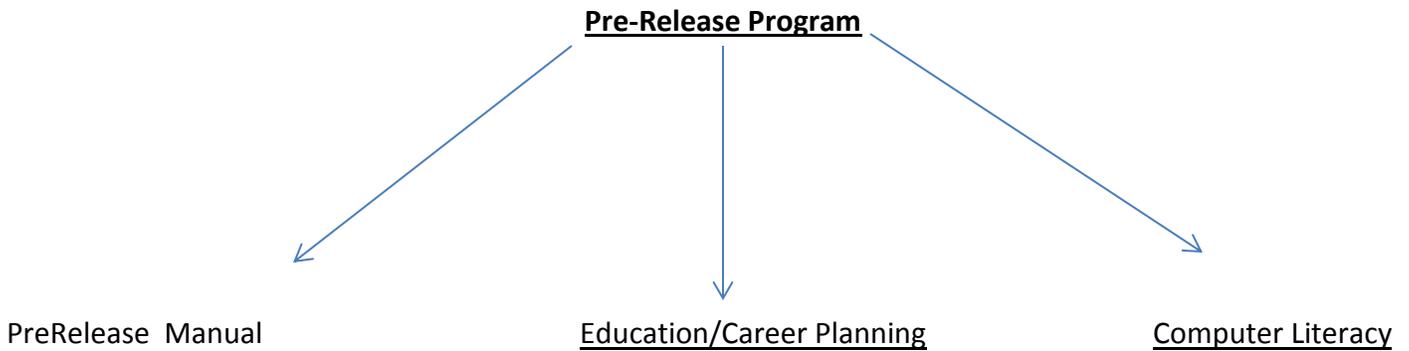


Education Goal	Education Orientation <i>Identification of Educational Needs- TABE Locator and Education Orientation goals entered during the RDU process by Education staff</i>		Special Education <i>Advocate for and encourage offenders eligible for Special Education services to attain their highest educational level</i>	Education/Career Bridge One <i>Building Foundational Learning Adult Literacy/Special Education</i>	Education/Career Bridge Two <i>Developmental Education Secondary Education/ Special Education</i>	Education/Career Bridge Three <i>Professional-Technical Education/Special Education</i>	Life Long Learning <i>Identify and document offenders unable to complete Education and Program Pathways</i>
<b>Maximum Program Hours</b>	RDU Process	RDU Process  Education Orientation goal acts as a referral to Education for further assessment and proper class placement.		Level One – 1350 hours Level Two- 1350 hours Level Three – 1350 hours	900 hours	Dependent on offender Education Career Plan	An offender’s inability to complete an Education/Career Bridge goal requires assessing the offender’s academic progress, and professional opinion on the offender’s ability to complete other core programming goals. If an offender 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 offender’s case manager, to include:  Length of class enrollment Pre and post TABE Reading Scores Class attendance and participation  In reference to an offender’s ability to achieve the 6 <sup>th</sup> grade level in Reading in order to participate in core programs, a recommendation will be included to clarify:  The offender’s ability to work at the 6 <sup>th</sup> grade level in reading with accommodation (program placement with tutor), Or The offender is not capable of 6 <sup>th</sup> grade level reading, even with accommodation (request Program Exception Report from case manager) <i>This recommendation is reserved for the most severely cognitively impaired offenders</i>  In all cases, if an Education/Career Bridge goal is determined to be inappropriate for an offender, the Education goal will be entered as Life Long Learning.
<b>Assessment</b>	TABE Locator	All offenders in the Rider program will have an Education Orientation goal entered in their OM Plans	SDE criteria	TABE Full Battery	TABE Full Battery	TABE Full Battery Level of Service Inventory-Revised	
<b>Entrance Criteria</b>	All offenders initially entering IDOC (Parole violators excluded)	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  * Offenders meeting the entrance criteria for Education are required to meet their Educational goals as a priority.  * Offenders refusing Education goals will be documented as “Refusing to Program” in the offender’s OM Plan and CNotes	Offenders 21 years and younger with previous enrollment in Special Education Programs in the public school system	Reading or Math ability below 6 <sup>th</sup> grade level as assessed by the TABE Full Battery  Pre-Release Program (see reverse side)  Educational staff professional discretion	Reading or Math ability at 6 <sup>th</sup> grade level or higher as assessed by the TABE Full Battery  Pre-Release Program (see reverse side)  Educational staff professional discretion	GED/HSD Completion  Reading and Math ability at or above 6 <sup>th</sup> grade level as assessed by the TABE Full Battery  Level of Service Inventory-Revised (LSI-R) total score of 0.7 or higher in education/employment domain  Pre-Release Program (see reverse side)	
<b>Classes/ Certification</b>				<u>Certification-</u> <b>Adult Literacy Certificate</b> <i>Completion of 6<sup>th</sup> grade level in Reading and Math with minimum of 90 hours of education/treatment instruction</i>	<u>Certification-</u> <b>GED or Secondary Education Diploma</b>	<u>Classes /Certification-</u> <ul style="list-style-type: none"> <li>• NCCER Core</li> <li>• Academic/Career</li> <li>• Technical Office Occupations</li> <li>• Trades and Industries</li> <li>• Horticulture</li> </ul> Classes are site specific, refer to site Education staff for more information.	
<b>Work Place/Program Application</b> – Education staff routinely enter offender CNotes related to: * Building a personal schedule * Keeping a personal schedule *Getting to classes on time *Following supervisor’s instruction *Getting along with instructors and other students							

**PreRelease** (Education SOP 607.26.01.012)

All offenders will be referred to the Pre-Release Program by Case Managers based on criteria of 12 months before TPD or 6 months PHD. Offenders must complete the PreRelease Program each time they are incarcerated.



Chapters 1- 10

Curriculum – eCIS (Department of Labor)

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

Microsoft  
Digital  
Literacy