



Master ACADEMIC PLAN 2009-2011

*“to provide eligible incarcerated
offenders with educational
opportunities that will prepare
them for successful re-entry into
society”*

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2009-2011

Master Academic Plan

Adult and Juvenile Facilities

Minnesota Department of Corrections

DOC Mission

To hold offenders accountable and offer opportunities for change while restoring justice for victims and contributing to a safer Minnesota.

Our dedicated staff will accomplish this by

- F**ostering community partnerships.
- O**ptimizing best practices.
- C**reating a respectful diverse culture.
- U**tilizing effective communication.
- S**trategic and efficient use of resources.

DOC Vision

FOCUS on reducing risk.

Minnesota Correctional Education Center Education Mission

To provide eligible incarcerated offenders with educational opportunities that will prepare them for successful reentry into society.

Minnesota Correctional Education Center Education Vision

Correctional education will provide the pathway to achieve an enhanced quality of life and improved economic stability.

MCEC Education Values

Accountability

We value educational effectiveness, academic achievement and fiscal responsibility while answering to students, staff, academic partners, the legislature and the public.

Civility

We value educating for social and civic responsibility.

Equity/Diversity

We value freedom from bias, and respect the individuality and dignity of all people.

Innovation

We value vision and creativity while recognizing the challenge of accessing new technology.

Integrity

We value integrity in all aspects of the delivery of educational services.

Partnerships

We value collaborative relationships with organizations who partner with us in the delivery of quality education.

Staff

We value the commitment, contributions and expertise of *all* staff.

Workforce Development

We value education for employment and technical training to enhance and impact economic development.



Adult Education

Enrollment: 2,450 students (July 1, 2008)

By the Numbers

- 565 offenders earned a GED or high school diploma in FY 2008.
- 8,100 offenders participated in one or more classes during FY 2008.
- Approximately 68% of offenders have a GED or high school diploma.
- 498 offenders earned a technical/vocational certificate or diploma during FY 2008.

Adult student body profile

Men	93%
Women	7%
Total	100%

Distribution of students by age

18 and under	3%
19-24	25%
25-44	57%
45-59	14%
60 and older	1%
Total	100%

Distribution of students by program

ABE (Literacy, ESL, GED, and HS diploma)	59%
Life Skills	21%
Vocational/Technical Higher Education	12%
Other	8%
Total	100%

Awards

GED and high school diplomas, post-secondary vocational/technical diplomas and certificates, critical thinking skills certificates, parenting/family skills certificates, national adult education honor society certificates, Associate of Arts degree and Associate of Science degree.

Unique Programs

Reading is Fundamental, Post-Secondary Enrollment Options, Fatheread, Career Exploration, Transition to Post-Secondary, and School-to-Work.

Adult Facility Locations

MCF-Faribault
Males
Capacity — 1,293
Student Population: 539



MCF-FRB
1101 Linden Lane
Faribault, MN 55021
Phone: 507-334-0700

MCF-Lino Lakes
Males
Capacity — 1,300
Student Population: 265



MCF-LL
7525 Fourth Avenue
Lino Lakes, MN 55014
Phone: 651-717-6100

MCF-Oak Park Heights
Males
Capacity — 438
Student Population: 117



MCF-OPH
5329 Osgood Ave. N
Stillwater, MN 55082
Phone: 651-779-1400

MCF-Rush City
Males
Capacity — 988
Student Population: 236



MCF-RC
7600 525th Street
Rush City, MN 55069
Phone: 320-358-0400

MCF-Saint Cloud
Males
Capacity — 1,010
Student Population: 423



MCF-SCL
2305 Minnesota Blvd SE
St. Cloud, MN 56304
Phone: 320-240-3000

MCF-Shakopee
Females
Capacity — 549
Student Population: 153



MCF-SHK
1010 West 6th Avenue
Shakopee, MN 55379
Phone: 952-496-4440

MCF-Stillwater
Males
Capacity — 1,416
Student Population: 416



MCF-STW
970 Pickett Street
Bayport, MN 55003
Phone: 651-779-2700

MCF-Willow River/Moose Lake
Males
Capacity — 894
Student Population: 301



MCF-WR/ML
1000 Lake Shore Drive
Moose Lake, MN 55767
Phone: 218-485-5000

Juvenile Education



MCF-Red Wing
1079 Highway 292
Red Wing, MN 55066
Phone: 651-276-3600

Juvenile Males
Capacity: 216
Student population: 130

MCF-Red Wing provides treatment, education and transition services for approximately 150 serious and chronic male juvenile offenders placed at the facility either as a condition of court-ordered probation or as result of having been committed to the Commissioner of Corrections.

The education program includes academic and pre-vocational components. Special Education and Title 1 remedial/transition services are also available. Residents who achieve their high school or GED diploma are assigned to an independent living skills/work readiness program. During the 2007-2008 school year, 44 students earned a GED or high school diploma.

The facility provides pre-release and post-release transition services, in collaboration with community-based service providers. The pre-release component is designed to assist residents in developing community re-entry plans related to residency, education, employment and aftercare treatment support services.



MCF-Togo
62741 County Road 551
Togo, MN 55723
Phone: 218-376-4411

Juvenile Males and Females
Average daily population: 49
Student population: 33

MCF-Togo is primarily a juvenile facility serving adolescents from 13 to 17 years of age. MCF-Togo offers three types of short term early intervention programming for juveniles: Residential treatment (males), Chemical Dependency treatment (males) and a 21-day Wilderness Endeavors program (males and females). The length of stay for the treatment programs ranges from 92 to 109 days, while the Wilderness Endeavors program lasts 21 days. All students participate in education programming, working toward the attainment of their GED or high school diploma. MCF-Togo issued 78 GED diplomas in the 2007-2008 school year.

The education program at MCF-Togo promotes success. Curriculum is designed to address individual student needs and build upon prior achievement. Student needs are assessed upon entry, and progress is measured and documented. In addition to the core academic program, MCF-Togo offers a variety of elective courses and units including chemical use and abuse, money management, woodshop and a cognitive skills program. An education component is also an essential part of MCF-Togo's wilderness programming. It is offered through group and individual instruction in a remote wilderness setting.



Educational Programming

Literacy and Enrichment:	FRB	LL	ML	OPH	RC	RW	SCL	SHK	STW	T	WR
Adult Basic Education /GED Testing	X	X	X	X	X	X	X	X	X	X	X
Art				X	X		X	X	X		
College Correspondence Classes	X	X	X	X	X	X	X	X	X	X	
Computer Learning Center	X	X	X				X	X			
Critical Thinking Skills	X	X	X	X		X	X	X	X	X	X
ELL/ ESL (English Language Learners)	X	X	X	X	X	X	X	X	X	X	
Fatheread	X	X									
Healthy Education Lifestyles Project		X			X					X	
Library	X	X	X	X	X	X	X	X	X	X	X
Music						X	X				
Parenting/Family Skills	X	X	X	X	X		X	X	X	X	X
Post-Secondary Enrollment Options						X	X			X	
Reading is Fundamental (RIF)	X	X	X	X	X	X	X	X	X	X	X
Special Education	X	X	X	X	X	X	X	X	X	X	X
Title One Services						X	X			X	
Transforming Lives Network (TLN)	X	X	X	X	X		X		X		X
Vocational/Technical Programs:											
Barbering License Preparation			X				X				
Business Management	X										
Cabinetmaking	X								X		
Carpentry	X										
Computer Careers - Application Specialist	X	X	X		X			X	X		
Computer Careers - Support Specialist	X								X		
Computer Network Cabling		X									
Construction Trades						X					
Cosmetology License Preparation								X			
Drywall Installation	X										
Floor Covering	X										
Masonry							X				
Mechanical Design and Drafting	X										
Metals/Small Engines						X					
Painting and Decorating	X				X						
Print Production			X			X					
Welding									X		
Transition/ Pre-release:											
Birth Certificate	X	X	X	X	X		X	X	X		
Employment Prep/Career Counseling	X	X	X	X	X		X	X	X	X	
Housing Assistance	X	X	X	X	X	X	X	X	X		
Personal Finance Education	X	X	X	X	X		X	X	X	X	
Social Security Card	X	X	X	X	X		X	X	X		
State of Minnesota Identification	X	X	X		X	X		X	X	X	
Transition Resource Center	X	X	X	X	X		X	X	X	X	

• Faribault (FRB) • Lino Lakes (LL) • Moose Lake (ML) • Oak Park Heights (OPH) • Red Wing (RW) • Rush City (RC) • Shakopee (SHK) • St. Cloud (SCL) • Stillwater (STW) • Togo (T) • Willow River (WR)

Master Academic Plan

Vocational Facility Pathways

The Facility Pathways chart provides an “at a glance” view of vocational opportunities through the Minnesota Correctional Education Center. Current programs available at each facility are listed under

Career Clusters

	Construction	Manufacturing	Information Technology	Business and Administrative Services	Human Services	Scientific/ Technical
Faribault	<ul style="list-style-type: none"> • Carpentry • Cabinetmaking • Drywall • Floor Covering 		<ul style="list-style-type: none"> • Computer Careers-Support Specialist 	<ul style="list-style-type: none"> • Business Management 		<ul style="list-style-type: none"> • Mechanical Design and Drafting
Lino Lakes			<ul style="list-style-type: none"> • Computer Careers-Application Specialist 			<ul style="list-style-type: none"> • Computer Network Cabling
Moose Lake		<ul style="list-style-type: none"> • OnTrack Print Production 	<ul style="list-style-type: none"> • Computer Careers-Application Specialist 		<ul style="list-style-type: none"> • Barbering 	
Red Wing	<ul style="list-style-type: none"> • Carpentry 	<ul style="list-style-type: none"> • Print Production • Metals 				
Rush City	<ul style="list-style-type: none"> • Painting and Decorating 		<ul style="list-style-type: none"> • Computer Careers-Application Specialist 			
Shakopee				<ul style="list-style-type: none"> • Office Support 	<ul style="list-style-type: none"> • Cosmetology 	
St. Cloud	<ul style="list-style-type: none"> • Masonry 				<ul style="list-style-type: none"> • Barbering 	
Stillwater	<ul style="list-style-type: none"> • Cabinetmaking 	<ul style="list-style-type: none"> • Welding 	<ul style="list-style-type: none"> • Computer Careers-Support Specialist • Computer Careers-Applications Specialist 			

DOC Education Program Major Goals

Literacy Improvement and Accountability

Goal 1: Cultivate a learner-focused program designed to improve literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members and citizens.

Post-Secondary Education

Goal 2: Prepare students for successful re-entry into the workplace and community through current vocational skills training and/or post-secondary academic coursework.

Juvenile Education

Goal 3: Maintain high-quality educational programs that align with Minnesota Department of Education care and treatment standards and promote mastery learning for all juvenile offenders.

Transition Success

Goal 4: Prepare all offenders for successful transition into school, the work place, and life in the community.



Literacy Improvement and Accountability:

Goal 1: Cultivate a learner-focused program designed to improve literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members and citizens.

<u>Objective</u>	<u>Strategies</u>	<u>Performance Measures</u>
Offenders have the opportunity to receive personalized instruction to improve literacy skills.	<ul style="list-style-type: none"> • Develop and implement DOC-wide operational guidelines on intake, assessment, placement, student progress, and teacher evaluation. 	<ul style="list-style-type: none"> • Percentage of students achieving a level increase.
Educational programming is implemented in accordance with best practices.	<ul style="list-style-type: none"> • Standardize scope and sequence of curriculum for ESL/ELL, ABE, and Transition to Post- Secondary. • Align curriculum and instruction with National Reporting System (NRS) functioning level indicators and CASAS and TABE competencies. 	<ul style="list-style-type: none"> • Percentage of instructors following standardized curriculum in ESL/ELL, ABE, and Transition to Post-Secondary. • Percentage of curriculum that is aligned with functioning level indicators and competencies.
Instruction is designed to meet or exceed relevant standards and measures, including those accepted and endorsed by MDE.	<ul style="list-style-type: none"> • Collaborate with MDE to implement MARCS online, the state-mandated ABE data management system. 	<ul style="list-style-type: none"> • Seamless reporting of ABE fiscal year data using the state-mandated management system.
Technology will be leveraged to optimize efficiency and effectiveness.	<ul style="list-style-type: none"> • Create a plan for staff development training for the implementation of educational software. 	<ul style="list-style-type: none"> • Percentage of staff members who have received training on educational software. • Percentage of staff members who are implementing new educational software in their class.
Expand special education programming to ensure continuity of services across all custody levels.	<ul style="list-style-type: none"> • Establish a special education program at another Level 4 facility. • Move toward having at least one licensed special education teacher at each facility. 	<ul style="list-style-type: none"> • Percentage increase of facilities with special education programs. • Percentage of facilities with at least one licensed special education teacher.

Post-Secondary Education:

Goal 2: Prepare students for successful re-entry into the workplace and community through current vocational skills training and/or post-secondary academic coursework.

<u>Objectives</u>	<u>Strategies</u>	<u>Performance Measures</u>
Implement soft skills training to offenders participating in a vocational education program.	<ul style="list-style-type: none"> • Upon acceptance into vocational programs, assess offenders to determine soft skills needs. 	<ul style="list-style-type: none"> • Percent who complete soft skills training and vocational programming.
Increase the number of post-secondary educational opportunities.	<ul style="list-style-type: none"> • Expand correspondence programming to two additional Minnesota correctional facilities. • Develop a plan with higher education partners to sustain higher education programming at Stillwater, St. Cloud, and Shakopee. • Utilize advisory committee to assist in the development of short term-training programs. 	<ul style="list-style-type: none"> • Number of short-term training programs implemented. • Percent increase of participants in academic higher education. • Increase in number of advisory committee meetings held.
Sustain and increase funding for academic higher education.	<ul style="list-style-type: none"> • Higher education consortium will identify grant and private funding sources. 	<ul style="list-style-type: none"> • Percent increase in private and grant-funded dollars.
Upon evaluation at intake, eligible offenders will take in a vocational assessment to determine appropriate program placement.	<ul style="list-style-type: none"> • Coordinate with intake to ensure appropriate educational placement is in the offender case plan. 	<ul style="list-style-type: none"> • Percent transferred to appropriate facility based on identified program interest.
Strengthen partnerships with the higher education community and other state agencies.	<ul style="list-style-type: none"> • Build and maintain relationships with the Higher Education Consortium membership. • Establish articulation agreements with higher education partners. • Serve as a liaison to establish DOL and private apprenticeships. 	<ul style="list-style-type: none"> • Number of articulation agreements developed. • Number of apprentice programs established.
Develop and implement an evaluation process to measure recidivism, program success and employment outcomes.	<ul style="list-style-type: none"> • Conduct on-site program evaluations. • Track participation, employment and accountability data. 	<ul style="list-style-type: none"> • Number of students employed upon release in vocational skill in which they were trained. • Three year recidivism rate.

Juvenile Education:

Goal 3: Maintain high-quality educational programs that align with Minnesota Department of Education care and treatment standards and promote mastery learning for all juvenile offenders.

<u>Objectives</u>	<u>Strategies</u>	<u>Performance measures</u>
Schedules are designed to maximize staff efficiency.	<ul style="list-style-type: none"> Accomplish an annual program schedule review to identify deficiencies. Develop and implement improvement plans. 	<ul style="list-style-type: none"> Annual review accomplished. Improvement plan developed and implemented.
Best practice teaching methods are identified and implemented.	<ul style="list-style-type: none"> Utilize best practices teaching methods that optimize learning for all students. 	<ul style="list-style-type: none"> Percent increase in instructional plans that incorporate different learning styles, address diversity among students, and meet the social, emotional, and academic needs of all learners.
Instruction is designed to meet or exceed relevant standards and measures, including those mandated by MDE.	<ul style="list-style-type: none"> Embed high standards into all core curriculum areas in accordance with MDE guidelines. 	<ul style="list-style-type: none"> Percent increase in courses that embed high standards. Percent decrease in noncompliance issues.
High-quality support services are provided to address the needs of underachieving and educationally disabled students.	<ul style="list-style-type: none"> Ensure that offenders who are eligible for special education services receive programming that enables them to make progress toward their annual educational goals, to participate in general curriculum as much as possible and to prepare for a successful transition to adulthood. Deliver effective educational programming for youth who are at risk, as required by No Child Left Behind. 	<ul style="list-style-type: none"> Percent increase in Title 1 academic, transitional, and follow-up targets attained or exceeded.
Technology is leveraged to optimize efficiency and effectiveness.	<ul style="list-style-type: none"> Establish student computer networks and purchase educational software to support the regular education curriculum. 	<ul style="list-style-type: none"> Increase in the number of functioning student computers and instructional software options.

Transitions Success:

Goal 4: Prepare all offenders for successful transition into school, the work place, and life in the community.

<u>Objectives</u>	<u>Strategies</u>	<u>Performance Measures</u>
Every offender has access to transitions resource information and assistance in developing a continuum of services upon release.	<ul style="list-style-type: none"> • At least six months prior to release, all offenders are informed of and offered pre-release services. • Transition resource fairs, providing information on community resources and agencies, are offered annually at facilities with high release numbers. • Transition resource centers are available at all facilities with standardized materials and information available. • New and continued programming is offered to offenders in special populations. 	<ul style="list-style-type: none"> • Increase in percent of offenders releasing within six months who receive an information document on available transitions services and resources. • Increase in number of resource fairs operated. • Increase in percent of transition resource centers with standardized curriculum. • Increase in number of programs offered to special populations.
Appropriate offenders complete a pre-release class.	<ul style="list-style-type: none"> • Releasing offenders will be identified and placed into prerelease class. 	<ul style="list-style-type: none"> • Increase in percent of offenders completing a pre-release class.
Offenders have valid identification documents upon release from a facility.	<ul style="list-style-type: none"> • All offenders receive information on how to secure Social Security cards, birth certificates, and state identification. • Assistance in obtaining documents is provided. 	<ul style="list-style-type: none"> • Increase in number of offenders who receive information about obtaining documents. • Increase in percent of releasing offenders who have valid identification documents.
Offenders who are able to work are skilled in job seeking and job keeping.	<ul style="list-style-type: none"> • Opportunities are created for transitioning offenders to develop and improve job seeking and job keeping skills. • Offenders will be provided with access to job leads and application opportunities prior to release. 	<ul style="list-style-type: none"> • Increase in number of transitional classes, workshops, and/or alternative programming resources. • Increase in number of job leads and applications provided to offenders.

In Review

FY 2008 & 2009

- a) Effective FY09, the Minnesota Department of Education mandated use of a new online adult basic education (ABE) database, “MARCS Online,” for reporting and tracking ABE student progress. Staff training has been provided and selected staff at each facility are now MARCS Online expert users.
- b) The US DOE Life Skills Grant program is now complete. After two years of programming, eligible offenders at MCF’s – FRB, LL, ML and SHK have been offered the opportunity to take a variety of personal life skills improvement courses including personal effectiveness, financial management, and conflict management.
- c) Through the efforts of the MN DOC special education staff, 99% of the special education files were in compliance for the 2008 December 1st child count. This data submission is used to determine the DOC’s federal special education funding for the next fiscal year, so it is crucial that all files are in compliance and eligible to be counted.
- d) The DOC has a team participating in a State of MN Department of Education – Adult Basic Education initiative called the “STAR” (Student Achievement in Reading) Program. Teachers from MCF-Stillwater and MCF-Shakopee are learning and administering a focused reading curriculum designed to reach the “middle level” adult learners.
- e) The MCF-Faribault Education Department experienced major program moves due to the expansion and budget restraints which required the closing of two education programming buildings. The moves required the coordination and participation of 24 of the education staff, over 150 offenders, and several security and maintenance staff. The newly renovated Aspen building will provide programming space for 160 of the MCF-Faribault education students.
- f) MCF-St. Cloud’s Perkins IV grant proposal was approved. The grant monies will be used to develop a Program of Study for the Minnesota Correctional Education Center (MCEC), including a six-month Construction Career Exploration course that will be delivered at MCF-St. Cloud.

- g) The Reading is Fundamental (RIF) grant program, in its 8th year with the DOC, provides offenders and their children the opportunity to select 3-4 books per child, per year at no cost to the children or families. 1,365 offenders participated in the program during the 2007-2008 school year, with 3,260 children receiving 12,292 books.
- h) The DOC awarded 565 GED and high school diplomas and 498 vocational diplomas in FY 2008.
- i) St. Cloud State University began offering correspondence college classes for youthful offenders, which may lead to an Associate in Arts degree. The program is offered at MCF's Stillwater, Rush City, Lino Lakes, Moose Lake and Faribault. All students will start with Reading and Studies Strategies.
- j) The MCF-St. Cloud ABE Program was awarded the 2008 Program of Excellence: Guaranteeing Adult Students Unlimited Success (PEGASUS) award. This award recognizes superior quality and excellent adult student achievement in Adult Basic Education (ABE) and is awarded annually by the Minnesota Literacy Council and Minnesota Department of Education. The award and traveling trophy will be formally presented at the state staff development conference in August.
- k) MDE informed MCF-Red Wing's Walter H. Maginnis High School that it was moved from probationary status to Educational Program Approval on March 28, 2008. MDE will continue to monitor the schools status, but were impressed with the proactive attitude taken by the staff and administration of Walter H. Maginnis High School.
- l) Twenty-five students at MCF-Stillwater and ten students at MCF-Oak Park Heights began their correspondence program through the Carlson School at North Central University and will spend the next four years working toward their Associate in Arts degrees. Scholarships have been provided, and the students will be paying \$5.00 per course.
- m) The Higher Education Consortium, Partnership for Safer Communities, has developed a plan to continue higher education programming at the MCF's – STW, SHK and SCL. Augsburg College has generously committed to donating six courses over the next two years. SCSU is offsetting the cost of their courses with the PSEO classes our offenders participate in and about 12 instructors have volunteered their time to teach on behalf of Augsburg College. The DOC is proud and honored to be affiliated with this committed consortium.

- n) The DOC, Hennepin Technical College (HTC) and HIRED have joined to partner in a federal DOL grant project headed up by the National Institute for Metalworking Skills (NIMS). NIMS wrote the grant which would place 60 offenders, 18 – 24 years of age, with less than two years to serve, into an apprenticeship program. Classroom training will be provided by HTC while incarcerated. HIRED will place the offenders with a metal manufacturer to complete the hands on portion of their apprenticeship. MCF's – STW, FRB and SHK will be the sites offering the program.
- o) A COMS “change request” was completed and implemented, placing the state-mandated student “personal education plan” onto COMS – Education Management. All staff were trained on how to create personal education plans on COMS.
- p) MCF-Saint Cloud’s vocational masonry instructor and education director presented information about the facility’s masonry program to the Collateral Sanctions and Sentencing Guidelines committees. The structure of the program, offender “success stories,” and the relationship that has developed with the Bricklayers & Allied Craftworkers local union were shared with committee members.
- q) The DOC was awarded a Perkins IV Institutional Grant by the Minnesota State Colleges & Universities. The grant will be used to enhance the vocational exploration and assessment program at MCF-Saint Cloud and to replicate the program at MCF-Shakopee. Over thirty employment seminars were offered in FY 2008 at seven facilities. The seminars focused on job-seeking preparation and included skill identification, resume writing and interview preparation.



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