<table>
<thead>
<tr>
<th>Education Goal</th>
<th>Education Orientation</th>
<th>Special Education</th>
<th>Education/Career Bridge One</th>
<th>Education/Career Bridge Two</th>
<th>Education/Career Bridge Three</th>
<th>Life Long Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Educational Needs - TABE Locator and Education Orientation goals entered during the RDU process by Education staff</td>
<td>Advocate for and encourage residents eligible for Special Education services to attain their highest educational level</td>
<td>Building Foundational Adult Literacy/Special Education</td>
<td>Level One – 1350 hours Level Two – 1350 hours Level Three – 1350 hours</td>
<td>Secondary Education/ Special Education</td>
<td>Level of Service Inventory-Revised</td>
<td>Identify and document residents unable to complete Education and Program Pathways</td>
</tr>
<tr>
<td>Maximum Program Hours</td>
<td>RDU Process Education Orientation goal acts as a referral to Education for further assessment and proper class placement.</td>
<td>TABE Full Battery</td>
<td>TABE Full Battery</td>
<td>TABE Full Battery</td>
<td>Pre and post TABE Reading Scores</td>
<td>A resident’s inability to complete an Education/Career Bridge goal requires assessing the resident’s academic progress, and professional opinion on the resident’s ability to complete other core programming goals. If a resident has not completed an Education goal, not to exceed the maximum Education Career/Bridge hours, the goal will be reviewed and documented by the instructor or Education Program Manager both in CNotes and in email to the resident’s case manager, to include:</td>
</tr>
<tr>
<td>Assessment</td>
<td>All residents in the Rider program will have an Education Orientation goal entered in their OM Plans Education entrance criteria: TABE Locator Reading scores at E, M, or D levels Self reported lack of GED/HSD LSI Education Employment domain score of 0.7 or higher</td>
<td>TABE Full Battery</td>
<td>TABE Full Battery</td>
<td>TABE Full Battery</td>
<td>Length of class enrollment</td>
<td>In reference to a resident’s ability to achieve the 6th grade level in Reading in order to participate in core programs, a recommendation will be included to clarify:</td>
</tr>
<tr>
<td>Entrance Criteria</td>
<td>All residents initially entering IDOC (Parole violators excluded)</td>
<td>Residents 21 years and younger with previous enrollment in Special Education Programs in the public school system</td>
<td>Reading or Math ability below 6th grade level as assessed by the TABE Full Battery Pre-Release Program (see reverse side) Educational staff professional discretion</td>
<td>Reading or Math ability at 6th grade level or higher as assessed by the TABE Full Battery Pre-Release Program (see reverse side) Educational staff professional discretion</td>
<td>Level of Service Inventory-Revised (LSI-R) total score of 0.7 or higher in education/employment domain</td>
<td>The resident’s ability to work at the 6th grade level in reading with accommodation (program placement with tutor),</td>
</tr>
<tr>
<td>Classes/ Certification</td>
<td>Certification: Adult Literacy Certificate Completion of 6th grade level in Reading and Math with minimum of 90 hours of education/treatment instruction</td>
<td>Certification: GED or Secondary Education Diploma</td>
<td>Certification: GED or Secondary Education Diploma</td>
<td>Certification: GED or Secondary Education Diploma</td>
<td>Pre-Release Program (see reverse side)</td>
<td>The resident is not capable of 6th grade level reading, even with accommodation (request Program Exception Report from case manager) This recommendation is reserved for the most severely cognitively impaired residents</td>
</tr>
<tr>
<td>Work Place/Program Application</td>
<td>Education staff routinely enter resident CNotes related to: * Building a personal schedule * Keeping a personal schedule * Getting to classes on time</td>
<td>* Following supervisor’s instruction * Getting along with instructors and other students</td>
<td></td>
<td></td>
<td></td>
<td>In all cases, if an Education/Career Bridge goal is determined to be inappropriate for a resident the Education goal will be entered as Life Long Learning.</td>
</tr>
</tbody>
</table>
**PreRelease** (Education SOP 607.26.01.012)
All residents will be referred to the Pre-Release Program by Case Managers.

---

**Pre-Release Program**

- **PreRelease Manual**
- **Education/Career Planning**
- **Computer Literacy**

**Curriculum – eCIS (Department of Labor)**

**Chapters 1-5**

**Class Objectives (40 hours)**

- Define “career”
- Develop skills to locate, evaluate, and interpret career information
- Identify interests, skills, personal preferences, and work values that influence career and education choices
- Identify career cluster
- Develop an education and career plan
- Review and revise education and career plan
  - Provide resources for post-secondary education preparation or vocational skill building
  - Prepare a usable resume, cover letter, job application and thank-you letter
  - Identify and assemble necessary documentation for entrance into post-secondary education or training