orbitresearch.com

Pierson Publishing (formerly Globe Fearon and Prentice Hall)		1-800-848-9500
Scantron	Scantron Corp., World Headquarters 1361 Valencia Ave. Tustin, CA 92680-6463	Phone: 1-800-722-6876, ext. 650 Fax: 1-(714)-259-8423
School Specialty	P.O. Box 1579 Appleton, WI 54912-1579	Phone: 1-888-388-3224 Fax: 1-888-388-3224 www.educationessentials.com
Skillsbank Corp.	7104 Ambassador Rd. Baltimore, MD 21244	1-800-825-4420, ext. 4458 (Matt Uriu/ regional representative) Phone: 1-800-847-5455 Fax: 1-410-818-5086 sales@skillsbank.com
Steck-Vaughn (a Harcourt Company)	6277 Sea Harbor Dr. Orlando, FL 32887	Phone: 1-800-531-5015 (M-F 8:30-7 Eastern) Fax: 1-800-699-9459 www.steck-vaughn.com
The Kentucky Network (KET)	KET Enterprise Division 560 Cooper Drive Lexington, KY 40502-2200	Phone: 1-800-354-9067 Fax: 1-859-258-7396 adulted@ket.org www.ket.org/GED PBS LiteracyLink Adult Learning Services 1320 Braddock Place Alexandria, VA 22314 Phone: 1-800-257-2578 Fax: 1-703-739-8495 literacy@pbs.org www.pbs.org/literacy

OCTOBER 2008 MONTHLY BOILERPLATE REPORT
SECTION 907 (a), (d) and (e)
ACADEMIC AND VOCATIONAL PROGRAMS DURING OCTOBER 2008

ATTACHMENT 7

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
LMF	Alger Max. Facility	0	0	0	0	0	0	0	0	0	0	42	0	0	0	1	19	0	0
AMF	Baraga Max. Fac.	0	0	0	0	0	0	0	0	12	12	133	0	28	0	3	26	15	0
IBC	Bellamy Creek	60	60	12	12	12	12	11	11	6	6	367	69	24	60	12	8	1	70
OTF	Boyer Road Corr. Fac.	0	0	0	0	2	2	3	3	16	16	89	0	17	85	6	182	59	77
LRF	Brooks Corr. Fac.	19	19	0	0	0	0	0	0	0	0	129	0	0	21	4	201	367	243
CDW	Camp Branch **DataNot Available																		
CVH	Camp Valley	20	20	4	4	0	0	0	0	0	0	53	0	0	0	1	0	0	0
CCU	Camp Cusino	1	1	3	3	0	0	0	0	12	12	88	0	24	0	2	22	177	0
CLE	Camp Lehman	29	29	4	4	1	1	0	0	0	0	105	0	0	0	2	4	81	0
CWL	Camp White Lake	0	0	0	0	0	0	0	0	0	0	105	0	0	0	2	4	81	0
DRE	Carson City Corr. Fac.	0	0	0	0	0	0	0	0	12	12	99	0	0	21	7	72	145	74
URF	Chippewa Corr. Fac.	6	6	2	2	2	2	10	10	10	10	172	0	19	71	8	112	42	113
JCS	Cooper Street Fac.	42	42	0	0	1	1	0	0	22	22	232	0	61	31	5	0	378	44
JCF	Cotton Corr. Fac.	0	0	3	3	2	2	9	9	9	9	334	46	12	53	9	33	50	79
ACF	Crane Corr. Fac.	27	27	5	5	0	0	3	3	21	21	196	0	13	54	7	12	587	95
ITF	Deerfield Corr. Fac.	50	50	9	9	0	0	5	5	0	0	260	20	20	81	8	26	0	113
RGC	Egeler Corr. Fac.	71	71	10	10	0	0	0	0	0	0	20	0	0	12	2	0	0	0
ARF	Gus Harrison Corr. Fac.	12	12	0	0	12	12	4	4	8	8	156	0	24	57	5	118	336	78
MTU	Handlon Corr. Fac	45	45	7	7	4	4	20	20	1	1	274	24	34	110	17	166	502	72
HTF	Hiawatha Corr. Fac.	7	7	3	3	0	0	21	21	8	8	116	0	10	193	5	21	76	68
HVM	Huron Valley Men's Fac.	0	0	0	0	0	0	0	0	0	0	102	17	9	0	2	40	0	0
WHV	Huron Valley Women's	25	25	4	4	2	2	4	4	0	0	149	1	10	115	7	116	17	101
ICF	Ionia Max. Fac.	5	5	2	2	0	0	0	0	0	0	102	17	9	0	2	40	0	0
KCF	Kinross Corr. Fac.	24	24	4	4	0	0	15	15	13	13	31	0	15	229	10	100	63	145
LCF	Lakeland Corr. Fac. **DataNot Available																		
MRF	Macomb Corr. Fac.	49	49	12	12	8	8	31	31	19	19	204	0	49	88	6	20	0	82
MBP	Marquette Branch Prison	0	0	0	0	0	0	0	0	17	17	154	0	60	0	6	35	212	0
RMI	Michigan Reformatory	0	0	0	0	0	0	0	0	0	0	125	1	0	0	3	156	0	0
STF	Mid-Michigan Corr. Fac.	0	0	0	0	1	1	12	12	0	0	117	0	0	106	8	5	0	456
NRF	Mound Corr. Fac.	0	0	0	0	5	5	22	22	47	47	189	0	47	82	7	18	45	116
MCF	Muskegon Corr. Fac.	0	0	0	0	1	1	10	10	0	0	220	3	26	90	7	0	189	266
NCF	Newberry Corr. Fac.	61	61	11	11	1	1	10	10	8	8	354	0	17	45	9	18	82	68
ECF	Oaks Corr. Fac.	0	0	0	0	1	1	0	0	0	0	177	0	16	0	4	3	1	0

FAC.	SCHOOL	GED EXAMS PASSED (Subtest)		GED EXAMS PASSED (Completions)		Number of PRISONERS PAROLED w/o GED		VOC. (CTE) PROGRAM COMPLETIONS		PRE-RELEASE COMPLETIONS		# ENROLLED				Number of Instructors - Academic and Vocational	# ON WAITING LIST		
		MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	MONTH	YTD	Academic	SP. ED	Pre-Rel.	VOC (CTE)		Academic (GED)	Pre-Rel.	VOC (CTE)
OCF	Ojibway Corr. Fac.	62	62	11	11	3	3	9	9	28	28	241	1	29	24	7	9	218	391
SMT	Parnall Corr.Fac.	0	0	0	0	10	10	9	9	17	17	229	0	17	42	8	9	13	60
ATF	Parr Highway	33	33	1	1	1	1	1	1	16	16	153	0	35	27	4	28	257	48
SPR	Pine River Corr. Fac.	0	0	0	0	3	3	4	4	12	12	185	0	50	41	6	51	29	63
MPF	Pugsley Corr. Fac.	28	28	8	8	2	2	8	8	14	14	50	0	14	62	4	95	8	193
RRF	Ryan Corr. Fac.	12	12	5	5	9	9	9	9	21	21	160	0	21	53	5	61	45	20
SRF	Saginaw Corr. Fac.	13	13	5	5	2	2	7	7	0	0	206	0	30	84	7	106	24	223
SCF	Scott Corr. Fac.	0	0	0	0	0	0	0	0	0	0	194	2	0	100	7	19	0	145
SLF	St. Louis Corr. Fac.	49	49	9	9	1	1	8	8	0	0	127	0	15	48	3	198	0	32
SMF	Standish Max.	0	0	0	0	0	0	0	0	0	0	13	29	0	0	2	175	120	0
KTF	Straits Corr. Fac.	19	19	4	4	0	0	2	2	11	11	252	0	16	19	6	7	169	72
TCF	Thumb Corr. Fac.	50	50	8	8	1	1	1	1	0	0	112	94	0	117	12	143	0	153
MTF	West Shoreline	20	20	4	4	10	10	0	0	0	0	142	0	12	0	3	40	0	356
	TOTAL	839	839	150	150	97	97	248	248	360	360	6958	324	783	2221	251	2518	4389	4116

OCTOBER 2008 MONTHLY BOILERPLATE REPORT
SECTION 907 (b) (d) and (e)
ACADEMIC AND VOCATIONAL PROGRAMS DURING OCTOBER 2008

FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
LMF	Alger Maximum	7	N/A	2	0	N/A	0	0	N/A
AMF	Baraga Maximum	15	N/A	8	0	N/A	0	0	N/A
IBC	Bellamy Creek	61	12 Paroled 4 Discharged	36	0	N/A	4	4	N/A
OTF	Boyer Road	6	2 Paroled	8	0	N/A	5	2	N/A
LRF	Brooks	12	N/A	5	0	N/A	3	1	N/A
CDW	Camp Branch **Data Not Available								
CVH	Camp Valley	14	N/A	4	0	N/A	0	0	N/A
CCU	Camp Cusino	8	N/A	7	0	N/A	0	0	N/A
CLE	Camp Lehman	16	1 Discharged	5	1	N/A	0	0	N/A
CWL	Camp White Lake	0	N/A	3	0	N/A	0	0	N/A
DRF	Carson City	12	1 Discharged	10	0	N/A	1	1	N/A
URF	Chippewa	44	N/A	10	0	N/A	13	4	N/A
JCS	Cooper Street	41	10 Paroled	26	0	N/A	13	1	N/A
JCF	Cotton	59	N/A	40	0	N/A	7	5	N/A
ACF	Crane	26	N/A	18	0	N/A	9	7	1-Paroled
ITF	Deerfield	18	6 Paroled 1 Dishcarged	11	0	N/A	5	2	3 Paroled
RGC	Egeler	3	N/A	3	0	N/A	0	0	N/A
ARF	Gus Harrison	39	3 Paroled	18	0	N/A	30	7	2 Paroled 1 Dishcarged

ATTACHMENT 8

FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
MTU	Handlon	53	N/A	40	0	N/A	21	15	N/A
HTF	Hiawatha	20	N/A	18	0	N/A	22	15	N/A
HVM	Huron Valley Men's Fac.	7	N/A	6	0	N/A	3	0	N/A
WHV	Huron Valley Women's	29	6 Paroled	9	0	N/A	21	3	N/A
ICF	Ionia Maximum	27	N/A	10	0	N/A	0	0	N/A
KCF	Kinross	9	N/A	9	0	N/A	55	21	N/A
LCF	Lakeland Corr. Fac. **Data Not Available								
MRF	Macomb	26	9 Discharged 5 Paroled	26	0	N/A	39	3	1 Paroled
MBP	Marquette Branch Pris.	22	N/A	14	0	N/A	0	0	N/A
STF	Mid-Michigan	20	1 Paroled 1 Discharged	17	0	N/A	3	3	N/A
NRF	Mound	7	5 Paroled	11	0	N/A	3	3	N/A
MCF	Muskegon	15	1 Paroled	14	0	N/A	4	4	N/A
NCF	Newberry	53	N/A	28	0	N/A	5	3	N/A
ECF	Oaks	30	1 Paroled	9	0	N/A	0	0	N/A
OCF	Ojibway	41	3 Paroled	20	0	N/A	6	2	N/A
SMT	Parnall	26	N/A	23	0	N/A	10	2	N/A
ATF	Parr Highway	23	N/A	17	0	N/A	17	0	N/A
SPR	Pine River	27	3 Paroled	13	0	N/A	13	11	N/A
MPF	Pugsley	6	N/A	4	1	N/A	12	6	N/A
RRF	Ryan	16	9 Paroled	7	0	N/A	4	2	N/A
SRF	Saginaw	17	N/A	12	0	N/A	3	4	N/A
SCF	Scott	27	2 Paroled	17	0	N/A	0	1	N/A

ATTACHMENT 8

FAC.	SCHOOL	Academic			GED/Parole Information		Vocational (CTE)		
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Paroled at Earliest Release Date Due to Lack of GED	Reason	Number of Prisoners Not Completing Programs	Number of Prisoners Not Completing Due to Transfers	Reasons for Not Completing (Excluding Transfers)
SLF	St. Louis	3	N/A	3	0	N/A	2	2	N/A
SMF	Standish Max.	9	N/A	1	0	N/A	0	0	N/A
KTF	Straits	29	N/A	21	0	N/A	4	1	N/A
TCF	Thumb	39	1 Paroled 1 Discharged	18	0	N/A	2	10	N/A
MTF	West Shoreline	9	8 Paroled	7	0	N/A	0	0	N/A
RMI	Michigan Reformatory	6	N/A	8	0	N/A	0	0	N/A
	TOTAL	977		596	2		339	145	

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

OCTOBER 2008 MONTHLY BOILERPLATE REPORT									
SECTION 907 (b) & (d) & (e)									
COMPLETIONS BY VOCATIONAL PROGRAM									

[illegible]

FAC.	SCHOOL	Enrollment	Auto Body		Enrollment	Auto Mechanics		Enrollment	Business Education		Enrollment	Building Trades		Enrollment	Custodial Maintenance		Enrollment	Electronics		Enrollment	Food Tech and Hospitality Management		Enrollment	Horticulture		Enrollment	Optical Technology		Enrollment	Visual Graphics		Enrollment	Welding	
		Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD	Mo.	Mo.	YTD
ATF	Parr Highway															27	1	1																
SPR	Pine River Corr. Fac.								20	3	3												21	1	1									
MPF	Pugsley Corr. Fac.								32	4	4		30	4	4																			
RRF	Ryan Corr. Fac.																																	
SRF	Saginaw Corr. Fac.																																	
SCF	Scott Corr. Fac.								36	0	0					38	7	7					22	0	0		29	4	4					
SLF	St. Louis Corr. Fac.															34	0	0					30	0	0									
SMF	Standish Max.															48	8	8																
KTF	Straits Corr. Fac.															19	2	2																
TCF	Thumb Corr. Fac.												47	0	0	28	0	0					25	0	0		17	1	1					
MTF	West Shoreline																																	
	TOTAL		4			6			37				24			97			7			27			37			2			1			6

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

= Programs Not Offered

Ryan Technical
Education Center

R-TEC Plan

**Prepared for Dennis M. Straub, Deputy Director
Correctional Facilities Administration
Michigan Department of Corrections**

December 10, 2007

EXECUTIVE SUMMARY

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

NEED:

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

MISSION:

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

BUILDING:

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

The building is equipped with the following:

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

INMATE QUALIFICATIONS:

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

EDUCATIONAL TRAINING:

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

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

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

Construction trades

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

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

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

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

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

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

Computer Technology

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

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

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

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

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

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

Warehousing and Distribution

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

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

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

* Computer Technology: the equipment previously used for GIS, repair and refurbishing duties should be in place at the Ryan facility.

Employment information and statistics in warehousing and distribution is listed under the heading, Transportation and Material Moving Occupations, through DLEG.

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

Hospitality

- START
- Serv-Safe

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

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

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

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

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

Support Programming

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

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

TRAINING AND WORK DAY DESIGN:

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

EXPECTED OUTCOMES:

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

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

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

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

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

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

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

EXPENSE:

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

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

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

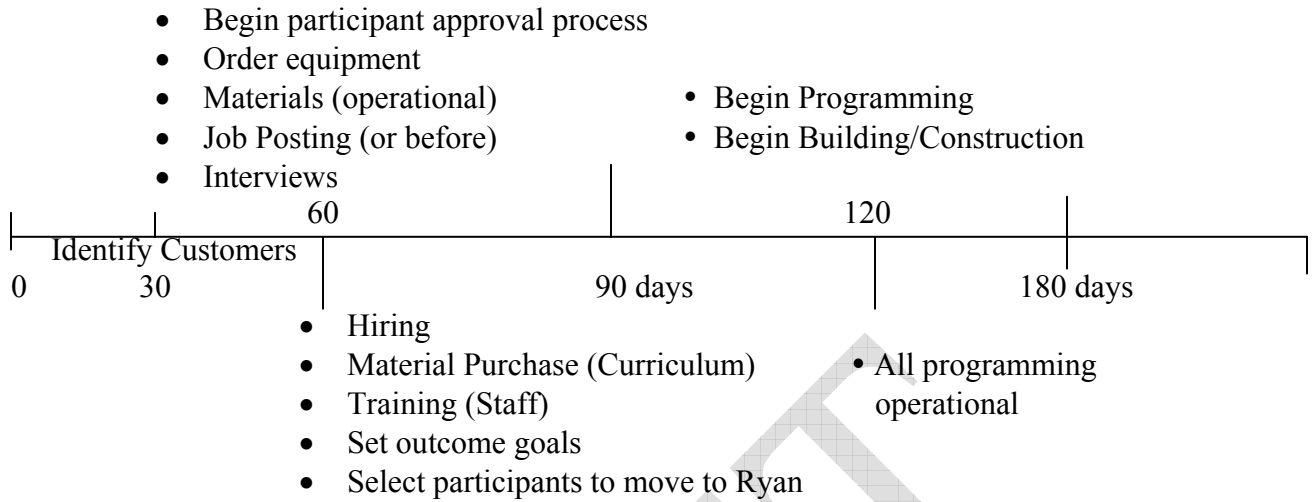
Expenses for the R-TEC will be funded from Education, CFA, and MPRI, and Department of Justice grants:

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

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

TIMELINE

3/1 Admin.
Approval
- Space
- Resources
- Support



Michigan Department of Corrections

ATTACHMENT 10

Prisoner Education Action Plan



2007 – 2010

Revised by the MDOC Education Steering Committee
Julie L. DeRose, Education Manager

Education Action Plan: 1995
2000 Revision
2004 Revision
2007 Revision

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INTRODUCTION

What Does Correctional Education Do for the State of Michigan?

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

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

Correctional education receives funding not only from the State but also from the federal government. These federal funds help support MDOC programs and are leveraged to support adult education for the general public throughout the State.

Who Do We Educate?

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

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

- Learning disabilities (a 30%-50% rate compared to 5-15% in general adult education)
- Illiteracy or functional levels several years below grade level
- History of school failures (40% without GED or HSD, compared to 18% of all adults)
- High incidence of mental and physical health needs impacting learning
- History of polysubstance abuse, effecting memory and learning
- Previous special education history, indicating impediments to learning
- Limited development of study habits, work ethic, and testing strategies*

A typical student may face three or more of these barriers, may enter the classroom reading at a third grade level, and with his/her multiplication tables yet to be learned. Based on a history of academic failure, this student often may enter the classroom with a negative attitude.

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

*Colorado Department of Corrections Impact of Programs on Recidivism

What Do We Teach?

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

- Academic education, which focuses on improving functional literacy and other skills that will result in the ultimate attainment of GED certification.
- Career and Technical Education (CTE), which focuses on the acquisition of skills that are directly transferable to the workplace.

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

Successful Community Re-Entry

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

Community Services and Collaborations

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

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

- | | |
|---|--------------------------------------|
| • Post-secondary schools | • MI 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 Labor & Economic Growth (DLEG) | • Ionia Free Fair |
| • MI Dept of Agriculture | • Montcalm Community College |
| | • Goodwill Industries |

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

MISSION STATEMENT

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

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

EDUCATION PROGRAMS

MDOC education policies ensure accountability, provide dynamic leadership for continually improving education strategy, and outline the programming and criteria for prisoners who receive these educational services. Prison educators are a dedicated work force of individuals whose work is guided by the Prisoner Education Mission Statement and who strive for student success. The MDOC Education Manager acts as the school superintendent, providing leadership and direction to over 250 education staff and over 11,000 students.

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

Each prisoner's academic and vocational achievements, aptitudes, and interests are assessed and verified*. Based on this, prison schools offer the following programs:

- **Academic**

- Adult Basic Education (ABE)
- General Education Diploma Preparation (GED)
- English as a Second Language (ESL) (ELL)
- Title I

- **Special Education (SPE)**

- Federally mandated for eligible students

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

- Response to labor market demands
- Collaboration with Michigan State Industries
- Concentration of programming and job placement activities in prison
- Career and Technical centers.

- **Pre-Release**

- **Vocational Counseling**

- **Advanced Programs**

- Youthful Offenders Program (YOP)
- Prison Build/Prison Grow

Program availability and completion rates are 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 school attended, OETS and/or existing file. Foreign documents will be verified by the Education Manager.

Education Assessment

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

Computerized data collection is initiated at the reception center and placed into MDOC's database, Offender Management Network Information (OMNI) and Offender Education Tracking System (OETS). Information is regularly updated during the prisoner's incarceration.

Education Placement

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

Academic

Prisoner education provides academic programming through a flexible schedule offering open enrollment. School principals ensure classroom enrollment is maximized and waiting lists are kept to a minimum so each prisoner can achieve educational goals as efficiently and economically possible. Prisoners are enrolled as space is available.

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

English as a Second Language is offered at designated locations for prisoners for whom English is not their native language and who are functioning below the 5th grade level in reading.

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

Special Education

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

Career and Technical Education

CTE programs provide prisoners with specific trades instruction, technical skills and workplace competencies critical to finding and maintaining employment. Prisoner education provides CTE programming in a flexible schedule offering open enrollment. School principals ensure classroom enrollment is maximized and waiting lists are kept to a minimum so each prisoner can achieve educational goals as efficiently and economically possible. Prisoners are enrolled as space is available.

Special institutional and community projects provide prisoners the opportunity to demonstrate hands-on skills by offering invaluable job-related training and restorative justice opportunities.

Vocational Counseling

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

Pre-Release

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

Advanced Programs

Youthful Offender Program – This is a federal, grant-funded program for eligible prisoners who will be returning to their communities within five years. It is facilitated through partnerships with accredited post-secondary schools and other agencies. This U.S. Department of Education program is designed to assist and encourage incarcerated youths to acquire functional literacy, life skills, and job skills. The YOP program is offered at designated facilities.

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

Supplemental Programming

Correspondence Courses – Prisoners are encouraged to further their education through correspondence courses. Enrollment is permitted as set forth in MDOC policies.

ACTION PLAN

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

Academic

- Create standardized GED test preparation workshops for all subject areas.
- Research the most economical and efficient methods for determining eligibility for, and administration of, GED testing.
- Create a test-taking strategies workshop.
- Disseminate written, standardized instructions for TABE testing and recording.
- Research a credentialed program for prisoners who may not complete the GED.
- Pilot and assess the Michigan Department of Labor and Economic Growth “Workers for the 21st Century” program.

Career and Technical Education

- Establish collaborative partnerships with community agencies and committees.
- Pilot a program which connects our most highly qualified trades graduates with employment upon release.
- Pursue national and state certifications for all trades areas.
- Research, recommend, and pilot an improved career aptitude and interest assessment tool.
- Develop a Computer Operations course to familiarize prisoners with basic computer operations and basic workplace computer skills.
- Continue to review CTE program content to reflect current market trends.
- Establish a Career and Technical Center and target up to two additional locations.
- Develop a coordinated prisoner training program with Michigan State Industries (MSI).
- Pilot joint ventures with MSI at a Career and Technical Center.
- Implement Integrated Pest Management in the Custodial Maintenance and Food Technology and Hospitality Management programs.

Pre-Release

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

OETS

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

General

- Develop and distribute an annual report of community contributions and collaborations.
- Work with DLEG and MDE to create joint professional development opportunities.
- Review and update school audit factors annually.
- Recommend a process to facilitate the education software approval process with the Department of Information Technology (DIT).
- Standardize class enrollment, sessions per day, and hours per session statewide.

Grants

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

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

SUMMARY

This Education Plan will be reviewed annually by the Education Steering Committee and revised as appropriate. The Education Action Plan will be revised to include new goals no later than September 30, 2010.

Approval:

PATRICIA L. CARUSO, Director, Michigan Department of Corrections

DENNIS M. STRAUB, Deputy Director, Correctional Facilities Administration

WILLIAM WILSON, Administrator, Office of Employment Readiness

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

c: EDUCATION STEERING COMMITTEE:
Julie L. DeRose, Education Manager, Chair
Lee McKenzie, School Principal SMT/JCF
Jim Gornick, School Principal MTU
Mary Hoag, School Principal LCF/ACF/CDW
Michele Dick, School Principal WHV/HVM/CVH
Coni Banks, School Principal RRF/NRF
Timothy Barsch, MBP/ LMF/CCU
LaDean Watts-George, Education Technician
Teri Cline, Budget Officer, CFA
Laura Atteberry, Department Specialist
Valerie Lange, Education Consultant

Revised 03/09/05

G:EFF/EDUCATIONACTIONPLAN/EDUCATIONACTIONPLANPHASEIII030

INTERAGENCY AGREEMENT**ORIGINAL**

between

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

Article I**Program Description**

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

Article II**Purpose**

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

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

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

Article III**Goodwill Association of Michigan**

Goodwill Association will:

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

Article IV
Michigan Department of Corrections

The Michigan Department of Corrections will:

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

Article V
Collaboration and Data Management

The parties agree to collaborate in the following areas:

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

Article VI
General Provisions

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

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

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

Patricia L. Caruso, Director, Michigan Department of Corrections

Date

Gary Smith, GAM Chairperson, Goodwill Association of Michigan

Date