

# REPORT TO THE LEGISLATURE

Pursuant to PA 114 of 2009

Section 907

Academic/Vocational Report

1<sup>st</sup> Quarter

# Michigan Department of Corrections CFA - OER, Education

## EDUCATION STAFFING GUIDE (FTEs)

Facility	Principal			Secretary		Teachers						School Psych		CTE Programs	Other		
	Current Principal	Filled	Vacant	Filled	Vacant	Special Ed.		Academic		CTE		Filled	Vacant				
						Filled	Vacant	Filled	Vacant	Filled	Vacant						
REGION I																	
Alger	Barsch	1	0	0	1	0	0	3	0	0	0	0	0				
Marquette						0	0	5	0	1	0	0	0	CO	Part time Title I Aide		
Newberry	Belles	1	0	1	0	0	0	8	0	1	0	0	0	CM			
Chippewa - E	Besteman	1	0	3	0	0	0	4	0	3	0	0	0	CO,BT,FT			
Chippewa - W						0	0	4	0	2	0	0	0	CM,CO			
Kinross						0	0	5	0	6	0	0	0	CM, AB, WE HO, BT, CO			
Baraga	Corcoran	1	0	0	0	0	0	3	0	0	0	0	0				
Ojibway				1	0	0	0	5	0	1	0	0	0	CM			
Pugsley	Reynolds	1	0	1	0	0	0	2	0	2	0	0	0	CO, BT			
Saginaw	Patton	1	0	1	0	1	0	4	0	3	0	0	0	HO, CM, FT	Sp.Ed. Teacher provides services for St. Louis		
Oaks	Barnett	0	0	1	0	0	0	3	0	0	0	0	0				
REGION II																	
Muskegon	Barnett	1	0	1	0	1	0	3	0	3	0	1	0	HO, FT, AM			
Handlon	Gornick	1	0	2	0	2	0	7	0	8	0	1	0	AM, (2) BT, (2)HO, WE, MT, CO	1 Title I Aide		
Bellamy Creek	Costello	1	0	1	0	2	0	7	0	2	0	0	0	CM,BT	2 Title I Aides		
IBC DORM				0	0	0	0	2	0	1	0	0	0	HO			
Ionia Max.				1	0	1	0	1	0	0	0	0	0				
Crane	Hoag	1	0	1	0	0	0	4	0	3	0	0	0	HO, FT, VGA			
Lakeland				1	0	0	0	4	0	3	0	0	0	FT, HO,CO			
Mid Michigan	Kristine Davidson	1	0	1	0	0	0	3	0	4	0	0	0	EL, HO, CM, BT			
St. Louis				1	0	0	1	2	0	1	0	0	0	CM			
Pine River				0	1	0	0	5	0	2	0	0	0	CO, HO			
Brooks	Peak	1	0	1	0	0	0	4	1	2	0	0	0	EL, FT	1 Military FTE		
W. Shoreline				1	0	0	0	3	0	1	0	0	0	CO			
Carson City	Acting Schrauben	0	1	1	0	0	0	3	0	3	0	0	0	BT, HO,CO	(formally Boyer Rd.,)		
				1	0	0	0	5	0	1	0	0	0	FT			
Michigan Reformatory	Schrauben	1	0	1	0	1	0	5	0	1	0	0	0	CM			
REGION III																	
Ryan	Banks	1	0	1	0	1	0	4	0	2	0	0	0	FT, CR			
Mound				1	0	0	0	4	0	4	0	0	0	BT, CM, HO,CO			
Thumb	Featherstone	1	0	0	1	2	0	3	0	4	0	1	0	BT, FT, HO, CM	2 Title I Aides - Sp.Ed. Teacher provides temp. services at ARF and MRF		
Women's Huron Valley	Dick	1	0	1	0	2	0	3	1	6	0	0	0	HO, BT, AM, CO,FT,CM	Sp.Ed. Teacher provides temp. services at ARF		
Woodland				0	0	0	0	0	0	0	0	0	0				
HVV Reception				1	0	0	0	0	0	0	0	0	0	0			
Egeler	Meyers	1	0	1	0	1	0	3	0	0	0	0	0				
Macomb	Gay	1	0	1	0	0	0	3	0	3	0	0	0	FT, HO, CO			
Parnall	McKenzie	1	0	0	1	0	0	5	0	5	0	0	0	(2) HO, AM,BT,CM			
Cotton				1	0	1	0	4	1	2	0	0	0	BT, FT	1 Title I Aide - includes 1 UAW FTE		
Cooper Street (SAI)				Crenshaw	1	0	1	0	0	0	5	0	1	0	0	0	CM
				0	0	0	0	0	0	0	0.5	0	0				
Gus Harrison - S	Murphy	1	0	1	0	0	0	3	0	1	0	0	0	EL			
Gus Harrison - N				1	0	0	1	2	0	3	0	0	0	OPT, CMT, FT			
TOTALS		21	1	32	4	15	2	143	3	85	0.5	3	0				
*Current Filled FTEs		299.0															
Vacancies		10.5													Appropriated FTE's		303.5
Total FTEs with Vacancies		309.5													*Appropriated FTEs and MCF until closure in January 2010		
Closed Facilities/Camps				CTE Programs													
Facilities		Camps		AB Auto Body						FT Food Technology and Hospitality							
Standish		Camp Lehman		AM Auto Mechanics						HO Horticulture							
Hiawatha		Camp Cusino		BT Building Trades						MT Machine Tool							
Deerfield		Camp Branch		CO Business Education Technology						OPT Optical Technology							
Huron Valley Men's				CM Custodial Maintenance						VGA Visual Graphic Technology							
Scott				CR Computer Refurbishing						WE Welding							
				EL Electronics													

## SECTION 907 (b) QUARTERLY REPORT - 1ST QUARTER

FAC.	SCHOOL	GED SUBTEST PASSED	GED PASSED COMPLETE	Number of PRISONERS PAROLED w/o GED	CTE (VOC) COMPLETIONS	PRE-RELEASE COMPLETIONS	AVERAGE ENROLLMENT				AVERAGE NUMBER ON WAITING LIST		
							Academic	SP. ED	Pre-Rel.	VOC (CTE)	Academic (GED)	Pre-Rel.	VOC (CTE)
LMF	Alger Max. Facility	3	21	0	0	0	49.3	0.0	0.0	0.0	112.7	0.0	0.0
AMF	Baraga Max. Fac.	100	8	2	0	42	115.0	0.0	21.0	0.0	29.3	28.7	0.0
IBC	Bellamy Creek	145	35	38	43	14	340.7	69.0	10.0	73.7	4.7	2.3	27.7
LRF	Brooks Corr. Fac.	82	9	0	17	6	224.3	0.0	0.0	47.3	91.3	287.7	197.3
DRF	Carson City	64	12	3	39	30	272.3	0.0	15.7	68.3	62.3	196.0	220.3
URF	Chippewa	104	22	0	17	17	390.7	0.0	23.0	110.0	152.7	173.3	296.0
JCS	Cooper Street Fac.	66	15	0	12	158	242.3	0.0	58.0	29.7	35.3	328.7	24.7
JCF	Cotton Corr. Fac.	132	11	13	6	32	237.0	27.3	10.7	51.3	156.0	0.0	119.7
ACF	Crane Corr. Fac.	93	18	5	12	27	203.0	3.3	18.3	65.7	12.7	683.0	119.3
RGC	Egeler Corr. Fac.	0	0	1	0	0	13.3	0.0	3.0	0.0	0.0	0.0	0.0
ARF	Gus Harrison	31	9	8	19	70	327.0	2.7	82.0	74.0	150.7	203.7	160.7
MTU	Handlon Corr. Fac	86	12	4	30	29	281.0	23.0	32.3	133.3	104.0	558.3	39.0
WHV	Huron Valley Women's	121	18	12	26	56	339.7	0.0	32.3	169.3	139.3	61.7	337.0
ICF	Ionia Max. Fac.	21	4	1	0	0	95.7	29.0	4.3	0.0	52.3	0.0	0.0
KCF	Kinross Corr. Fac.	43	6	1	48	23	71.0	0.0	29.3	151.7	85.3	59.0	273.7
LCF	Lakeland Corr. Fac.	97	13	5	21	46	169.7	0.0	18.7	55.0	0.0	17.7	189.0
MRF	Macomb Corr. Fac.	94	16	31	47	34	188.0	0.0	32.0	50.3	11.7	0.0	59.0
MBP	Marquette Branch Prison	72	10	1	2	47	146.7	0.0	42.7	25.7	63.7	130.7	72.0
RMI	Michigan Reformatory	68	17	0	11	0	112.3	48.7	0.0	23.0	150.3	0.0	102.0
STF	Mid-Michigan Corr. Fac.	48	6	5	45	86	120.3	0.0	58.7	93.7	34.7	35.3	355.0
NRF	Mound Corr. Fac.	0	0	0	0	138	0.0	0.0	0.0	0.0	11.5	25.0	50.5
MCF	Muskegon Corr. Fac.	77	8	2	36	18	113.7	3.3	16.7	61.7	0.0	94.7	62.3
NCF	Newberry Corr. Fac.	54	7	1	24	21	332.3	0.0	33.3	45.0	52.0	132.0	69.3
ECF	Oaks Corr. Fac.	71	4	2	0	0	190.0	0.0	0.0	0.0	34.0	18.7	0.0
OCF	Ojibway Corr. Fac.	150	20	0	9	66	296.7	0.0	35.7	24.0	52.0	230.7	530.7
SMT	Parnall Corr.Fac.	38	3	10	0	39	227.5	11.0	19.5	45.5	93.5	0.0	122.5
SPR	Pine River Corr. Fac.	0	10	0	16	20	157.7	4.7	47.3	44.3	96.3	46.0	54.7
MPF	Pugsley Corr. Fac.	79	10	14	19	57	93.0	0.0	19.0	60.0	53.3	33.7	259.3
RRF	Ryan Corr. Fac.	0	0	0	0	0	0.0	0.0	0.0	0.0	180.7	0.0	28.0
SRF	Saginaw Corr. Fac.	71	14	22	25	0	225.0	3.0	13.7	96.7	110.7	67.3	177.0
SLF	St. Louis Corr. Fac.	84	19	0	20	0	138.3	5.0	8.7	27.3	255.0	0.0	36.3
TCF	Thumb Corr. Fac.	182	30	5	31	15	762.0	76.0	0.0	97.0	162.7	140.3	82.7
MTF	West Shoreline	40	7	41	13	7	482.0	0.0	11.3	14.7	27.0	0.0	308.7
	<b>TOTAL</b>	<b>2,316</b>	<b>394</b>	<b>227</b>	<b>588</b>	<b>1,098</b>	<b>6,957.5</b>	<b>306.0</b>	<b>697.2</b>	<b>1,738.2</b>	<b>2,577.7</b>	<b>3,554.4</b>	<b>4,374.4</b>

SECTION 907(b) QUARTERLY REPORT - 1ST QUARTER			
Facility	Programs	Average Enrollment	Completion
<b>IBC</b>	<b>Bellamy Creek</b>		
	Building Trades	15.3	11
	Custodial Maintenance Technology	29.0	19
	Horticulture	29.3	13
<b>LRF</b>	<b>Brooks</b>		
	Electronics	27.3	4
	Food Tech/Hospitality Management	20.0	13
<b>DRF</b>	<b>Carson City</b>		
	Business Education Technology	32.3	17
	Building Trades	7.0	0
	Food Tech/Hospitality Management	9.0	5
	Horticulture	20.7	8
<b>URF</b>	<b>Chippewa</b>		
	Business Education Technology	29.3	1
	Building Trades	25.7	2
	Custodial Maintenance Technology	26.3	14
	Food Tech/Hospitality Management	29.7	0
<b>JCS</b>	<b>Cooper Street</b>		
	Custodial Maintenance Technology	29.7	12
<b>JCF</b>	<b>Cotton</b>		
	Custodial Maintenance Technology	25.3	8
	Food Tech/Hospitality Management	25.7	0
<b>ACF</b>	<b>Crane</b>		
	Food Tech/Hospitality Management	28.3	2
	Horticulture	26.7	10
	Visual Graphics	10.7	0
<b>ARF</b>	<b>Gus Harrison</b>		
	Custodial Maintenance Technology	8.0	0
	Food Tech/Hospitality Management	29.0	3
	Horticulture	3.3	9
	Optical Technology	10.3	12
	Electronics	24.3	7
<b>MTU</b>	<b>Handlon</b>		
	Auto Mechanics	26.7	0
	Business Education Technology	28.3	12
	Building Trades	22.0	6
	Custodial Maintenance Technology	0.0	0
	Horticulture	16.0	2
	Welding	25.0	5
	Machine Tool	9.3	2
<b>WHV</b>	<b>Huron Valley</b>		
	Auto Mechanics	33.7	3
	Business Education Technology	27.0	1
	Building Trades	38.7	17
	Custodial Maintenance Technology	15.7	0
	Food Tech/Hospitality Management	27.0	1
	Horticulture	27.3	2
<b>KCF</b>	<b>Kinross</b>		
	Auto Body	25.0	4
	Business Education Technology	30.7	3
	Building Trades	40.0	24
	Custodial Maintenance Technology	32.0	9
	Horticulture	25.7	4
	Welding	29.7	4

Facility	Programs	Average Enrollment	Completion
<b>LCF</b>	<b>Lakeland</b>		
	Business Education Technology	21.3	11
	Food Tech/Hospitality Management	31.3	3
	Horticulture	20.0	7
<b>MRF</b>	<b>Macomb</b>		
	Food Tech/Hospitality Management	25.0	5
	Horticulture	22.7	6
<b>STF</b>	<b>Mid Michigan</b>		
	Building Trades	15.7	9
	Custodial Maintenance Technology	28.3	28
	Electronics	30.0	1
	Horticulture	21.3	7
<b>NRF</b>	<b>Mound</b>		
	Building Trades	6.7	0
	Custodial Maintenance Technology	4.0	1
	Horticulture	9.3	0
<b>MCF</b>	<b>Muskegon</b>		
	Auto Mechanics	23.3	10
	Custodial Maintenance Technology	0.0	10
	Food Tech/Hospitality Management	15.7	2
	Horticulture	22.7	14
<b>NCF</b>	<b>Newberry</b>		
	Custodial Maintenance Technology	45.3	24
<b>OCF</b>	<b>Ojibway</b>		
	Custodial Maintenance Technology	24.0	6
<b>SMT</b>	<b>Parnall</b>		
	Auto Mechanics	27.7	0
	Building Trades	5.0	0
	Custodial Maintenance Technology	3.7	0
	Horticulture	12.3	0
<b>SPR</b>	<b>Pine River</b>		
	Business Education Technology	36.3	14
	Horticulture	17.7	3
<b>MPF</b>	<b>Pugsley</b>		
	Business Education Technology	25.0	2
	Building Trades	35.0	17
<b>RRF</b>	<b>Ryan</b>		
	Electronics	0.0	0
	Food Tech/Hospitality Management	0.0	0
<b>SRF</b>	<b>Saginaw</b>		
	Custodial Maintenance Technology	38.7	20
	Food Tech/Hospitality Management	37.0	2
	Horticulture	19.3	3
<b>SLF</b>	<b>St. Louis</b>		
	Custodial Maintenance Technology	27.3	20
<b>TCF</b>	<b>Thumb</b>		
	Building Trades	28.7	7
	Custodial Maintenance Technology	28.0	17
	Food Tech/Hospitality Management	23.0	6
	Horticulture	17.7	1
<b>MTF</b>	<b>West Shoreline</b>		
	Business Education Technology	14.7	13

## SECTION 907(b)(h) QUARTERLY REPORT - 1ST QUARTER

FAC.	SCHOOL	Academic			Vocational (CTE)			GED/Parole Information	
		Number of Prisoners Not Completing Program	Reason for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Number of Prisoners Not Completing Programs	Reasons for Not Completing (Excluding Transfers)	Number of Prisoners Not Completing Due to Transfers	Prisoners Not Parole at Earliest Release Date Due to Lack of GED	Reason
LMF	Alger Maximum	17	13*	4	0	0	0	0	
AMF	Baraga Maximum	44	2 Parole, 21*	21	0	0	0	0	
IBC	Bellamy Creek	155	38 Par., 1 Disch., 51*	65	28	1 Parole, 16*	11	0	
LRF	Brooks	144	100*	44	31	15*	16	0	
DRF	Carson City	44	3 Par., 1 Disch.	40	17	9*	8	0	
URF	Chippewa	137	16*	121	39	20*	19	0	
JCS	Cooper Street	114	16 Parole, 27*	71	22	17*	5	0	
JCF	Cotton	128	7 Discharge, 21*	100	27	15*	12	0	
ACF	Crane	81	6 Parole, 18*	57	13	1 Parole, 7*	5	0	
RGC	Egeler	3	1 Parole, 2*	0	0	0	0	0	
ARF	Gus Harrison	139	17 Parole, 68*	54	138	2 Parole, 118*	18	0	
MTU	Handlon	101	4 Par., 1 Disch., 8*	88	64	20*	44	0	
WHV	Huron Valley Women's	83	28 Parole, 51*	4	26	3 Parole, 23*	0	0	
ICF	Ionia Maximum	59	1 Par., 2 Disch., 42*	14	0	0	0	0	
KCF	Kinross	40	1 Parole, 26*	13	127	83*	44	0	
LCF	Lakeland Corr. Fac.	71	5 Parole, 18*	48	20	2*	18	0	
MRF	Macomb	165	28 Par., 2 Disch., 67*	68	45	38*	7	0	
MBP	Marquette Branch Pris.	34	17*	17	2	0	2	0	
RMI	Michigan Reformatory	53	3*	50	6	2*	4	0	
STF	Mid-Michigan	54	4 Par., 1 Disch., 18*	31	36	12*	24	0	
NRF	Mound	2	2 Parole	0	1	1*	0	0	
MCF	Muskegon	85	2 Parole	83	41	0	41	0	
NCF	Newberry	109	3 Discharge, 58*	48	9	2*	7	0	
ECF	Oaks	76	1 Discharge, 59*	16	0	0	0	0	
OCF	Ojibway	80	24*	56	6	4*	2	0	
SMT	Parnall	84	12*	72	22	13*	9	0	
SPR	Pine River	34	7*	27	31	18*	13	0	
MPF	Pugsley	35	2 Parole, 13*	20	30	11*	19	0	
RRF	Ryan	11	0	11	9	4*	5	0	
SRF	Saginaw	93	13 Parole, 38*	42	51	19*	32	0	
SLF	St. Louis	32	21*	11	8	5*	3	0	
TCF	Thumb	221	12 Par., 2 Disch., 166*	41	33	2 Parole, 18*	13	0	
MTF	West Shoreline	40	6 Parole	34	4	3*	1	0	
	<b>TOTAL</b>	<b>2,568</b>	<b>191 Par/21 Disch/985*</b>	<b>1,371</b>	<b>886</b>	<b>9 Par/495*</b>	<b>382</b>	<b>0</b>	

\*Other reasons for non-compeleting include: segregation, lack of attendance, disciplinary, laid in, refused school, student request, STG, medical restriction, waived, verified diploma/GED, pending GED scores, over 65, exemption, non-performance, "00" status, program conflict, instructor request, out on writ, delay in programming.

### Plan to Improve the GED Success Rate

The expectation during an average two-to-three year prison sentence is that prisoner students need to advance by half a dozen years in order to attain their GED. While public schools measure success by student advancement of one grade level per year, prisoner students are regularly advanced by two or more grade levels in one year. The teachers of MDOC meet the challenges this population presents and helps prepare prisoners for return to their communities.

MDOC correctional educators instruct a unique and difficult population. Prisoners enter correctional education with:

- Low grade level test scores
- Repeated public school failures
- A need for significant amounts of basic instruction before they can begin GED preparation
- Mental and physical health needs that create barriers to learning
- Previous negative education experiences along with poor attitudes toward learning
- Lack of study habits, work ethic, or knowledge of testing strategies, all of which must be taught in addition to core curricula
- History of polysubstance abuse, which is known to result in memory loss and learning difficulties
- Previous special education history, which indicates a potential impediment to the learning process
- Custody, security, and numerous other administrative priorities which impact the ability to educate
- Short prison sentences present challenges to the education system to advance prisoners through GED program

## **I: Steps to Improve Programs**

- Development of official articulation agreements with Community Colleges so prisoners participating in MDOC trades programs may receive college credit for the trade.
- Continuous search for marketable trade programs or changes in industry standards that impact curriculum.
- In-service trainings for academic, English as a Second Language (ESL), and Title I staff. focused on following current best practices, and work readiness/transition.
- Expanding use of *My Reading Coach* software to address reading deficiencies - a significant barrier to prisoner achievement.
- Continuously monitor and review educational programs for consistency through school audits and follow-up with implementation plans.
- Revise career and technical education business curriculum using Microsoft Digital Literacy with plan to provide computer literacy training opportunities to all prisoners prior to release.
- Expanded capacity to provide WorkKeys National Career Readiness certification opportunities to prisoners.
- Through trainings and Education Manager directives, increased the focus on successful re-entry and employment skills in all education programs.
- Collaborate with other state and education-related agencies to share information and resources.
- Continue to identify, review, and present “best practices” while working to maintain standardization.
- Hired Special Education and Vocational Consultants to enhance programming and support staff.
- Continue to provide advanced training opportunities through service learning projects such as Habitat for Humanity, Prison Build/Prison Grow.
- Received training in the DLEG “Workers for the 21<sup>st</sup> Century” math and employability soft skills program.
- Correlated most missed GED topics/questions on writing and math exam with materials used in daily class instruction and provided teachers with instructional materials.
- Identification of ways to collaborate with Michigan State Industries so academic and trades students have increased hands-on training opportunities.
- Review and revised education audit factors to improve programs and monitor consistency of delivery.
- Standardized soft skills objectives were distributed to all teachers to implement soft skills component in all classrooms and all levels.
- Established working committee with DIT to continuously monitor and resolve data collection and technological concerns.

## **II. Track Records**

- Established an Offender Education and Tracking System (OETS) task force to continually review and update the education database.



- Identify ongoing enhancements for OETS to improve data collection.
- Revised TABE testing and reporting practices to conform to continuously changing DELEG requirements.
- Provided every school principal with access to the state (DELEG) student GED database to expedite the HSD/GED verification process.
- Modified use of prisoner evaluation documentation (form 363A) to improve continuity of establishing goals and documented achievement s as prisoners are transferred around the state.

### **III. Accommodate Transfers**

The rate of transfers has increased dramatically. Though outside the purview of education, this section has responded to the needs of the prisoners effected by multiple transfers through the following:

- Continually monitor to identify ways to improve tracking and communication through the OETS.
- Work consistently to ensure standardization and continuity of programs so negative impacts of prisoner transfer is reduced.
- Assure special education services are provided to eligible prisoners.
- Modified use of prisoner evaluation documentation (form 363A) to improve continuity of establishing goals and documented achievement s as prisoners are transferred around the state.

### **IV. Accommodate Prisoners with Health Care Needs**

- Provide physical accommodations in GED and CTE classrooms.
- Work in collaboration with Health Care to address prisoner medical needs.
- Continue to request/provide testing accommodations for eligible prisoners.
- Initiated academic and Career and Technical Education (CTE) programs at specific health and mental health care units.
- Ensure staffing is available to meet requirements/mandates of those housed at (Woodland Center (Maxey) and St. Louis adaptive skills unit.

### **V. Reduce Waiting Lists**

- Continuously evaluate facility education needs and make adjustments as needed.
- Distribute GED Fast Track Lists to help identify those students who are capable of achieving the GED at an accelerated pace.
- Monitor facility waiting lists and communicate with the CFA transfer coordinator of facilities for transfer consideration.
- Implemented alternative academic program delivery pilots.
- Tiered career and technical education programs to allow increased opportunity and to capture component completions.

- Continue to use the following priority of enrollment guidelines to reduce wait lists and assure optimal use of classroom space:

Academic

- Special Education eligible
- Title I eligible
- Fast Track eligible
- Sentenced for a crime committed on or before December 15, 1998
- Other prisoners in chronological order by Earliest Release Date
- Prisoners serving life sentences

Career and Technical Education

- Special Education eligible with CTE recommendation
- No previous CTE completion and within three years of Earliest Release Date.
- Previous CTE completion and within three years of Earliest Release Date, with School Principal approval if this meets transition planning.
- No previous CTE completion and beyond three years of Earliest Release Date.
- Previous CTE completion and beyond three years of Earliest Release Date, with School Principal approval.

# 2009-10 Program Improvement Plan to Overcome Challenges and Increase GED Success

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## ADMINISTRATION Program Oversight

Year	Improvement Plan	Status
2009-10	Do everything possible to ensure teachers teach and are not "repurposed" or otherwise used for extensive non-education related programming	Ongoing
2009-10	In order to ensure the ability to provide GED testing in MDOC prisons, ongoing effort to maintain strict security of the test per the GEDTS security and testing mandates must be fail proof.	Ongoing and challenging due to prison closures resulting in closing of MDOC GED test center/schools.
2009-10	Establish Title I Aides using MDOE flowthrough grant to assist teachers with instruction of young, low level/functioning prisoners.	Aids are established at five prison schools housing the youngest of our population.
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
2008-09	Revise audit factors and continue audit cycle.	In Progress
2009-10	Revise audit factors and continue audit cycle.	In Progress
2006-07	Restructure committees to better meet goals and objectives of education and the department.	Committees restructured as of January 2007.
2007-08	Focus has changed to Advisory Committees as opposed to curriculum only. (See committee appointments & 2009 Charter Drafts attached)	Ongoing
2008-09	Complete annual review of committee membership and monitor continuous improvement.	Ongoing
2009-10	Complete annual review of committee membership and monitor continuous improvement.	Ongoing
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
2008-09	Pilot use of additional resources to address academic deficiencies.	Academic Advisory Committee will monitor the pilots.
2009-10	Continued the use of additional resources including Top 50 GED Skills, the Challenger Reading series, and expanded the Keytrain pilot.	Ongoing
2006-07	Monitor through the audit process.	Ongoing
2007-08	Monitor through the audit process.	Ongoing
2008-09	Monitor through the audit process and advisory committees.	Ongoing
2009-10	Monitor through the audit process and advisory committees.	Ongoing
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
2008-09	Continue GED testing at RGC and monitor results.	Ongoing
2009-10	Established new standards for GED Half Testing to increase the potential for prisoners to pass the GED test.	Ongoing
2007-08	Establish MSI/Education Workgroups.	Committees established.
2008-09	Devise and implement collaborations between MSI and Education.	Ongoing
2009-10	Devise and implement collaborations between MSI and Education.	Completed
2008-09	MDOC Education now provides oversight to the education status of SAI (boot camp); and is providing additional programming and support.	Ongoing
2009-10	MDOC Education now provides oversight to the education status of SAI (boot camp); and is providing additional programming and support.	Ongoing

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
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
2008-09	Continue participation in the task forces and curriculum partnership.	Ongoing
<b>2009-10</b>	<b>Continue participation in the task forces and curriculum partnership, implement DLEG Workers in the 21st Century curriculum, represent MDOC on DLEG committees, attend Special Education Advisory Committee meetings, coordinate with state and National GED administrators.</b>	<b>Ongoing</b>
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.
2008-09	Maintain GED pass rates at 30% based on enrollment and staffing.	Monitor through the school audit process.
<b>2009-10</b>	<b>Maintain GED pass rates at 30% based on enrollment and staffing.</b>	<b>Monitor through the school audit process.</b>
2006-07	Maintain goal of 70%.	Ongoing
2007-08	Maintain goal of 70%.	Ongoing
2008-09	Maintain goal of 70%.	Ongoing
<b>2009-10</b>	<b>Maintain goal of 70% GED passing rate to optimize testing economics and opportunities.*</b>	<b>Ongoing</b>
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
2008-09	Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.	Ongoing
<b>2009-10</b>	<b>Continuously monitor and work with prisoner transportation office to maintain this system to the extent possible.</b>	<b>Ongoing</b>
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
2008-09	Continue to extend invitations to education meetings.	MPRI representatives are encouraged to attend so that information and planning can be shared.
<b>2009-10</b>	<b>Academic programs implemented soft skills objectives to be used by teachers on quarterly evaluations to coincide with workplace skills.</b>	<b>Ongoing</b>
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.
2008-09	Reorganization plan submitted. Requests to be submitted to fill the 10 FTE's allocated in the budget for education administration.	Submitted for consideration.
<b>2009-10</b>	<b>Reorganization plan submitted. Requests to be submitted to fill the 10 FTE's allocated in the budget for education administration.</b>	<b>Awaiting administrative approval for reorganization plan. Education Manager to prepare personnel requests.</b>

\* 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.

## ADMINISTRATION - Continued

### Program Oversight

Year	Improvement Plan	Status
2008-09	In conjunction with MDOE, conduct a feasibility study to assess the viability of implementation of the high school diploma/GED funding to local school districts.	Waiting for MDOE response.
<b>2009-10</b>	<b>In conjunction with MDOE, conduct a feasibility study to assess the viability of implementation of the high school diploma/GED funding to local school districts.</b>	<b>Completed and submitted to administration.</b>
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
2008-09	Revisions submitted	Awaiting approval.
<b>2009-10</b>	<b>Revisions submitted</b>	<b>Awaiting administrative approval.</b>
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.
2008-09	Previously submitted	Pending administrative action
<b>2009-10</b>	<b>Administration took no action regarding prior proposal. New/revised proposal currently under development.</b>	<b>Awaiting administrative action.</b>
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.
2008-09	Review materials to assist teachers.	Education Steering Committee plan for training.
<b>2009-10</b>	<b>Review materials to assist teachers.</b>	<b>Ongoing/continuous improvement.</b>
2006-07	Establish enrollment priorities.	In Progress
2007-08	Establish enrollment priorities.	<b>Completed</b>
<b>2009-10</b>	<b>Established alternative academic enrollment pilots to expand programming and expedite prisoner completion time once enrolled.</b>	<b>Ongoing - current pilots at Bellamy Creek, Ojibway and Marquette prisons.</b>
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.	In progress
2007-08	Develop a reorganization plan for school principals.	Included in the education reorganizational plan and submitted for consideration.
2008-09	Submitted the reorganization plan.	Awaiting approval
<b>2009-10</b>	<b>Revised plan under development</b>	<b>In progress</b>

## DATA COLLECTION AND REPORTING

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
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.
2008-09	Researching private contractor to provide and maintain technological services for Lansing review.	Obtaining approval from DIT to implement technological services contract.
<b>2009-10</b>	<b>Researching private contractor to provide and maintain technological services for Lansing review.</b>	<b>RFP is completed and awaiting DMB approval.</b>

## DATA COLLECTION AND REPORTING - Continued

### Efficiency of Enrollment and Data Collection

Year	Improvement Plan	Status
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
2008-09	Enhancements prepared to better collect data. Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	OETS enhancements submitted to DIT - Ongoing
<b>2009-10</b>	<b>Enhancements prepared to better collect data. Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.</b>	<b>Ongoing</b>
2007-08	Initiate MSI/Education OETS Workgroups to collect and record MSI data.	<b>Complete</b>
2008-09	Create OETS modules and tabs to record MSI data.	Assign to MSI/Education OETS Workgroup.
<b>2009-10</b>	<b>Create OETS modules and tabs to record MSI data.</b>	<b>Modules submitted to DIT/Ongoing</b>
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.
2008-09	Secretary's Manual under revision to include OETS updates. OETS in-service workshop being planned.	Finalization of manual and workshop awaiting DIT approval of enhancements.
<b>2009-10</b>	<b>Final revision and professional development is under draft review.</b>	<b>Ongoing</b>
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.
2008-09	Identified and addressed errors in data collection and transfer.	OETS DIT representative is working to resolve the issues.
<b>2009-10</b>	<b>Continue to identify ways to correct inconsistencies.</b>	<b>Working with DIT and DELEG to correct statewide data inconsistencies.</b>
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
2008-09	Complete annual prisoner educational surveys, in compliance with DLEG adult education program recommendations.	Ongoing
<b>2009-10</b>	<b>Complete annual prisoner educational surveys, in compliance with DLEG adult education program recommendations.</b>	<b>Ongoing</b>
<b>2009-10</b>	<b>Propose to DIT the establishment of a DIT staff person to be assigned "MDOC Prisoner Education" liaison to assist with data reporting challenges between MDOC, DELEG and MDOE.</b>	<b>Proposal to be submitted by July 1, 2010.</b>
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
2008-09	Present the compiled data from the prisoner annual education program surveys to the Education Steering Committee for recommended action.	Ongoing
<b>2009-10</b>	<b>Present the compiled data from the prisoner annual education program surveys to the Education Steering Committee for recommended action.</b>	<b>Ongoing</b>

# CURRICULUM

## Program Improvement through Curriculum Design

Year	Improvement Plan	Status
2006-07	Develop a standard, individualized, and performance-based progress plotter for remaining academic programs to further continuity, consistency, and efficiency.	Ongoing
2007-08	Develop a standard, individualized, and performance-based progress plotter for academic programming to further continuity, consistency, and efficiency.	
2008-09	All progress plotters were reviewed, and are continuously monitored for alignment with curriculum.	
2009-10	<b>Implemented ELL (English Language Learners)/ESL content standards statewide per DELEG.</b>	
2006-07	Continue action on 05-06 plan.	Of multiple software requests submitted to DIT, some limited success was attained in obtaining software approval/installation. <b>Ongoing</b>
2007-08	Continue action on 05-06 plan.	
2008-09	Piloting KeyTrain, America's Choice, and My Reading Coach	
2009-10	<b>Expanded use of KeyTrain and My Reading Coach (software) and are evaluating expansion to all facility schools. (Employment focused instruction)</b>	
2006-07	Request best practices be submitted by each school annually.	Ongoing for all committees.  Ongoing <b>Ongoing</b>
2007-08	Review current research, curriculum materials and best practices to continually improve programs.	
2008-09	Best practices were presented at the academic in-service workshop. Best practices collected in the audit process.	
2009-10	<b>Best practices were presented at the academic in-service workshop. Best practices collected in the audit process.</b>	
2007-08	Review current CTE curriculum to assure cost-effectiveness and relevance.	Ongoing for RETTE committee. Ongoing for RETTE committee. <b>Ongoing for RETTE committee.</b>
2008-09	Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.	
2009-10	<b>Piloting alternative curriculum models. Working with MSU/consultant to improve curriculum.</b>	
2007-08	Modify and improve BET/VGT program.	
2008-09	Alternative curriculum adopted to reflect needs.	Under development by RETTE committee. Unable to install due to DIT issues. <b>Ongoing - School hardware currently prohibits use of new curriculum software.</b>
2009-10	<b>Evaluation of economical options to replace antiquated reading hardware is in progress.</b>	
2007-08	Develop operating procedure and method for reporting newly-developed levels of CTE completion.	Assign to RETTE committee.  Ongoing <b>Ongoing</b>
2008-09	All CTE program tiers developed.	
2009-10	<b>All CTE program tiers developed.</b>	
2007-08	Review and update Special Education forms.	Under development by Spec Ed committee. Submitted for electronic forms design. <b>Submitted for electronic forms design.</b>
2008-09	Forms were updated.	
2009-10	<b>Ongoing review to ensure compliance.</b>	
2007-08	Review/update mandated plans of action for Special Ed students.	Under development by Spec Ed committee. Ongoing <b>Completed</b>
2008-09	Under consideration by previous Special Education Consultant; to be reviewed by newly-hired consultant.	
2009-10	<b>Under consideration by previous Special Education Consultant; to be reviewed by newly-hired consultant.</b>	
2007-08	Determine challenges for pre-release delivery to MSI prisoner, plan implementation.	Assign to MSI/Education Workgroup - Complete.  Assign to MSI/Education Workgroup. <b>Completed</b>
2008-09	Implement pre-release delivery plan and train staff as needed.	
2009-10	<b>Implement pre-release delivery plan and train staff as needed.</b>	



<b>TESTING MANDATES</b> <b>Test Administration and Assessment Improvements</b>		
<b>Year</b>	<b>Improvement Plan</b>	<b>Status</b>
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.
2008-09	Module completed.	Presented at the academic in-service workshop.
<b>2009-10</b>	<b>Specified staff attended training on most missed questions on the GED test and information was disseminated to all academic staff.</b>	<b>Ongoing</b>
2006-07	Mandate schools to give the full battery of GED tests to prisoners testing for the first time.	Ongoing
2008-09	Monitor compliance.	Ongoing
<b>2009-10</b>	<b>Monitor compliance.</b>	<b>Completed</b>
2007-08	Review GED test pass/fail rate for cost-effectiveness and study alternatives to increase success	Under review
2008-09	Use OETS data to review GED pass/fail rates for cost effectiveness.	To be assigned to appropriate OETS Workgroup.
<b>2009-10</b>	<b>Use OETS data to review GED pass/fail rates for cost effectiveness.</b>	<b>Completed</b>
2006-07	Increase frequency of testing to ensure that schools test on a regular schedule, which would increase frequency of testing and positively impacts results.	Ongoing
2007-08	Monitor compliance.	Ongoing
2008-09	Monitor compliance.	Ongoing
<b>2009-10</b>	<b>Established new GED Half-Testing guidelines to potentially increase the number of prisoners eligible to take the GED test.</b>	<b>Completed</b>
2006-07	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.	Assign task to appropriate Curriculum Committee.
2007-08	Evaluate the effectiveness of the new process.	Compile data
2008-09	Review statewide, standardized testing (Test of Adult Basic Education, TABE); revise scheduling in response to finding on DLEG's federal audit.	Assign to Academic Committee.
<b>2009-10</b>	<b>Review statewide, standardized testing (Test of Adult Basic Education, TABE); revise scheduling in response to finding on DLEG's federal audit.</b>	<b>Completed</b>
2006-07	Develop guidelines for the timely and appropriate application of testing accommodations to help improve passing rates.	Assign task to appropriate Curriculum Committee.
2007-08	Update the statewide GED operating procedure.	
2008-09	Review accommodation procedures in response to GED Testing Service revised guidelines.	
<b>2009-10</b>	<b>Review accommodation procedures in response to GED Testing Service revised guidelines.</b>	<b>Completed</b>
2007-08	Increase GED testing at prison reception centers.	<b>Complete</b>
2008-09	Complete GED half testing and GED testing on eligible prisoners at RGC.	Ongoing
<b>2009-10</b>	<b>Complete GED half testing and GED testing on eligible prisoners at RGC.</b>	<b>Ongoing</b>
2007-08	Establish Workgroups to review evaluations and assignments at MSI.	Assign MSI/Education Workgroups - Complete
2008-09	Review work evaluation reports and assessments; devise staff training.	Assign to MSI/Education
<b>2009-10</b>	<b>Review work evaluation reports and assessments; devise staff training.</b>	<b>Ongoing</b>
2007-08	Piloted WorkKeys at MSI Laundry Sites.	Complete
2008-09	Review WorkKeys pilot, determine feasibility of further testing.	Assign to MSI/Education
<b>2009-10</b>	<b>Review WorkKeys pilot, determine feasibility of further testing. Laundry facility prison workers were tested.</b>	<b>Completed</b>
<b>2009-10</b>	<b>Establish MDOC prisoner education office as a WorkKeys assessemnt/scoring center approved through ACT.</b>	<b>In progress</b>



## PROFESSIONAL DEVELOPMENT

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

Year	Improvement Plan	Status
2006-07	Disseminate information on current trends and mandates.	Ongoing
2007-08	Disseminate information on current trends and mandates.	Ongoing
2008-09	Disseminate information on current trends and mandates.	Ongoing
<b>2009-10</b>	<b>Disseminate information on current trends and mandates and best practices.</b>	<b>Ongoing</b>
2006-07	Provide training to those responsible for data entry.	<b>Completed - Initial OETS training</b>
2007-08	Provide update training annually or as need is identified.	On hold, awaiting DIT enhancement implementation.
2008-09	Develop In-service training.	On hold, awaiting DIT enhancement implementation.
<b>2009-10</b>	<b>Training to be scheduled in Spring 2010.</b>	<b>In progress</b>
2006-07	Provide additional training and materials for English as a Second Language (ESL) teachers.	Ongoing
2007-08	Provide update training annually or as need is identified.	Ongoing
2008-09	Conduct In-service.	Assigned to the Academic Advisory Committee
<b>2008-09</b>	<b>Conduct In-service.</b>	<b>Completed</b>
2006-07	Provide professional development to further improve teaching techniques, best practices, and instructional strategies.	<b>Completed</b>
2007-08	Provide update training annually or as need is identified.	Assign task to appropriate Curriculum Committee.
2008-09	Provide update training annually or as need is identified.	Ongoing
<b>2009-10</b>	<b>System is in place for continued professional development</b>	<b>Completed</b>
2006-07	Provide update training annually or as need is identified.	Ongoing
2007-08	Develop a compilation of representative or sample of clear, measurable, and effective education goals and objectives.	Assign task to appropriate Curriculum Committees.
2008-09	Provide resources for the writing of clear, measurable and effective education goals and objectives.	Assign to Education Steering Committee.
<b>2009-10</b>	<b>Provide resources for the writing of clear, measurable and effective education goals and objectives.</b>	<b>Ongoing to ensure consistency and continuous quality improvement.</b>
2006-07	Distribute appropriately updated Teacher, Secretary, and School Principal Manuals.	In progress
2007-08	Review and update Teacher, Secretary, and School Principal Manuals.	Assign task to appropriate subcommittees.
2008-09	Teacher and Principal Manuals have been revised.	Teacher and Principal Manuals have been submitted for review and distribution.
<b>2009-10</b>	<b>Teacher and Principal Manuals have been revised.</b>	<b>Completed</b>
2006-07	Deliver a math and writing refresher workshop for GED prep teachers.	Assign to Academic Advisory Committee.
2007-08	Presented In-service training.	Training Completed
2008-09	Additional math training to be reviewed.	Assign to Academic Advisory Committee.
<b>2009-10</b>	<b>Incorporated DELEG's employment based Worker's for the 21st Century math modules.</b>	<b>Ongoing</b>

## **Section 907(e)**

### **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 previously in education and employment. It takes significant effort and an investment of time to bring them to a functional academic level or to create an interest in education.

There are many factors that contribute and/or impact recidivism. 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 essential 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.

### **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

Most prisoners arrive in prison without a high school diploma or GED. According to research compiled by Michigan Department of Labor and Economic Growth:

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

- Prisoners 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 \$6700 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 2009 calendar year, MDOC prisoners passed 10,935 GED subtests of which, 1,827 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 46,000 prisoners incarcerated in Michigan. (Does not include those housed in jails). At any given time, over 8,000 prisoners are enrolled in academic, career and technical education, and pre-release programming. This results in providing over 15% of our MDOC prison population a productive and purposeful activity to prepare for release.

\*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, including 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. Programming includes Workers for the 21<sup>st</sup> Century curriculum with an emphasis on employability soft skills and critical thinking skills.

### **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 5<sup>th</sup> 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. When combined with support services, MDOC prisoner education programs provide greater opportunities for one's success in the community upon release.

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).

## **SERVICE LEARNING PROJECTS / PRISON BUILD - PRISON GROW**

Students in the CTE programs are given opportunities to enhance workplace readiness skills through the production of projects that "give back". Under the guidance of CTE instructors, prisoner students complete projects for the prisons, for other state agencies, for local municipalities, and for non-profit organizations. Projects include Habitat for Humanity housing and landscaping; reforestation, native grasses and cabins for Department of Natural Resources; flowers for the Welcome Centers and other sites; playscapes for local parks, and much more; all of which are a cost-savings to the recipients. Prison Build/Prison Grow is a formalized relationship linking the CTE programs to state agencies and non-profits. A Memorandum of Understanding (MOU) was signed with Goodwill Industries so that MDOC Auto Mechanics programs refurbish cars donated to Goodwill and are returned to be given to eligible clients. Service learning projects allow prisoners to apply learned skills to meaningful projects that benefit the State of Michigan.

## **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 staff, to deliver the various components. This course provides a link to the community for prisoners within one year of release.

## **COMMUNITY AND EMPLOYMENT READINESS TRAINING (CERT)**

This is a federally-funded program for prisoners 35 and younger who will be returning to their communities within seven 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 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.

## **Section 907(f)**

### **Identification of Program Outcomes for each Academic and Vocational Program**

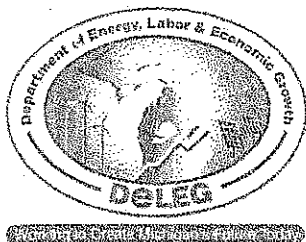
Per state standards, students functioning below the 9<sup>th</sup> grade level are categorized as adult basic education students. Well over 80% of the current prisoner student enrollment is below this level in at least one subject area. For these students, the annual yearly progress standard set by the U. S. Department of Education is one gain in Education Functional Level.

According to the Offender Education Tracking System, during the 2009 calendar year, MDOC prisoners passed 10,935 GED subtests of which 1,827 earned their GED.

Approximately 2,000 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



Michigan Department of Energy, Labor and Economic Growth  
OFFICE OF ADULT LEARNING  
201 N. Washington, Victor Office Center, 3<sup>rd</sup> Floor, Lansing, Michigan 48909

STATE SCHOOL AID - SECTION 107 PROGRAM YEAR 2008-09  
STATE CORRECTIONAL GRANT FINAL NARRATIVE REPORT

October 1, 2008 – September 30, 2009

NOV 30 2009

MAILING INSTRUCTIONS:

- Required to submit a **signed original** of this report with all required sections to DELEG/Office of Adult Learning by close of business on **November 25, 2009**.
- Mail or hand deliver to the Michigan Department of Energy, Labor and Economic Growth, Office of Adult Learning, Victor Office Center, 3<sup>rd</sup> Floor, 201 N. Washington Square, Lansing, Michigan 48913

Legal Name of District: FULTON SCHOOLS		Recipient Code: 29-050
Address: 8060 ELY HWY		County: GRATIOT
City, State, Zip: MIDDLETON, MICHIGAN 48856		
Contact Person's Name: PHILIP GARCIA		
Mailing Address (Street): 8060 ELY HWY		
City, State, Zip: MIDDLETON, MICHIGAN 48856		
Telephone No: 989-236-5130	Fax No: 989-236-7301	E-mail Address: adaltedpg@yahoo.com

**CERTIFICATION:** The applicant certifies to the best of his/her knowledge and belief that the data in this report is true and correct.

District Superintendent's Signature (only):

*Phil Garcia*

Date

11/19/09

Typed/Printed Name of District: FULTON SCHOOLS

<p>AUTHORITY: Act 94, PA 1979 as amended.</p> <p>COMPLETION: Required. (Failure to file will result in reduction of funds.)</p>	<p>Michigan Department of Energy, Labor and Economic Growth OFFICE OF ADULT LEARNING 201 N. Washington, Victor Office Center, 3<sup>rd</sup> Floor Lansing, Michigan 48913</p> <p><b>2008-2009 ADULT EDUCATION PROGRAMS -- SECTION 107 STATE CORRECTIONAL GRANT PERFORMANCE OBJECTIVES --</b></p>	<p>Please direct questions regarding this form to the Office of Adult Learning at (517) 373-8800.</p>
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<p><b>Educational Agency (Fiscal Agency)</b></p>	<p><b>Legal Name of District</b> <b>FULTON SCHOOLS</b></p> <p><b>Address</b> <b>8060 ELY HWY</b></p>	<p><b>Recipient Code Number</b> <b>29-050</b></p> <p><b>City</b> <b>MIDDLETON</b></p>	<p><b>Telephone Number</b> <b>989-236-7300</b></p> <p><b>Zip Code</b> <b>48856</b></p>
--	--	---	--

**MAILING INSTRUCTIONS:** Return signed original by November 25, 2009, to the State address above.

- Indicate the number of participants enrolled in each program of enrollment as reported in the Michigan Adult Education Reporting System (MAERS).
- Data related to participants meeting performance objectives is required under Section 107(10)(b). Indicate the number of participants reaching the objectives during the period October 1, 2008 to September 30, 2009.
- The number of participants reported as meeting Performance Objectives for a specific program of enrollment cannot exceed the number of participants reported as enrolled and participating in the course(s) relating to the objective.

PROGRAM	NUMBER OF PARTICIPANTS ENROLLED	PERFORMANCE OBJECTIVE	MET PERFORMANCE OBJECTIVE
ABE	0	Achievement of at least one (1) <u>grade</u> level gain in reading or math as determined by a DLEG-approved pre- and post-test assessment	0
ESL	0	Achievement of basic English proficiency (Attainment of highest CASAS assessment scores as follows: Reading and Listening - 236 and above; Writing - 261 and above)	0
GED	0	Passage of one or more individual official GED tests, or	0
		Obtained GED	0
HSC	72	Passage of a course required to attain a high school diploma, or	10
		Attainment of a high school diploma	57
<i>OR: If a participant does not meet the specific performance criteria for his/her specific program of enrollment as indicated above, the participant may be counted in the "OR" category if the participant meets the performance criteria.</i>		Completion of a course and demonstration of proficiency in the academic skills to be learned in the course, as applicable. (A course is defined as a class approved by the local school board for adult education participants. Proficiency is defined as passing the course and the mastering of the skills required for the class.)	0
TOTALS	72		67

**CERTIFICATION:** I certify that the information submitted on this report is true and correct to the best of my knowledge.

District Superintendent's Signature: \_\_\_\_\_

Date 11/9/09

Typed/Printed Name of District: FULTON SCHOOLS

Office of Adult Learning Director's Name: PHILIP GARCIA

Telephone: 989-236-5130 Fax: 989-236-7301 E-Mail: adaltedpg@yahoo.com



## Part I: PROGRAM SUMMARY

### **A. Cooperative Arrangements and Program Coordination**

For the Section 107 Prison Grant, the Fulton schools coordinated services with MDOC and DELEG personnel.

A Memorandum of understanding was established for responsibilities, arrangements, commitments, and program coordination with the Michigan Department of Corrections (MDOC) and Fulton Schools in implementing the State Correctional HSC/GED Adult Education Grant which was awarded to Fulton Schools by the Department of Energy, Labor and Economic Growth (DELEG) under Section 107 (14) of the 2008-2009 State School Aid Act (Public Act 268).

Highlights of the cooperative arrangements and program coordination from the MDOC were:

- Recommend eligible participants to participate in the 107 Pilot Project
- Provide instructional space and book storage at all pilot sites in accordance with operational needs.
- Partner with Fulton Schools to recruit and recommend eligible individuals for the 107 Pilot Project.
- Review the recommendations and run LEINs on the teachers and support staff from Fulton Schools prior to program implementation.
- Provide the appropriate pre-service training that will be required for Fulton staff to enter the correctional facilities, per MDOC guidelines in order to interact and instruct the prison's student population.
- Partner with Fulton Schools in doing follow-up of students who enroll, take classes, graduate, transfer to other facilities, or are released from the system to stay in compliance with the required (MAERS) guidelines.
- Maintain copies of program participation documents.

Highlights of the cooperative arrangements and program coordination from the Fulton Schools were:

- Partner with MDOC to recruit eligible individuals to participate in the 107 Pilot Project.
- Ensure all staff complete the required pre-service training to enter the correctional facilities per MDOC guidelines in order to interact and instruct the prison's student population.
- Ensure all staff entering the correctional facilities have been LEIN cleared.

- Recommend current Fulton instructional staff as teachers and support personnel for the 107 Pilot Project.
- Be responsible for the paid instructional, supervisory, and support personnel on the payroll at the correctional facilities.
- Monitor all financial records, expenses, and revenues incurred by the MDOC Adult High Schools Completion program.
- Maintain records for each participant and their status toward graduation requirements.
- Provide duplicate record to prisoner school office if participant transfers (within 5 business days).
- Comply with all custody, security, and programming requirements of the MDOC.
- Issue to prison school office a high school transcript and diploma within 5 business days to those MDOC participants who complete graduation requirements.
- Maintain, fill out, and keep on file the Adult Learning Plan, as required by Michigan Adult Education Reporting System (MAERS) with the assistance of MDOC in securing required information on the adult learners in the program, considering at all times the requirements of all entities involved. Any variances in MAERS program reporting will be documented for compliance in the event of program monitoring.
- Maintain accurate attendance and submit at the end of the month to the prison school office.
- Enroll all adult MDOC participants on MAERS including enrollment pre- and post-testing, outcomes, and follow up.
- Partner with MDOC in doing follow up of students to stay in compliance with the required federal guidelines.
- Develop a 363A upon enrollment, quarterly and upon completion or transfer.

**B. Adult Education Program(s)**

- The Fulton Schools served eligible MDOC participants as selected by MDOC officials.
- HSC programs were implemented to serve qualified MDOC participants. Those selected were to have a 7.0 reading level to be in the program.
- TABE tests were used to assess MDOC participants. The participants were given a pre-test at the beginning of the program and a post-test at the end of the program to determine educational functioning levels. MDOC and Fulton staff conducted testing.
- MDOC participants were determined eligible by testing and by a review of their educational development plans for high school completion classes needed to earn their high school diploma.

- Teachers employed various instructional methods/styles/practices in the delivery of instruction. These techniques included, but were not limited to lecture, student participation, testing and assessments, and one-on-one instruction.
- Technology used in the program depended on the site. At the Ionia Correctional facility, MDOC personnel taught a 40 hour technology class which students were given HSC credit for completion. At the St. Louis Correctional facility, Fulton instructors used the Beacon Mavis keyboarding program and basic reading and math skills programs. At the Carson City Correctional facility, Fulton staff reviewed technology skills of each participant and the MDOC staff provided instruction.
- Carson City facility hours: Saturday and Sunday, 8:30-10:30 a.m. and 2:00-4:00 p.m.  
St. Louis facility hours: Monday through Friday, 12:15-3:30 p.m.  
Ionia facility hours: Tuesday and Wednesday, 5:45-8:45 p.m. and Saturday from 9:00-3:45 p.m.
- Participants with special needs were served with one-on-one tutoring provided by the Fulton program, and identified Special Ed. Participants were provided extra services by MDOC staff. Students with eye problems had large print materials provided for instruction.

#### **F. Measurable Program and Participant Outcome Goals**

- The main goal for the Section 107 Prison Grant HSC programs was for participants to earn their high school diploma. 57 of the 72 (70.16%) earned their diplomas throughout the duration of the program.
- To measure participant learning and outcome goals, students were assessed with TABE. An EDP was developed for each student which indicated the courses participants needed to complete their diploma requirements. As each participant completed the program, their EDP's were updated, ALP's were completed, and all required elements for MAERS (Michigan Adult Education Reporting System) documented. All student information was then input on MAERS.
- To track and monitor progress and attainment of Section 107 and USDOE performance criteria, MDOC staff and Fulton staff coordinated efforts and shared information. The Fulton teachers kept attendance, individual student files (which included assessments, HS credits and transcripts, evidence of on-going evaluation, and course placements), taught classes needed by the participants, assessed course attainment, reported completed courses by report card in order to update the EDP, and diplomas were issued for those who completed the program. ALP's were used to input information on MAERS.

#### **G. Adult Learning Plan**

- A locally designed ALP was used to enroll students on MAERS. During the course of the program the official State of Michigan ALP was completely filled out and a copy of the ALP was then given to the MAERS coordinator in order to input all information on MAERS. Follow-up on Section 107 Prison Grant participants was limited to the attainment of their high school diploma or documentation if the participant left the program for any reason. The local EDP is used to fill out the ALP.

#### **H. Staffing and Professional Development**

- Fulton instructors, tutors and administrative staff completed 80 hours of MDOC training in order to implement the program.
- Local pre-service was conducted on testing, CRT, instructional development, EDP's, ALP's, and MAERS in addition to the MDOC training.
- No community college assessment was conducted on the effectiveness of instructional staff.
- Because of the short duration of the Section 107 prison grant, professional development opportunities were limited. All concerns or needs of the staff were addressed in staff meetings or by individual meetings with MDOC or Fulton administrative staff in order to support program goals.
- The majority of professional development needs were handled by specific MDOC administrators in working with this unique population. MDOC staff and personnel were cooperative in making this program a success for the participants as well as the MDOC and Fulton staffs.

#### **I. Tuition/Fees**

- No tuition or fees were charged.

#### **J. Recruitment, Retention and Follow-Up**

- Section 107 participants were recommended by MDOC staff.
- Section 107 participants were compensated for their successful participation in the program. The vast majority of participants indicated that they were pleased to be given the opportunity to earn their high school diploma as part of this project.
- All participants have required MAERS follow-up input on their individual records. Due to the special nature of these participants, only two follow up categories were used. They were: high school diploma attainment, and, if a participant did not complete the program, the section on dropped students was used.

#### **K. Reporting**

- Teachers used EDP's to determine which courses participants needed in order to attain their HSD. Teachers then filled out ALP's which were given to the MAERS coordinator to ensure accurate entry on MAERS.
- On site, teachers and teacher assistants collected data needed for MAERS and the MAERS coordinator input and cross checked all data for Section 107 Prison Grant HSC participants. Lists and data bases were in continual use between staff to ensure all participants were correctly documented on MAERS.

### **PART 2: ANALYSIS OF PERFORMANCE AGAINST USDOE NEGOTIATED LEVELS OF PERFORMANCE.**

#### **A. Significant findings**

- As this was a uniquely designed grant for a very unique population (incarcerated males with seventh grade or above reading levels), EFL gains were minimal due to the short duration of the program.
- The participant outcome goal attainment was excellent. 67 of the 72 (93.05%) enrolled participants earned credits towards their high school diploma. 57 of the 67 (70.16%) participants earned their high school diploma which exceeds the state goal of 54%.

#### **B. Program needs identified for improvement**

- The intensity and special requirements of this grant (which is not renewable) has already sparked many changes towards improvement of the overall Fulton Adult Education program. The program administrator supports all changes for program improvement.
- Those changes include, but are not limited to:
  - i. Better and more complete staff training in all areas.
  - ii. Better understanding of ALP requirements.
  - iii. Better understanding of MAERS requirements.
  - iv. The importance of coordination with outside agency partners.

#### **C. Significant finding on program's success**

- The Fulton Adult Education Program is very pleased with the overall success of the administration of the Section 107 Prison Grant. Considering the short duration of the program, the extra staff needed to implement the program and the specific MDOC and DELEG training required to work with the identified prison participants, the results were outstanding. The FAE program would not hesitate to review all aspects and re-apply for this, or a similar grant, if it were to be offered in the future.

**D. Improved Data**

- This agency is conducting more staff trainings to improve data accuracy, completeness and validity. Staff are in contact with one another daily via telephone, email, and fax regarding any questions or concerns about data. Staff are also attending DELEG, MAERS, and MEGS trainings as offered, to improve all aspects of data collection and transmittal.

Michigan Department of Energy, Labor and Economic Growth  
2008-2009 STATE CORRECTIONAL GRANT TOTAL ADULT EDUCATION BUDGET

[ ] ORIGINAL [ X ] AMENDMENT Amount of Change: \$12,431.00

INSTRUCTIONS: The final expenditures must reflect the TOTAL Adult Education expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.

LEGAL NAME OF APPLICANT: FULTON SCHOOLS				RECIPIENT CODE: 29-050				
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES
132	Secondary learning exp. 7th grade abilities & above instruction 4.5 teachers total hrs=1845.5 3 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00					\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=							\$0.00
	1233.3 4 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00					\$22,982.00
132	Adult Education text books, teaching supplies, & materials for educational instruction & diploma purchase				\$6,135.00			\$6,135.00
132	Mileage from St Louis to Carson City to Ionia Prison Sites for instructional & administrative personnel						\$6,840.00	\$6,840.00
212	Guidance & counseling educational transcripts, EDP development for diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00					\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator & monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00					\$21,262.00
229	Other instructional support staff services MAERS coordinator & monitoring sites/entry 890.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00					\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @ \$18.00 per hour	\$2,900.00	\$700.00					\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour		\$400.00					\$400.00
TOTAL ADULT EDUCATION BUDGET:		\$94,912.00	\$22,182.00	\$0.00	\$6,135.00	\$0.00	\$6,840.00	\$130,069.00
FY2008-2009 Section 107 Funds								
Tuition/Fees Revenues Charged to Adult Education Participants								
College's Share of Budget (Other funds not identified above)								

Michigan Department of Energy, Labor and Economic Growth  
Adult Learning - State Section 107 Program  
2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL EXPENDITURES FOR SECTION 107 FUNDS ONLY

[ ] ORIGINAL [ X ] AMENDMENT Amount of Change: \$ 12,431.00

INSTRUCTIONS: The final expenditures must ONLY reflect the Adult Education State Section 107 expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.						
LEGAL NAME OF APPLICANT: FULTON SCHOOLS						
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	RECIPIENT CODE: 29-050
					CAPITAL OUTLAY	OTHER EXPENSES
						TOTAL EXPENSES
132	Secondary learning exp. 7th grade abilities & above instruction 4.5					\$0.00
	teachers total hrs=1845.53 hrs. @ \$19.00 per hr	\$35,065.00	\$7,695.00			\$42,760.00
132	Secondary learning exp. Classroom aides, support staff 3 total hrs=					\$0.00
	1233.34 hrs @ \$15.00 per hr	\$18,500.00	\$4,482.00			\$22,982.00
132	Adult Education text books, teaching supplies & materials for					\$0.00
	educational instruction & diploma purchase				\$6,135.00	\$6,135.00
132	Mileage from St. Louis to Carson City to Ionia Prison Sites for					\$0.00
	instructional & administrative personnel					\$0.00
212	Guidance & counseling educational transcripts, EDP development for					\$6,840.00
	diploma completion & graduation 551 hrs @ \$25.	\$13,775.00	\$3,334.00			\$17,109.00
226	Supervision & direction of instructional staff, 1 professional coordinator					\$0.00
	& monitor 489 hrs @ \$35.00 per hr	\$17,115.00	\$4,147.00			\$21,262.00
229	Other instructional support staff services MAERS coordinator &					\$0.00
	monitoring sites/entry 390.47 hrs @ \$15 per hr	\$5,857.00	\$1,424.00			\$7,281.00
252	Fiscal Services Accounting Budget Bookkeeper 161.12 hrs @					\$0.00
	\$18.00 per hour	\$2,900.00	\$700.00			\$3,600.00
257	Internal Services Receptionist 108.42 hrs @ \$15.68 per hour					\$0.00
		\$1,700.00	\$400.00			\$2,100.00
TOTALS		\$94,912.00	\$22,182.00	\$0.00	\$6,135.00	\$130,069.00



Michigan Department of Energy, Labor and Economic Growth  
Adult Learning - State Section 107 Program

2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL TUITION/FEES EXPENDITURES ONLY

[ X ] ORIGINAL [ ] AMENDMENT Amount of Change: \$ 0

INSTRUCTIONS: The final expenditures must ONLY reflect the TUITION/FEES expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.

LEGAL NAME OF APPLICANT: FULTON SCHOOLS						RECIPIENT CODE: 29-050			
FUNCTION CODE	FUNCTION TITLE/DESCRIPTION	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENSES	TOTAL EXPENSES	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
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								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
								\$0.00	
TOTALS						\$0.00	\$0.00	\$0.00	\$0.00

2008-2009 STATE CORRECTIONAL ADULT EDUCATION GRANT - FINAL OTHER LOCAL EXPENDITURES ONLY

Amount of Change: \$ 0

INSTRUCTIONS. The final expenditures must ONLY reflect the COLLEGE/OTHER LOCAL expenditures. This form must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Explain each line item indicating function code and the description.

[illegible]