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# Minnesota Correctional Education Center

### 2012-2014 Master Academic Plan



Fulfilling Our Mission • To provide educational opportunities that advance academic achievement and successful community reentry.



## Table of Contents

Mission, Vision, and Values
State Correctional Facilities
Adult Education Programming 4
MCEC Career Clusters 5
Goals for 2012-2014
Goal 1: Literacy 8
Goal 2: Juvenile Education 10
Goal 3: Post-Secondary and Career
Goal 4: Workforce Development
Adult Education
2010 Year in Review
2011 Year in Review
Juvenile Education
Red Wing 2010 and 2011 Year in Review 18
Togo 2010 and 2011 Year in Review 19

## Mission, Vision, and Values

#### MCEC | Minnesota Correctional Education Center

### Mission

To provide educational opportunities that advance academic achievement and successful community reentry.

### Vision

Our students will be recognized as valuable contributors to Minnesota's developing workforce.

### Values

Academic Achievement Student Success Collaboration Leveraged Partner Resources Evidence-based Practices Data-driven Decision Making Social and Civic Responsibility Strength of Character Staff Excellence Dedicated Professionals Workforce Development Trained and Work-ready

#### **DOC** | Minnesota Department of Corrections

### Mission

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

Our staff will accomplish this by:

- **E**ostering community partnerships
- Optimizing best practices
- Creating a respectful, diverse culture
- Utilizing effective communication
- Strategic and effective use of resources

#### Vision Focus on reducing risk.

## **State Correctional Facilities**

FARIBAULT

1101 Linden Lane

(507) 334-0700

Faribault, MN 55021

Adult Male, Level 3

0



#### MAP KEY

- Adult Facility
- Juvenile and Adult Facility

#### **CUSTODY LEVEL CLASSIFICATION**

- 1-2 Minimum 3 Medium
- 4
- Close 5
- Maximum CIP **Challenge Incarceration Program**
- **RED WING**

1079 Highway 292 Red Wing, MN 55066 (651) 276-3600 Juvenile Male Adult Male, Level 1



#### 62741 County Rd. 551 Togo, MN 55723 (218) 376-4411 Juvenile Male/Female

Adult Female, CIP





#### **SHAKOPEE**

1010 West 6th Ave Shakopee, MN 55379 (952) 496-4440 Adult Female, Levels 1-5



#### **STILLWATER**

970 Pickett Street Bayport, MN 55003 (651) 779-2700 Adult Male, Level 4



LINO LAKES

FRB

OPH

7525 Fourth Avenue Lino Lakes, MN 55014 (651) 717-6100 Adult Male, Level 3



7600 525th Street Rush City, MN 55082 (320) 358-0400 Adult Male, Level 4



2305 Minnesota Blvd. SE St. Cloud, MN 56304 (320) 240-3000 Adult Male, Level 4/Intake



1000 Lake Shore Drive Moose Lake, MN 55767 (218) 485-5000 Adult Male, Level 3 Adult Male, CIP

## Adult Education Programming

General Education	FRB	ш	ML	ОРН	RC	SCL	ѕнк	STW	WR
Adult Diploma Program	х	Х	Х	х	Х	Х	Х	Х	Х
Art Program				x	Х	Х	х	Х	
Cognitive Skills Classes	х		х			Х	х		х
English Language Learners Services	х	x	х	x	Х	х	х	Х	
GED Diploma Testing	х	x	х	x	Х	х	х	х	Х
Library and Law Library	х	x	х	x	Х	х	х	Х	
Literacy/ABE Classes	х	x	X	x	Х	х	х	х	Х
Parenting and Family Skills Classes	Х	x	х	x	Х	х	х	Х	Х
Reading is Fundamental (RIF)	х	x	x	x	Х	х	х	Х	
Special Education Services	х	x	X	x	Х	х	х	х	Х
Title One Services						Х			
Transition to Post-Secondary and Career	х	X	Х	x	Х	Х	Х	х	Х
Liberal Arts and Sciences Degree Programs	FRB	u	ML	ОРН	RC	SCL	ѕнк	STW	WR
AA Degree On-site Courses	х	х	х	х	х	х	х	x	
Post-Secondary Enrollment Options	х					х			
Post-Secondary Career Technical	FRB	LL	ML	ОРН	RC	SCL	SHK	STW	WR
Barbering License Preparation			Х			Х			
Business Management	Х		1						
Cabinetmaking	Х					1		X	
Carpentry	Х								
Computer Careers Application Specialist	Х	X	Х		Х			X	
Computer Careers Support Specialist	Х		1				Х	X	
Computer Network Cabling		X							
Construction Careers Exploration						Х			
Cosmetology License Preparation							X		
Drywall Installation	Х								
Floor Covering	Х								
Masonry						x			
Mechanical Design and Drafting	Х								
Painting & Decorating					X				
Print Production			Х						
Welding								X	

## MCEC Career Clusters

Business and Administrative Services	FRB	u	ML	ОРН	RC	SCL	SHK	STW	WR
Business Management	Х								
Office Support							x		
Construction	FRB	ш	ML	ОРН	RC	SCL	SHK	STW	WR
Carpentry	х								1
Cabinetmaking	х							x	
Drywall	X								
Floor Covering	x								
Painting and Decorating					x				
Masonry						x			

Human Services	FRB	ш	ML	ОРН	RC	SCL	ѕнк	STW	WR
Barbering			x			X			
Cosmetology							x		

Information Technology	FRB	LL	ML	ОРН	RC	SCL	ЅНК	STW	WR
Computer Careers Support Specialist	х							х	
Computer Careers Application Specialist	x	x	x		X			x	
Manufacturing	FRB	ш	ML	ОРН	RC	SCL	SHK	STW	WR
OnTrack Print Production			х					1	
Welding								X	
Scientific/Technical	FRB	ш	ML	ОРН	RC	SCL	SHK	STW	WR
Computer Network Cabling		х							
Mechanical Design and Drafting	x								

"The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher."

> — Thomas Huxley, British Scientist (1825-1895)

"You have a nice approach you answer all of our questions and show us easier ways to solve problems.

Besides being a nice person, you are a great teacher."

## — MCEC Student



6-3431

## Goals

#### **DOC** Education Program Major Goals

### Goal 1

**Literacy** Deliver targeted, data-driven instruction designed to maximize academic achievement and prepare students for post-secondary education and the workplace.

### Goal 2

**Juvenile Education** Maintain high quality educational programs that align with Minnesota Department of Education care and treatment standards and promote lifelong learning for all juveniles.

## Goal 3

**Post-Secondary and Career** Prepare students for workplace and post-secondary success through career readiness preparation, career technical training, and post-secondary academic course work.

Goal 4

**Workforce Development** Educate and inform employers about trained and prepared ex-offenders as a solution to their workforce needs.

## GOAL 1 Literacy

Deliver targeted, data-driven instruction designed to maximize academic achievement and prepare students for post-secondary education and the workplace.







#### OBJECTIVES

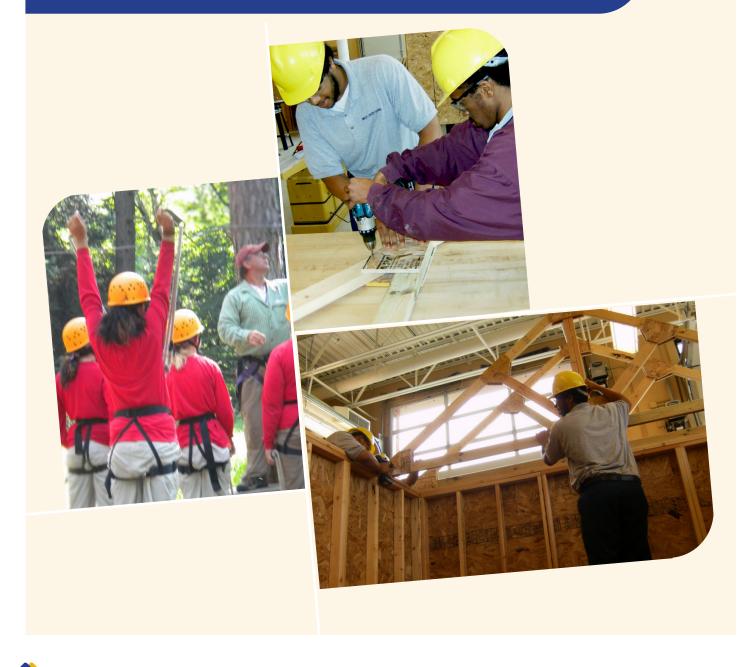
#### STRATEGIES

#### **PERFORMANCE MEASURES**

ABE curriculum is reviewed and revised based on student data and current ABE and correctional education best practices.	<ul> <li>Form curriculum review committees in one-year cycles.</li> <li>Align curriculum with appropriate research-based standards (e.g. NRS, TABE, GED, National Career Readiness Credential).</li> <li>Standardize scope and sequence for Intermediate ABE (Lit 2), Adult Secondary (Lit 3) and Transition to Post-Secondary and Career (TPSC).</li> <li>Provide training for staff, who teach in the reviewed ABE level, on implementation of the revised curriculum.</li> </ul>	<ul> <li>Curriculum review committees formed and meeting at least quarterly.</li> <li>Number of completed curricula documents aligned with relevant standards.</li> <li>Number of completed curriculum packages that contain scope and sequence, textbook, and resource lists.</li> <li>Percentage of teachers who receive formal training on the curriculum connected to their teaching responsibilities.</li> <li>Percentage of increase in NRS functioning levels and goal attainment.</li> </ul>
Instructional technology will be leveraged to optimize efficiency, and to tailor and expand teaching methodology to best meet student learning styles.	<ul> <li>Provide staff development for the implementation of educational software.</li> <li>Embed educational software lessons and objectives into curriculum and personal education plans.</li> <li>Increase the focus on Education/ Information Technology (IT) partnerships.</li> </ul>	<ul> <li>Percentage of staff who receive training and implement available and relevant educational software.</li> <li>Percentage of available SmartBoards, computers, and software curriculum being utilized.</li> <li>Percentage of students for whom educa- tional software curriculum is a component of their personal education plan.</li> </ul>
Computer literacy and career readiness skills will be embedded into every level of ABE. Students will leave the DOC prepared for post- secondary education and the workplace.	<ul> <li>Establish a committee to research and adopt a computer literacy curriculum, including scope and sequence, for ABE.</li> <li>Implement career readiness curriculum, and establish administration of the National Career Readiness Credential or equivalent.</li> <li>Implement a Transition to Post-Secondary and Career (TPSC) program designed to prepare offenders for post-secondary education.</li> </ul>	<ul> <li>Percentage of ABE levels and individual ABE classes in which computer literacy curriculum has been embedded.</li> <li>Number of offender students who earn a National Career Readiness Credential or its equivalent.</li> <li>Number of offender students who success- fully complete a TPSC program.</li> </ul>
Students will acquire stackable credentials to increase their employability.	<ul> <li>Partner with MDE, ABE, MNSCU, DEED, and industry to expand FastTRAC opportunities for offender students.</li> <li>Implement WorkKeys<sup>R</sup> training.</li> </ul>	<ul> <li>Number of students participating in FastTRAC model programming.</li> <li>Number of students who successfully complete FastTRAC programming.</li> <li>Percentage of students who start and successfully complete FastTRAC model programming.</li> </ul>

## GOAL 2 Juvenile Education

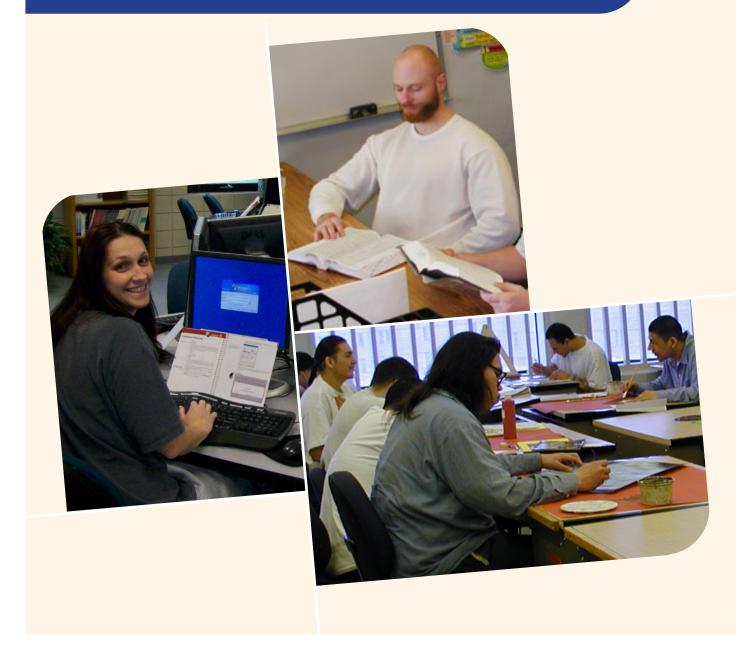
Maintain high quality educational programs that align with Minnesota Department of Education care and treatment standards and promote lifelong learning for all juveniles.



OBJECTIVES	STRATEGIES	PERFORMANCE MEASURES
Schedules are designed to maximize student learning.	<ul> <li>Review and adjust schedule as it relates to meeting student needs.</li> <li>Establish and implement a curriculum review cycle that meets students' academic needs while maximizing efficiency.</li> </ul>	<ul> <li>Percentage of students whose schedules are based on their personal education plan.</li> </ul>
Identify and implement evidence-based teaching strategies to enhance student learning.	<ul> <li>Utilize professional learning communities (PLC's) to reflect upon and shape instruction.</li> <li>Collect and review assessment data, and revise curriculum and instruction accordingly.</li> </ul>	<ul> <li>Number of PLC's formed.</li> <li>Number of instructional best practices implemented.</li> </ul>
High school credit is granted for non-traditional learning experiences based on graduation standards.	<ul> <li>Collaborate with facility and community providers to identify learning experiences that lead to high school credit.</li> <li>Align these credits with graduation standards, and incorporate into graduation plans.</li> </ul>	<ul> <li>Number of learning experiences identified as credit-bearing.</li> <li>Number of credits earned in non-traditional learning experiences.</li> </ul>
Instructional technology will be leveraged to optimize efficiency, and to tailor and expand teaching methodology to best meet student learning style needs.	<ul> <li>Provide staff development for the implementation of educational software.</li> <li>Embed educational software lessons and objectives into curriculum and personal education plans.</li> <li>Increase the focus on Education/ Information Technology (IT) partnerships.</li> </ul>	<ul> <li>Percentage of staff who receive training educational software.</li> <li>Percentage of staff who implement training educational software.</li> <li>Percentage of SmartBoards<sup>™</sup>, computers, and software programs utilized in curriculum delivery.</li> <li>Percentage of students for whom educational software is a component of their personal education plans.</li> </ul>

## GOAL 3 Post-Secondary and Career

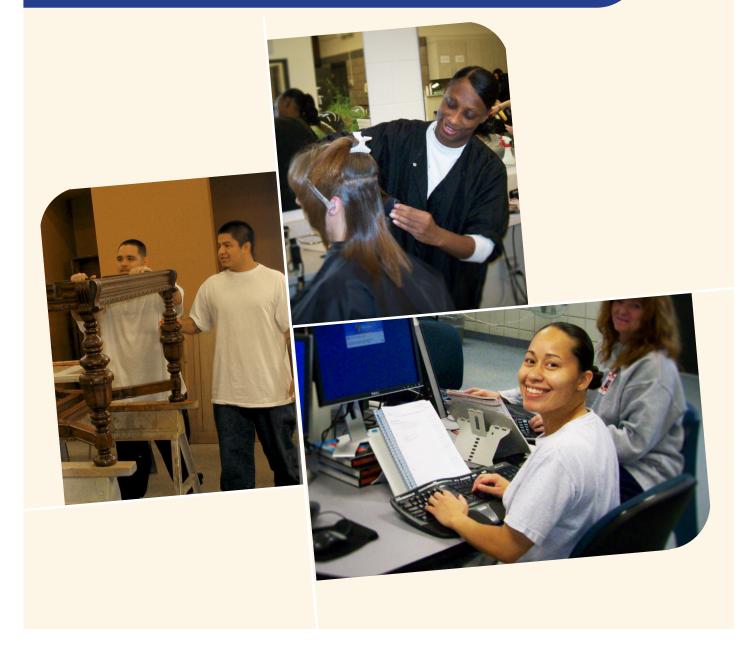
Prepare students for workplace and post-secondary success through career readiness preparation, career technical training, and post-secondary academic course work.



OBJECTIVES	STRATEGIES	PERFORMANCE MEASURES
Expand soft skills and career readiness training to students participating in a career technical program.	• Upon acceptance into career technical programs, assess students to determine career readiness and soft skills needs.	<ul> <li>Percentage who complete career readiness and soft skills training while enrolled in a career technical program.</li> <li>Percentage who earn a National Career Readiness certificate.</li> </ul>
Increase the number of post- secondary opportunities.	<ul> <li>Expand partnerships with institutions of higher learning.</li> <li>Utilize advisory committees to assist in the development and enhance- ment of short-term training programs.</li> </ul>	<ul> <li>Increase in the number of students enrolled in liberal arts and sciences courses.</li> <li>Increase the number of active career cluster advisory committees.</li> <li>Number of career cluster advisory committee meetings.</li> <li>Number of short-term training programs implemented.</li> </ul>
Ensure appropriate career technical program placement for eligible offenders.	<ul> <li>Administer a career assessment to eligible students at intake.</li> <li>Develop a career interest tracking system accessed on iShare.</li> <li>Program Review Team will include career interest in their recommen- dations.</li> </ul>	<ul> <li>Number of students transferred to the appropriate facility based on identified career interest.</li> <li>Number of students who enroll in programs corresponding to their career interest.</li> </ul>
Implement system-wide Transition to Post-Secondary and Career (TPSC) program in all adult facilities.	<ul> <li>Provide training on Accuplacer and on the TPSC curriculum.</li> <li>Implement and adopt TPSC common curriculum at all adult facilities.</li> <li>Utilize Accuplacer as the assessment tool at all adult facilities.</li> </ul>	<ul> <li>Number of staff trained to administer Accuplacer.</li> <li>Number of staff trained to deliver the TPSC curriculum.</li> <li>Number of adult facilities using TPSC common curriculum.</li> <li>Percentage who achieve MCEC benchmark cut scores on Accuplacer assessments.</li> </ul>

## GOAL 4 Workforce Development

Educate and inform employers about trained and prepared ex-offenders as a solution to their workforce needs.



OBJECTIVES	STRATEGIES	PERFORMANCE MEASURES
Education, MINNCOR, EMPLOY, and Reentry will develop and implement a plan to market trained offenders transitioning to the workforce.	<ul> <li>Develop a portfolio template that offenders customize to document skill sets to potential employers.</li> <li>Create marketing collateral to position offenders as a viable workforce solution.</li> <li>DOC will be represented on the Governor's Workforce Development Council.</li> </ul>	<ul> <li>Marketing plan and collateral are developed and accessible in hard copy and digital format.</li> <li>Number of offenders who have a completed portfolio upon release.</li> <li>DOC invited to serve on The Governor's Workforce Development Council.</li> </ul>
Employers and the DOC are engaged in an ongoing discussion about the opportunities and concerns related to hiring ex-offenders.	<ul> <li>Coordinate a panel discussion with employers who have hired ex-offenders to share with those who have not.</li> <li>Continue discussions with advisory committee members to identify reluctance to hire.</li> <li>Determine emerging common themes.</li> <li>Offender information that can be disclosed is identified.</li> </ul>	<ul> <li>Number of employers participating in discussions.</li> <li>Number of employers apprehensive to hire.</li> <li>Number of employers willing to hire after being better educated about this work- force.</li> </ul>
Career technical instructors will participate in trade shows to market MCEC students as potential employees in corresponding industries.	<ul> <li>Identify trade shows career technical teachers can attend to market skilled MCEC students.</li> <li>Develop a database to track interested employers and build an ongoing relationship.</li> <li>Collaborate with like MINNCOR programs.</li> </ul>	<ul> <li>Number of trade shows attended.</li> <li>Number of contacts recorded in the database.</li> <li>Number of employers who have hired ex-offenders as a result of this contact.</li> </ul>
The DOC will develop a pilot mentor program with one or more potential employers.	<ul> <li>Identify potential employers to participate.</li> <li>Include employers in designing the pilot mentor program.</li> <li>Gather anecdotal data regarding jobs secured upon completion of the mentor program.</li> </ul>	<ul> <li>Pilot Mentor Program committee established.</li> <li>Guidelines for mentorship are established.</li> <li>Number of pilot mentorships established.</li> </ul>

## Adult Education 2010 Year in Review



Total Enrollment 2,400 Students 9,000 Enrollees in One or More Classes

Percentage of Offenders with GED or High School Diplomas 68%

Earned Credentials GED/HS Diplomas 534 Career/Technical 708

Students by Gender Men 94% Women 6%

Students by Age Group

18 and under 2% 19-24 25% 25-44 59% 45-59 13% 60 and older 1%

Students by Program ABE\* 55% Life Skills 26% Post-Secondary 16% Arts 3%

\*Includes Literacy, ESL, GED and High School Diploma

#### **Instructional Hours Hit New Record**

The DOC ABE Consortium recorded a record number of instructional hours during FY10, which was instrumental in obtaining a FY11 ABE grant of \$5.2 million.

#### Annual State Department of Education – Adult Basic Education Report Card

The Department of Corrections ABE Consortium reported a 5% increase in ABE student achievement, and a remarkable 15% increase in ESL student achievement as measured by state sanctioned standardized tests.

#### **GRAD** Implementation

Computer–based Graduation Required Assessments for Diploma (GRAD) was successfully administered in the DOC starting in December 2009. Computer testing stations and access to all required GRAD tests are operational at each DOC facility.

#### North Central University Scholarship Program

North Central University concluded their scholarship programs at MCF-STW and MCF-OPH. One Bachelor of Arts degree, three Associate of Arts degrees, and ten one-year completion certificates were awarded.

#### **MCEC Program Catalog**

The new Minnesota Correctional Education Center *Programs of Study* catalog was produced and distributed to key stakeholders. The catalog was printed by the MCF-WR/ML career technical education print program.

#### Another Banner Year for RIF (Reading is Fundamental)

After implementing additional screening by the Victims Assistance Unit, RIF books were mailed from facilities to children of eligible offenders. Participating offenders totaled 898, with books going out to over 3,000 children.

#### **Teacher of the Year**

Hillary Frazey was voted Minnesota Correctional Education Association's (CEA) 2010 Teacher of the Year. Hillary teaches Adult Basic Education at MCF-SHK. She went on to be named 2010 Region IV CEA Teacher of the Year.

#### **NIMS Metalforming Program Implemented**

The National Institute for Metalworking Skills (NIMS) metalforming program was implemented at MCF-FRB. Offenders earned three NIMS credentials in Measurement, Materials and Safety; Job Planning, Benchwork and Layout; and Metalforming Level 1. Offenders received job placement assistance in the field upon release.

#### 2010 Regional CEA Conference Hosted by the Minnesota DOC

The Minnesota Department of Corrections hosted the Regional Correctional Education Association (CEA) conference. Educators from Ohio, Wisconsin, Iowa, North and South Dakota, and Nebraska were represented. The Minnesota DOC was selected to host the 2012 International CEA conference.



## Adult Education 2011 Year in Review



Total Enrollment 2,450 Students 9,046 Enrollees in One or More Classes

Percentage of Offenders with GED or High School Diplomas 69%

#### Earned Credentials GED/HS Diplomas 632

Career Technical 644

#### Students by Gender

Men 89% Women 11%

#### Students by Age Group

18 and under 2% 19-24 25% 25-44 58% 45-59 14% 60 and older 1%

#### Students by Program

ABE\* 60% Life Skills 24% Post-Secondary 13% Arts 3%

\*Includes Literacy, ESL, GED and High School Diploma

#### Career Technical Metalforming Program Represents Major Collaborative Effort

MCF-STW metalforming students earned stackable credentials: GED's, technical certificates, college credits, and National Institute for Metalworking Skills (NIMS) certifications. The program is a collaborative effort between the DOC, Hennepin Technical College, MINNCOR Industries, EMPLOY MDE/ABE, and the National Institute of Metalworking Skills. The Minnesota Workforce Partnership Council (MWPC) and the Department of Employment and Economic Development (DEED) provided partial funding via a NextSTEP Workforce Partnership Project grant.

#### Partnership with College Board to Utilize Accuplacer

DOC Education, MNSCU, and the College Board formed a unique partnership to launch the College Board's Accuplacer assessment within the DOC. Minnesota will be the first state to administer Accuplacer in a correctional setting.

#### Programs Credentialed by Century College

Century College conducted on-site evaluations of all DOC career technical education programs. All programs were approved and credentialed by Century College. Offenders who complete a career technical program will receive a Century College certificate and a corresponding transcript.

#### Shakopee Pilots Business Administrative Assistant Diploma

MCF-SHK was selected to pilot Globe University/Minnesota School of Business (GU/MSB) Business Administrative Assistant Diploma. Scholarships are available to participating students upon release to continue their program at a GU/MSB campus.

#### **RAND Study Participation**

Minnesota was one of a select number of states invited to participate in RAND Corporation's focus group at the Correctional Education Association (CEA) Leadership Forum in Annapolis, Maryland. Funded by the Second Chance Act, the research is a comprehensive look at correctional education, including identification of effective programs and best practices.

#### Correctional Education Association (CEA) Teacher of the Year

Ahmed Adam, MCF-STW, was named the Minnesota CEA Teacher of the Year. His use of best practices and teaching excellence contribute to quality rehabilitative programming for offenders.

#### Stillwater Offender Art on Exhibit in Grand Marais

Offenders in MCF-STW's art program exhibited work at the Art Colony in Grand Marais, MN as part of a show titled, "I Am Not a Number". Ninety people attended the opening.

#### High Marks for 2011-12 ABE Performance Report and Consortium Application Narrative

The comprehensive Adult Basic Education FY 2011 Performance Report and 2011-12 Consortium Application, submitted to the Minnesota Department of Education for review, received extremely high marks from representatives of MDE staff and ABE administrators.

#### Highlights from the Annual Correctional Education Association Conference

The annual state Correctional Education Association Conference was held at the St. Paul TIES facility. Commissioner Tom Roy, delivered a warm welcome that emphasized the mission-critical importance of education. Dr. David Walsh, a nationally-renowned author and authority on children, teens and parenting, captivated the audience with his knowledge and insights related to the conference theme, "Making Connections".

## Juvenile Education: Red Wing 2010 and 2011 Year in Review



Red Wing Students Served 260 Average Stay 18.3 mos.

GED Diplomas 20 HS Diplomas 20

Students by Age Group 14 and under 2% 15-16 13% 17-18 75% 19-20 10%

#### Best Practices Pave the Way for Improvements

MCF-Red Wing's Education Department made several changes in 2011 based on best practices and evidence-based strategies. The changes included scheduling students by academic need instead of by living unit, switching from quarters to semesters, and increasing class periods from 55 minutes to 90. As a result, students are better able to make progress toward graduation requirements.

The longer class period provided multiple benefits. Teachers used differentiated instruction, delivered in 20-minute segments, that utilized audio, visual, and kinesthetic activities. This effort, combined with pairing one Special Education instructor and one core academic instructor in each classroom, provided students with different learning styles a successful learning environment. In addition, the new schedules enabled students to complete an entire year of credit in one semester, and return to their home high school with full credits completed, thus easing the transition back to the home high school.

#### New Reading Curriculum Successfully Implemented

A new reading curriculum, Read 180, was implemented for Title 1 students. The program was designed for students who are behind in reading by two or more grade levels. Read 180's intervention strategy, comprehensive curriculum, instruction, assessment and professional development yielded excellent results. Students realized a minimum of two grade level increases in a 10-month period, as well as achieved an 80% pass rate on the MCA Reading Grad Test.

#### **Red Wing Increases Hours to Segregation Residents**

MCF-RW was mandated by the Minnesota Department of Education (MDE) to change the process by which it provides education to residents in segregation. Prior to the change, 32 students in the segregation unit earned 170 hours of education (only 5 hours/student). After the change, 50 segregation students earned 647 hours of education (12 hours/student average), exceeding the state requirement of 9 hours/student.



## Juvenile Education: Togo 2010 and 2011 Year in Review



Togo Students Served 111 Average Stay 83 days

GED Diplomas 20 HS Diplomas 0

#### Students by Age Group 14 and under 8% 15-16 41% 17-18 51%

#### New Gardens Planted at Thistledew Camp

The male residents of MCF-Togo teamed up with the Health and Wellness and Green Committees and planted a potato garden to help with the goal of creating a self-sustaining facility. The residents also laid out the school's front flower beds to include vegetables as both ornate accents and edible arrangements. The gardens are the resident's full responsibility including planting, upkeep, and harvesting. All of the produce grown is used in the onsite kitchen to create healthy, delicious meals for the residents and staff.

#### Kaizen Event Leads to a Longer School Week

The MCF-TOGO held a Kaizen event to study continuous improvement. During that process, education faculty and staff identified health leisure activities as a key area where student success could be influenced and improved.

Based on that discovery, the education department extended the traditional Monday – Friday school week to include Saturday. The Education Department and Chemical Dependency Treatment staff collaborated to create a Saturday program that divided the day between learning about, and participating in, health leisure activities.

Activities were chosen to take advantage of Togo's location in the heart of the George Washington State Forest. Experiential, environment-focused activities included snowshoeing, back packing, canoeing, and learning to appreciate the forest and the mystery and wonders of nature.

All activities followed five guiding principles:

- 1. I recognize that physical and emotional safety will always come first.
- 2. I will have empathetic, respect and sincere attitude at all times.
- 3. I will follow the HOW principle (honest, open, and willing).
- 4. I believe that recognizing success is more effective than pointing out failure.
- 5. I will take responsibility for my own actions.

Preliminary results of the Saturday program were extremely positive, and students have asked for programming to be expanded into Sunday. As more data is gathered from the Saturday implementation, Togo staff will also consider the possibility of Sunday programming for 2012-13.

"Must we always teach our children with books? Let them look at the mountains and the stars up above. Let them look at the beauty of the waters and the trees and flowers on earth. They will then begin to think, and to think is the beginning of a real education.

- David Polis, Outdoor Educator



Artwork by participants in the Art Program at MCF-STW.

For more information about the Minnesota Correctional Education Center: 651-361-7243 | www.doc.state.mn.us

For more information about the Minnesota Department of Corrections: 651-361-7200 | www.doc.state.mn.us

