



# Creating Prison-to-Postsecondary Education Pathways

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## 2023 Report to the Legislature

*As required by Second Substitute House Bill 1044, 2021*

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## Legislative Directive

The Washington State Department of Corrections (DOC), the State Board for Community and Technical Colleges (SBCTC), the Washington Student Achievement Council (WSAC), and the Washington Statewide Reentry Council, in collaboration with an organization representing the presidents of the state's public four-year higher education institutions, must submit a combined report, by December 1, 2021, and annually thereafter, to the appropriate legislative committees with oversight of higher education issues and correctional matters, as required by [RCW 72.09.467](#). The state agencies must consult and engage with nonprofit and community-based postsecondary education providers during the annual report development. The combined report must strive to include, where possible, the voices and experiences of current or formerly incarcerated individuals and must include the following:

- A review, disaggregated by demographics, of the number of incarcerated persons served and not served in the department's postsecondary education system, the number of persons leaving the department's custody after one year without a high school equivalency certificate, and the number of persons released without any postsecondary education;
- A review of the department's identification and assessment of incarcerated individuals with learning disabilities, traumatic brain injuries, and other cognitive impairments or disabilities that may limit their ability to participate in educational programming and the barriers to the identification, assessment, and recommendations to further facilitate access to educational programming for these individuals;
- Identification of issues related to ensuring credits earned in credit-bearing courses are transferable and the number of transferable and non-transferable credits awarded;
- A review of transfer policies, including barriers and challenges experienced by individuals, to ensure postsecondary education credits earned while incarcerated transfer seamlessly upon post-release enrollment in a postsecondary education institution;
- The number of persons participating in correspondence courses and completion rates, disaggregated by demographics;
- An examination of the collaboration between correctional facilities, educational programs, nonprofit and community-based postsecondary education providers, and institutions to ensure roles and responsibilities are clearly defined; and
- A review of partnerships with nonprofit and community-based postsecondary education organizations at state correctional facilities that provide accredited certificate and degree programs and reentry services in support of educational goals, including a list of the programs and services offered and recommendations to improve program delivery and access.

## Executive Summary

Second Substitute House Bill (2SHB) 1044 established expanded education services. In Fiscal Year 2023 (FY23), the department continued implementing 2SHB 1044 in collaboration with stakeholders. With the mission to improve public safety by positively changing lives, the department recognizes the transformative power of postsecondary education in a correctional setting. The Washington State Institute for Public Policy (WSIPP) benefit-cost analysis for adult criminal justice reports the program with the highest rate of return is correctional education, specifically postsecondary education (*See Appendix A WSIPP Benefit-Cost Results*). Furthermore, for every dollar invested in education, up to \$19.80 is saved from reduced recidivism.<sup>1</sup>

To support contracted and independently funded education partners to ensure high-quality program delivery, as well as to advance reentry efforts, the department fully supports and is actively working towards implementing improvements identified in 2SHB 1044 to advance and expand postsecondary education opportunities for incarcerated individuals. This legislative report serves as an update on the progress of the implementation of the 2SHB 1044 from July 1, 2022, through June 30, 2023.

The department provides reentry-focused education for incarcerated individuals through an interagency agreement with the SBCTC and eight community colleges. Adult basic education, pre-college, and reentry courses, pre-apprenticeship programs, workforce certificates, and associate degrees are offered. The department maintains partnerships with Clover Park Technical College and independently funded programs in select facilities, including the Black Prisoners' Caucus: Taking Education and Creating History (BPC-TEACH) and the Freedom Education Project Puget Sound (FEPPS).

As the department prepares for Pell Implementation, the DOC initiated a Request for Information from all Washington state colleges interested in providing education programs to individuals utilizing Title IV Pell Grant funds and the Washington College Grant and received fourteen program proposals under review. All financial-aid-eligible education programs will be approved by the DOC, a national accrediting agency, and the U.S. Department of Education. Student access to financial aid is anticipated to commence in July 2024.

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<sup>1</sup> Washington State Institute for Public Policy. (2019, December). Benefit-cost results. WSIPP Reports. <https://www.wsipp.wa.gov/BenefitCost?topicId=2>

## Background

Through a long and vibrant partnership between the DOC, the SBCTC, Washington's community and technical colleges, and nonprofit and private partnerships, Washington has built an educational system that provides opportunities for incarcerated adults to earn a high school equivalency, learn high-wage and high-demand workforce skills, and earn college degrees in accordance with [DOC Policy 500.000 - Education and Vocational Programs in Prisons](#). On average, individuals who participate in correction education programs have 48 percent lower odds of returning to prison than those who do not.<sup>2</sup>

In FY23, the DOC contracted with the SBCTC to provide adult basic education and workforce/technical associate degrees and certificates at each of the state's 12 adult prisons.

Adult basic education provides foundational education to obtain a high school equivalency through the High School + diploma program or a General Educational Development (GED®). The average Washington incarcerated student scores at an eighth-grade level or lower in basic literacy skills. Participation in adult basic education is required for incarcerated individuals who have not achieved a high school equivalency. College providers also provide optional pre-college preparatory courses in English and math, as well as reentry life skills courses.

Additionally, college providers offer accredited associate degrees and certificate programs in high-wage and high-demand areas, as well as state-recognized pre-apprenticeship programs. Select sites also offer associate transfer degree and baccalaureate degree programs through independently funded partnerships and the US Department of Education's Second Chance Pell Experimental Sites Initiative. Program offerings vary by location based on funding, program space, size of the incarcerated population, and infrastructure. *(See Appendix C – Statewide Education Programs by Location)*

The department ensures that education programs remain student-centered by monitoring programs, requiring quarterly and annual performance reports. Education partners are required to use student leadership groups to help inform decisions about programming.

The SBCTC agreement provides incarcerated individuals with education and employment reentry support through a state-wide network of 26 prisons and community-based education Reentry Navigators. The Navigators assist releasing students with transcript requests, financial aid eligibility and applications, education enrollment and registration, and identifying employment and apprenticeship opportunities.

*(See Appendix B – FY23 Education Services fact sheet; and Appendix C – Statewide Education Programs by Location)*

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<sup>2</sup> Yoon, H. (2019, September). *Back to School: A Common-Sense Strategy to Lower Recidivism*. Retrieved from The Vera Institute of Justice: <https://www.vera.org/news/back-to-school-a-common-sense-strategy-to-lower-recidivism>

## Implementation Plan

With the passage of 2SHB 1044, the DOC formed a workgroup of stakeholders included in the statute, as well as additional nonprofit partners and student leadership members to carry out the following goals:

- Expand access and opportunities to postsecondary degree and certificate education programs for persons of color by setting goals and partnering with nonprofit entities and community-based postsecondary education programs with historical evidence of providing education programs for people of color.
- Establish a process for identifying and assessing incarcerated individuals with learning disabilities, traumatic brain injuries (TBI), and cognitive impairments, in addition to providing accommodations for these individuals.
- Provide unofficial transcripts to incarcerated individuals who participated in postsecondary education programs when the individual completes a program, is transferred to another facility, or is released.
- Evaluate an incarcerated individual's educational programming when considering transfers to other facilities or when releasing an individual to their county of origin.
- Contract with the WSIPP to study and report on enrollment, completion rates, and recidivism rates of incarcerated individuals in the postsecondary education system post-release. (Preliminary report due by October 1, 2024, and final report due by October 1, 2027.)
- Produce an annual report with a variety of data and information on incarcerated individuals and postsecondary education.

*(See Appendix D – Reentry Division's Education Modernization Project Implementation Timeline)*

## Communications Plan

In the first year of 2SHB 1044, the department established an educational services webpage so that families, loved ones, and community advocates of incarcerated individuals could access information about the education programs, services, and resources available at each facility. Facility communications were created to share with the incarcerated population the available Federal Pell Grants and a frequently asked questions (FAQ) document about other state and federal financial aid. Education Services also provided an overview to the Statewide Family Council in October 2023.

In FY23, these communications expanded to include sharing information via the Securus tablets to the incarcerated population on the U.S. Department of Education's new Fresh Start initiatives to address defaulted federal student loans and the Federal Student Debt Relief Plan, including steps incarcerated individuals can take to access these programs. The department approved toll-free phone numbers for the population to contact the Federal Student Aid Information Center to inquire about the status of their loans.

## Policy Review

2SHB 1044 removed the legal restriction on participation in vocational and postsecondary degree programs by individuals sentenced to life without the possibility of release. Policy 500.000 - Education and Vocational Programs in Prisons (Policy 500.000) was updated under the urgent-revision process to reflect the new language around eligibility in November 2021. The department advised contracted educational programs to begin allowing participation by the newly eligible incarcerated group in the programs. Messaging to the incarcerated population was sent out via kiosk, notifying prospective students that they may seek a referral from their classification counselors or education staff for vocational and degree programs. These messages provided information that placement into programs will be based on priority considerations, including expected release date, risk and need levels, reported and/or verified education history, and judgment and sentence conditions.

Policy 500.000 was updated again in September 2023 as part of a routine review process. The department reviewed stakeholder and public comments and made minor edits to the policy language. Additional changes will be made as needed regarding implementing Federal and State Financial Aid and further updates to include the process for identifying and assessing individuals with learning disabilities, traumatic brain injury, and other cognitive impairments.

In FY24, the department will review Policy 500.100 - Correspondence Education in Prisons.

Policy reviews were completed related to transfers, education holds, county of origin placements, and providing transcripts as mandated in 2SHB 1044. These requirements were already being implemented, and further changes were not needed.

## Disability Support Services

As directed by 2SHB 1044, the department must establish by rule a process for identifying and assessing incarcerated persons with learning disabilities, TBI, and other cognitive impairments to determine whether the person requires accommodations to effectively participate in education programming, including GED tests and postsecondary education. The department must establish a process to provide accommodations to these individuals.

The department has implemented processes to identify individuals with TBI, and other significant cognitive impairments during the orientation process. Individuals are also asked about their previous education experiences, and if they were engaged in special education services in primary and secondary education. Prospective students are also asked about their education history at the time of enrollment.

Policy 500.000 was recently updated with language amended to account for the requirements of the RCW change. Of note, the policy now requires education providers to follow ADA regulations generally rather than referring to the DOC policy for individuals with disabilities. This change allows students to be referred directly to the education provider's disability services office with the goal of improved responsiveness and service delivery for participants in education programs.

As we work to refine how access services are provided in corrections education, the DOC has reached out to stakeholders and national experts in the field through the Association on Higher Education and Disability as well as the Washington chapter, Washington Association on Postsecondary Education and Disability.

The DOC has convened a policy workgroup with disability services staff from the colleges and universities that currently partner with the department. The team is working to develop how referrals for services will be made, communication protocols between the DOC and the colleges when documentation is needed by the college to determine appropriate accommodations, and how accommodations will be implemented. Parallel to this work is developing internal processes to identify and provide supporting documentation, which may require a psychoeducational evaluation the college may need. It is envisioned that this process will include a review of the individual's previous educational attainment, barriers to access, and appropriate academic support. The goal is to ensure that all covered entities follow the requirements of ADA and develop consistent processes that are predictable for students, faculty, and corrections staff.

The next step in this process is to develop an effective cross-program system for communicating relevant information regarding students. This work is complicated by the overlap of the Family Education Rights and Privacy Act and the Health Insurance Portability and Accountability Act.

In May 2023, Education Services successfully recruited and hired one psychologist certified in conducting psychoeducational assessments to diagnose the presence of a specific learning disability. To date, education providers have initiated a limited number of referrals for education accommodations; however, these referrals have resulted in the individuals being provided reasonable accommodations.

Lastly, the DOC is working with the SBCTC to identify technology solutions for the corrections education laptops that will provide equal access to education materials. These include screen magnification, captioning, and text-to-speech capabilities. The SBCTC is also developing training for faculty on implementing Universal Design in Learning concepts in the classroom that will further remove traditional barriers to academic achievement by addressing the diverse learning needs of students.

## Expanding Equitable Access

In 2020, the WSAC, in partnership with the DOC and the SBCTC, received a grant from the Lumina Foundation to improve postsecondary credential outcomes for incarcerated and reentering populations in Washington. The WSAC successfully contracted with the WSIPP in 2021 to carry out two objectives: (1) to conduct a comprehensive environmental scan and answer a set of research questions to better understand postsecondary educational opportunities and outcomes for incarcerated and formerly incarcerated individuals in Washington state, with a particular emphasis on racial equity, and (2) to determine the feasibility of providing incarcerated students access to state financial aid programs.



The WSIPP conducted research related to the education of incarcerated individuals and those reentering the community after periods of incarceration. Their final report examined enrollment patterns and completion of postsecondary programs for incarcerated individuals, as well as what practices promote or inhibit equitable participation and completion of education programs across racial groups. The WSIPP also reviewed policies, procedures, staffing, investments, etc., and researched best practices from other states and/or national evidence for Washington leadership to consider. The report, a first for Washington state, has become somewhat of a new standard by which the legislature is now invested in ongoing analysis of outcomes that may lead toward future policy changes to increase incarcerated learners' postsecondary pathways.<sup>3</sup>

As summarized by the WSIPP:

*We found that Black, Latino, and other people of color participated in correctional education programs at a greater rate than White individuals while incarcerated. Rates of retention and completion once enrolled were similar across all racial groups, although Black and Latino students were slightly less likely to complete their degree programs. These findings were consistent for both professional/technical degrees and academic transfer degrees . . . We found that Washington already implements many useful practices, chiefly the coordination between the Department of Corrections, community colleges, and other stakeholders and reentry services for formerly incarcerated students. Though barriers to participation still exist, often around funding, eligibility, and course quality, we found that these challenges would not generally limit participation for incarcerated students of color uniquely. However, some policies, particularly those related to student eligibility factors, may indirectly contribute to inequities.<sup>4</sup>*

In FY23, the department concluded its project with the Vera Institute of Justice, Inc. (Vera)'s Race, Equity, and Inclusion (REI) Initiative within the Second Chance Pell program. The REI Initiative supported the department's goal of providing high-quality and equitable education services to its incarcerated population. To meet their potential in promoting social and economic mobility among people impacted by incarceration, college-prison partnerships must develop policies, procedures, and practices to increase racially equitable access, completions, and outcomes for their programs. As a part of this pilot program, the department is also engaged in a cross-state learning model with the Departments of Corrections and education partners in Michigan and Oklahoma.

The department and Vera worked together under this Initiative to inform policies, procedures, and practices to achieve these important goals. This work also includes collaboration with FEPPS, Tacoma Community College, Walla Walla Community College, student voice councils, and Second Chance Pell student participants.

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<sup>3</sup> Hundson, H. (2021). Lumina Foundation Grant Report, Supporting Incarcerated and Re-entering Learners (Grant 1907-1110554). Washington Student Achievement Council.

<sup>4</sup> Knoth, L., & Fumia, D. (2021). Postsecondary Program participation and completion patterns among individuals incarcerated in Washington State prisons (Document Number 21-06- 1901). Olympia: Washington State Institute for Public Policy.

As part of this project, Vera, the Colleges, and the DOC conducted several feedback sessions with Student Voice Councils at Coyote Ridge Corrections Center (CRCC) and the Washington Corrections Center for Women (WCCW) to discuss student feedback and barriers to education. Common themes included: lack of communication with the college, limited access to technology, desire for more student support to include study space and tutoring, improved career counseling and connection to the workforce, more programming pathways, more transferability of credits between programs from different colleges, and concerns about lack of clarity during the orientation and recruitment process.

Through Vera's Race, Equity, and Inclusion project, self-assessments, work plans, etc. the DOC and the Colleges have identified an Area(s) of Focus to collaborate on in FY24:

- Develop recruitment strategies to target diverse groups.
- Improve data collection and sharing between agencies to align ethnicity data.
- Use data to inform decision-making for student success, equity of access, program offerings, and strategic expansion of programs.

## Education Program Data

### Education Data at Release

The DOC conducted a review, disaggregated by demographics, of the number of persons leaving the department's custody after one year without a high school equivalency certificate.

In reviewing this data, a primary focus for the DOC and the SBCTC in FY23 is to reduce the number of individuals released without a high school equivalency. This work includes implementing special education policies and accommodations, reviewing waitlists and high school verifications, priority enrollment for individuals closest to release, and mitigation of the impacts of COVID-19 programming restrictions.

Below is the data for FY23 related to education level at the time of release. This report provides aggregate education information for individuals released during FY23. Individuals are identified as "YES" in the table below if they have a verified high school (HS) diploma or HS equivalency before their release during FY23. Only individuals who were incarcerated for 365 days or more were included. Education information that could not be verified is listed as "NO." Individuals may have already received their high school education before incarceration or during a previous period of confinement.

### FY23 DOC Releases Education Level – High School Equivalency

FY 2023 Releases		Verified High School Education at Release					
GENDER <input type="checkbox"/>	RACE	NO		YES		Total Count	Total %
		Count	%	Count	%		
MALE	WHITE	191	13.1%	1268	86.9%	1459	100.0%
	BLACK	84	20.7%	322	79.3%	406	100.0%
	HISPANIC	137	31.9%	292	68.1%	429	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	24	16.4%	122	83.6%	146	100.0%
	ASIAN/PACIFIC ISLANDER	25	25.3%	74	74.7%	99	100.0%
	OTHER	2	22.2%	7	77.8%	9	100.0%
	UNKNOWN	2	14.3%	12	85.7%	14	100.0%
<b>MALE Total</b>		<b>465</b>	<b>18.1%</b>	<b>2097</b>	<b>81.9%</b>	<b>2562</b>	<b>100.0%</b>
FEMALE	WHITE	25	22.5%	86	77.5%	111	100.0%
	BLACK	4	22.2%	14	77.8%	18	100.0%
	HISPANIC	10	41.7%	14	58.3%	24	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	2	15.4%	11	84.6%	13	100.0%
	ASIAN/PACIFIC ISLANDER	3	60.0%	2	40.0%	5	100.0%
	UNKNOWN		0.0%	1	100.0%	1	100.0%
<b>FEMALE Total</b>		<b>44</b>	<b>25.6%</b>	<b>128</b>	<b>74.4%</b>	<b>172</b>	<b>100.0%</b>
<b>Grand Total</b>		<b>509</b>	<b>18.6%</b>	<b>2225</b>	<b>81.4%</b>	<b>2734</b>	<b>100.0%</b>

### FY23 DOC Releases Education Level – Postsecondary Certificate of Degree

FY 2023 Releases		WADOC Post-Secondary Degree at Release					
GENDER <input type="checkbox"/>	RACE	NO		YES		Total Count	Total %
		Count	%	Count	%		
MALE	WHITE	1287	88.2%	172	11.8%	1459	100.0%
	BLACK	359	88.4%	47	11.6%	406	100.0%
	HISPANIC	392	91.4%	37	8.6%	429	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	127	87.0%	19	13.0%	146	100.0%
	ASIAN/PACIFIC ISLANDER	86	86.9%	13	13.1%	99	100.0%
	OTHER	8	88.9%	1	11.1%	9	100.0%
	UNKNOWN	12	85.7%	2	14.3%	14	100.0%
<b>MALE Total</b>		<b>2271</b>	<b>88.6%</b>	<b>291</b>	<b>11.4%</b>	<b>2562</b>	<b>100.0%</b>
FEMALE	WHITE	100	90.1%	11	9.9%	111	100.0%
	BLACK	16	88.9%	2	11.1%	18	100.0%
	HISPANIC	22	91.7%	2	8.3%	24	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	11	84.6%	2	15.4%	13	100.0%
	ASIAN/PACIFIC ISLANDER	4	80.0%	1	20.0%	5	100.0%
	UNKNOWN	1	100.0%		0.0%	1	100.0%
<b>FEMALE Total</b>		<b>154</b>	<b>89.5%</b>	<b>18</b>	<b>10.5%</b>	<b>172</b>	<b>100.0%</b>
<b>Grand Total</b>		<b>2425</b>	<b>88.7%</b>	<b>309</b>	<b>11.3%</b>	<b>2734</b>	<b>100.0%</b>

## Education Program Participation by Ethnicity

In FY23, a total of 5,269 unduplicated incarcerated individuals participated in corrections education through SBCTC colleges and nonprofit and private partnerships. This is approximately 43% of the average daily prison population. Below is a summary of all students disaggregated by ethnicity for all education programs (adult basic education and postsecondary) and postsecondary only (23% of the average daily prison population). Throughout the remainder of this document, data will also be shared by individual partnerships.

### All Education Programs FY 23 Incarcerated Student Headcount by Ethnicity

Ethnicity	FY23 headcount	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	218	4.1%	5.4%
Asian or Pacific Islander	163	3.1%	4.4%
Black	807	15.3%	17.6%
Latino/Hispanic	674	12.8%	16.2%
Other Race	640	12.1%	0.4%
White	2118	40.2%	55.2%
Unreported/Unknown	649	12.3%	0.7%
<b>Total</b>	<b>5,269</b>	<b>100%</b>	<b>100%</b>

### Postsecondary Programs FY 23 Incarcerated Student Headcount by Ethnicity

Ethnicity	FY23 headcount	% of enrolled students	Comparison to % of all DOC	FY23 Unserved Headcount
American Indian/Alaska Native	106	3.6%	5.4%	586
Asian or Pacific Islander	94	3.2%	4.4%	470
Black	510	17.4%	17.6%	1746
Latino/Hispanic	269	9.2%	16.2%	1807
Other Race*	342	11.6%	0.4%	-291
White	1321	45.0%	55.2%	5753
Unreported/Unknown*	295	10.0%	0.7%	-205
<b>Total</b>	<b>2,937</b>	<b>100%</b>	<b>100%</b>	<b>9,866</b>

\* Due to differences in calculations for race and ethnicity by college systems and DOC, "Other" and "Unreported" student headcounts are reported at a higher percentage than the department's demographic reports. The total number of individuals not served based on the FY23 June Average Daily Population is 9,866.

A comprehensive and detailed review of participation and completions, disaggregated by demographics, can be found in the aforementioned WSIPP study, [Postsecondary Program Participation and Completion Patterns Among Individuals Incarcerated in Washington State Prisons](#).<sup>5</sup>

## Education Postsecondary Credits Earned

All education postsecondary credits offered within corrections education programs, except for those offered through Correspondence Education, are transferrable in WA state higher education systems and all programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Correspondence modalities are not recognized by NWCCU. Students who participate in correspondence education with out-of-state colleges may or may not be able to transfer credits earned at the discretion of the WA State schools. The DOC does not receive credit data for correspondence courses.

The chart below highlights the number of college credits incarcerated students earn through SBCTC colleges and nonprofit and private partnerships.

### Postsecondary Credits Earned

Program Type	Credits
DOC/SBCTC Interagency Agreement	33,042.50
Second Chance Pell & Nonprofit Partners	1,936.00
<b>Total</b>	<b>34,978.50</b>

## Washington State Board for Community & Technical Colleges

Through the interagency agreement between the DOC, the SBCTC, and Washington’s community and technical colleges, the state has built an educational system that provides opportunities for justice-involved individuals to achieve their high school equivalency, prepare for college, learn high-wage and high-demand workforce skills, and, in some cases, earn college degrees.

The SBCTC and the department are focusing on the following areas for program development and improvement in FY23 and FY24: Increase the number of students obtaining their high school equivalency prior to release in FY23 and FY24, to include collaboration on the implementation of forthcoming Special Education policies, procedures, and accommodations for students where applicable.

1. Alignment of adult basic education, vocational, and academic programming across 11 prisons, where applicable, for increased transferability and student completions.
2. Develop a process for Federal Pell Grant reinstatement in FY23 to be implemented in FY24, including assisting incarcerated persons participating in state-funded postsecondary and vocational education to access Federal and State Financial Aid.

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<sup>5</sup> Knoth, L., & Fumia, D. (2021). Postsecondary Program participation and completion patterns among individuals incarcerated in Washington State prisons (Document Number 21-06- 1901). Olympia: Washington State Institute for Public Policy

3. Develop a process for transferability of vocational and academic degree and certificate programs to four-year postsecondary degrees.

In FY23, Washington's community colleges' corrections education programs accomplished the following:<sup>6</sup>

- 219 students earned their GED®, and 1,472 single-subject exams were passed in Mathematical Reasoning, Reasoning Through Language Arts, Social Studies, and Science.
- 351 students earned their high school diploma through the High School+ (HS+) competency-based degree program. This is an increase of 77% from the previous year.
- 60 students earned associate degrees comprised of transferable credits.
- Colleges expanded opportunities for training in high-demand, high-wage employment and awarded 511 vocational certificates and degrees.
- Washington Community Colleges served 4,979 incarcerated individuals. Colleges worked with 2,277 of their contracted targets of 3,217 full-time equivalent students (FTEs).<sup>7</sup> This represents a 70% target rate as education programming transitioned to a post-covid climate.
  - Enrolled students consisted of 91% males and 9% females. In FY23, the department's incarcerated population consisted of 94.3% males and 5.7% females.
- Prison-based college education reentry navigators reported serving 2,417 justice-involved individuals as they entered the DOC and an additional 7,200 individuals as they transferred throughout the prison system.
- Community-based college education Reentry Navigators reported serving 1,718 justice-involved individuals. Community-based college education reentry navigators reported enrolling 732 students, with 713 continuing to subsequent quarter enrollment and 50 graduating.
- As COVID-19 mitigation measures continued to evolve, the DOC partnered with the Colleges to implement several safe practices to slow the spread of the virus. These efforts included reducing classroom density and population cross-mitigation. These necessary measures reduced the number of students who could be served in the classroom.

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<sup>6</sup> Al-Zubaidy, H. (2023) Annual Report to the Department of Corrections for 2022-2023 Academic Year. State Board of Community & Technical Colleges.

<sup>7</sup> Full-Time Equivalent Students (FTES) is a measure of college effort to deliver instruction. One FTE is equal to 45 credits of annual enrollment or 15 credits of quarterly enrollment.

### SBCTC FY23 - Academic and Workforce Outcomes

Award Type	FY23	FY22	FY21
High School Equivalency (GED®)	219	181	311
High School Diplomas (HS+)	351	158	85
Vocational Certificates/Degree	511	381	522
Vocational Certificate: 45-89 credits	135	127	195
Vocational Certificate: 20-44 credits	206	95	164
Vocational Certificate: 1-19 credits	170	159	163
Associate Degrees: 90+ credits	60	80	83
<b>Total</b>	<b>1,141</b>	<b>800</b>	<b>1,001</b>

### SBCTC FY23 - Student Headcount by Ethnicity

Ethnicity	FY22* headcount	FY23* headcount	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	181	204	4%	5.4%
Asian or Pacific Islander	166	144	3%	4.4%
Black	693	738	15%	17.6%
Latino/Hispanic	577	653	13%	16.2%
Other Race	504	630	13%	0.4%
White	1907	1,966	39%	55.2%
Unreported/Unknown	549	644	13%	0.7%
<b>Total</b>	<b>4577</b>	<b>4,979</b>	<b>100%</b>	<b>100%</b>

\*Unduplicated.

### SBCTC FY23 - Student Headcount by Age and Program Area

Age Group	Basic Skills	Vocational	Total Headcount
Under 22	107	15	122
22-34	1,543	1,022	2,574
35-44	943	999	1,948
45-59	531	510	1,047
60 and Over	84	101	185
<b>Duplicated Site Total</b>	<b>3,208</b>	<b>2,647</b>	<b>5,876</b>

To support students, the SBCTC through its colleges, provided the following prison-based correctional education services to include the following for FY23:

1. Reception Center Services: Evaluated educational levels and developed educational plans for people who enter the department's supervision at the two-state reception centers.
2. Provided educational offerings in Intensive Management Units, Special Offender Units, and Skill Builder Units that are not funded through the FTE enrollment model.
3. Provided student services to incarcerated students with in-prison college navigators to include:
  - a. Participating in facility orientations and recruiting students.
  - b. Providing training and information to counselors.
  - c. Coordinating educational plans with counselors.
  - d. Assisting students with applying for college including completing financial aid applications.
  - e. Referring students to additional on-campus assistance.
  - f. Explaining workforce and Adult Basic Education program requirements including access to employment data on specific programs.
  - g. Delivering college placement tests.
  - h. Assisting students with acquiring transcripts from previous educational programs.
  - i. Coordinate with Community-Based Correctional Education Services to facilitate a smooth transition from prison to postsecondary education and apprenticeship programs.
  - j. Documenting navigation services to students in OMNI.
4. Provided computer support and access for students in Computer Lab and Tutoring Centers to include:
  - a. Access to computers outside of scheduled instructional time for incarcerated students in adult basic education, professional-technical programs, and reentry.
  - b. Access for students to develop their reentry portfolio, practice computer skills through self-guided software tutorials, and complete homework assignments.
  - c. Tutoring services.
  - d. Support for other instructional technology.
  - e. Monitoring of student use of computers to ensure compliance with Department and College policies.
  - f. Documentation of computer lab and tutoring center use in OMNI.

The SBCTC, through its colleges, provided Community-Based Correctional Education Services to recruit, enroll, and retain formerly incarcerated students and individuals under supervision into academic, vocational, and pre-college programs, to include:

1. Coordinating with regional and local Community Corrections offices, Community Corrections Officers, and community Reentry staff including training on educational opportunities available through the community college.
2. Outreach with incarcerated students to recruit and educate incarcerated individuals about opportunities in the community college system.
3. Collaborating with prison-based corrections education programs to facilitate a seamless transition for participants.



4. Assisting participants with enrollment, financial aid applications, career planning, and referrals to apprenticeship programs and support services.
5. Connecting and co-enrolling participants in other support services available at the college including, when eligible, Basic Food Employment and Training, WorkFirst, Worker Retraining, and services provided under the Workforce Innovation and Opportunity Act.
6. Developing peer-mentoring programs and facilitating the creation of student support groups made up of formerly incarcerated individuals.
7. Tracking referrals through the OMNI system for currently incarcerated individuals and individuals under DOC supervision. Tracking enrollment and completion outcomes of all individuals served in the program.

A comprehensive and detailed Corrections Education Annual Report – FY2022-2023 by the Washington SBCTC can be accessed online: [Washington’s College in Prisons Program Research Reports](#).<sup>8</sup>

## Correspondence Education

Correspondence education allows individuals to participate in self-paid postsecondary academic, vocational, and theology programs. Courses are completed through the mail with an accredited educational institution recognized by the WSAC and the U.S. Department of Education.

During July 1, 2022, and June 30, 2023, 95 students participated in correspondence courses, with one completing a program.

### Correspondence Education FY23 - Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	3.2%	5.4%
Asian or Pacific Islander	5.3%	4.4%
Black	30.5%	17.6%
Latino/Hispanic	12.6%	16.2%
Other Race	2.1%	0.4%
White	46.3%	55.2%
Unreported/Unknown	0%	0.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>

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<sup>8</sup> Al-Zubaidy, H. (2023) Annual Report to the Department of Corrections for 2022-2023 Academic Year. State Board of Community & Technical Colleges.

## Second Chance Pell Program

Centralia College and Walla Walla Community College were selected as Second Chance Pell Grant participants and currently offer postsecondary education through this pilot program at Coyote Ridge Corrections Center (CRCC), Washington Corrections Center (WCC), and Cedar Creek Corrections Center (CCCC). In FY23, Centralia College served 54 students at WCC and 28 students at CCCC through a Direct-Transfer Associate of Arts degree, including 6 graduates.

Walla Walla Community College served 46 students at CRCC through a Bachelor of Applied Science (BAS), Business Management degree, including nine students from the inaugural class graduating from the BAS program. This program provides an opportunity for students to continue after completing the DOC-funded Business Administration Associates of Applied Science Degree.

### Second Chance Pell FY23 – Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	8.6%	5.4%
Asian or Pacific Islander	6.3%	4.4%
Black	22.7%	17.6%
Latino/Hispanic	6.3%	16.2%
Other Race	1.6%	0.4%
White	50.8%	55.2%
Unreported/Unknown	3.9%	0.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>

## Community-Based and Nonprofit Partnerships

In addition to the services provided through an interagency agreement with the SBCTC, several other valued partners provide college-level accredited courses for certificate, associate, and baccalaureate degrees and enrichment studies. These partners include:

- Black Prisoners' Caucus – Taking Education and Creating History
- Clover Park Technical College
- Freedom Education Project Puget Sound
- The Evergreen State College

The above-listed educational partners were managed by different divisions of the department, dependent on their funding/staffing status (i.e., contractors or volunteers). The department has since moved these partners under the Reentry Division – Education Services Unit to better serve incarcerated students, regardless of the education program in which they are involved.

As a part of this realignment, the department collaborated with community-based and non-profit partners to formalize relationships through interagency agreements and/or contracts within the Reentry

Division. This process allows for a more comprehensive collection of data amongst all education partners, not just those serving under the SBCTC interagency agreement. The DOC will also partner with community-based and non-profit partners who seek to utilize federal and state financial aid in education programming.

The COVID-19 pandemic has limited community-based and nonprofit programming in FY23 due to facility-wide quarantines and restrictions on access to facilities for community-based volunteers. During the Winter Quarter 2022, the department resumed normal programming operations.

The BPC-TEACH, which has previously provided programming at Clallam Bay Corrections Center (CBCC), Stafford Creek Corrections Center (SCCC), and WCC, did not operate during FY 23. The department was close to completing a contract with Fabian’s Fund, fiscal sponsor to TEACH, in the Fall of 2022. However, the BPC has since decided to change fiscal sponsors. The department is working with the BPC Community Group to reestablish a contract for operations.

Clover Park Technical College, which contracts with the department to provide a Cosmetology program at the WCCW, served 13 students in FY23 and had three students complete the program and receive their license for Hair Design from the Department of Licensing.

The FEPPS, a privately funded nonprofit organization based in Seattle, provides college programming at the WCCW. Programming includes a Direct Transfer Associate Degree through Tacoma Community College and a Bachelor of Arts in Liberal Studies through the University of Puget Sound. In FY23, the FEPPS served 54 students, and 12 women graduated with a Direct Transfer Associate Degree. They anticipate the completion of their inaugural cohort of the Bachelor of Arts program in FY24.

**FEPPS FY23 - Student Percentage by Ethnicity**

<b>Ethnicity</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>
American Indian/Alaska Native	0%	5.4%
Asian or Pacific Islander	9.3%	4.4%
Black	18.5%	17.6%
Latino/Hispanic	0%	16.2%
Other Race	7.4%	0.4%
White	64.8%	55.2%
Unreported/Unknown	0%	0.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>

In FY23, The Evergreen State College received state funding to develop and expand current correction education programs offered by the DOC. The college appointed a project implementation team and collaborated with stakeholders to plan Bachelor of Arts degree pathways, in collaboration with existing education partners. The college also engaged in listening sessions with incarcerated students, select

DOC staff, and education partners to learn about education interests, needs, barriers, and potential places for collaboration. In FY24, The Evergreen State College is planning to start a Bachelor of Arts degree program at SCCC and will collaborate with Grays Harbor College to develop a 2+2 degree pathway model.

## Implementation of Federal and State Financial Aid

The Consolidated Appropriations Act of 2021 reinstated the ability for incarcerated individuals to access Pell Grants in pursuit of postsecondary education. The Department of Education published its [final regulations](#) related to these changes on October 27, 2022.

Incarcerated individuals will also be eligible for the Washington College Grant (formerly the State Need Grant). The Washington College Grant program was created to provide a statewide free college program for eligible participants and greater access to postsecondary education for Washington residents to attain a postsecondary credential and qualifications needed to compete for job opportunities, as required by RCW 28B.92.200.

The availability of federal and state financial aid will provide significant benefits to incarcerated students through the expansion of postsecondary educational opportunities up to a bachelor's degree and increase program efficacy through the U.S. Department of Education's "Best Interest of Students" criteria for all approved Prison Education Programs (PEPs), academic Accreditor evaluations, and DOC program reviews. The department will be able to expand access to education for students through diversified funding sources and expand and enhance educational offerings, student support services, and investments in improved classroom technology.

DOC Education Services conducted a thorough review of the final rules, RCWs, and DOC policies to identify implementation strategies for federal and state financial aid. Through this process, the department discovered a roadblock within existing RCW 72.09.460(4) that requires the DOC to pay for all educational programming required to qualify for work upon release or to meet an individual's reentry plan. This requirement prevents students from using financial aid resources such as Pell and Washington College Grants while incarcerated.

In an effort to remove this barrier, the department will be seeking DOC Agency Request Legislation (Z-0464.2 Bill Request - Concerning financial aid grants for incarcerated students) in the 2024 legislative session to amend RCW 72.09.460, allowing incarcerated students to use federal and state financial aid for corrections education programs. The department's request includes the support of the following stakeholders: Paul Francis, M.P.A., Executive Director at the SBCTC; Brad Johnson, Ph.D., Provost and Executive Vice President at Western Washington University; Sheila Edwards Lange, Ph.D., Chancellor at the University of Washington Tacoma; Michael P. Meotti, J.D., Executive Director at the WSAC; and Sonny Ramaswamy, Ph.D., President at Northwest Commission on Colleges and Universities.

While awaiting legislative change, the DOC is moving forward with implementation plans. If the RCW is successfully changed, the DOC anticipates approved financial aid-eligible degree pathways to begin accessing Pell in July 2024.

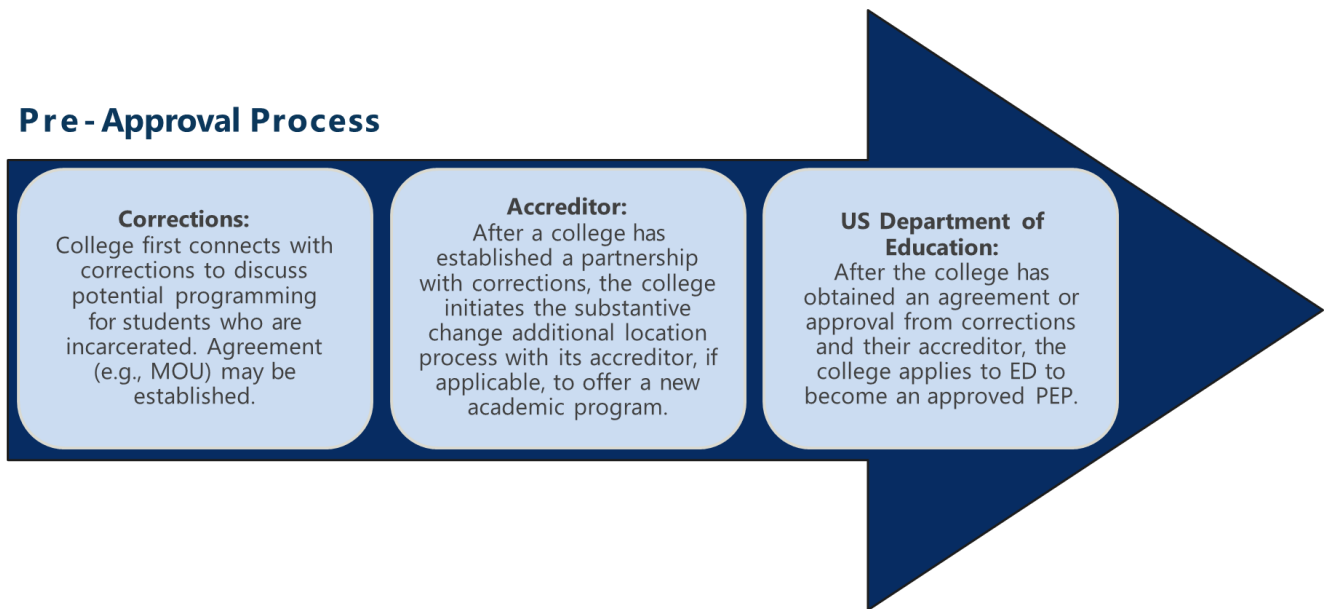
After soliciting all public and nonprofit colleges and universities in Washington state, the DOC initiated a Request for Information on February 3, 2023, to gauge the interest of current and prospective partners, with a priority consideration submission date of March 31, 2023. The department received fourteen submissions from eight (8) existing partners and six (6) prospective partners, including five (5) four-year institutions. The DOC has two (2) additional submissions pending.

Interest in partnering to provide expanded pathways for incarcerated individuals includes the following higher education institutions: the SBCTC, including eight (8) community and technical colleges that partner directly with the DOC, Central Washington University, The Evergreen State College, University of Puget Sound, University of Washington Tacoma, Washington State University, Western Washington University, and Whitworth University.

The DOC met with all institutions to review proposals and issued “Letters of Intent” to partner with nine (9) colleges to provide thirteen Pell-eligible degree pathways in facilities. This is required for colleges to move to the Accreditor stage of approval, per the U.S. Department of Education. The DOC also hosted a virtual WA State Information Session in partnership with the Northwest Commission of Colleges and Universities, Vera, and the WSAC.

### Determining Eligible Prison Education Program

#### Pre - Approval Process



The department continues to work with stakeholders including Vera to provide technical assistance regarding the program approval process, reviewing practices through the lens of racial equity, and identifying qualitative measures for making “Best Interest of Students” determination as described in 34 CFR § 668(P) such as ensuring students have access to financial aid, academic advising, and other services in similarly to non-incarcerated students.

In order to receive approval to be a Prison Education Program (PEP) under the U.S. Department of Education, colleges must meet a “Best Interest of Students Criteria” review determined by the oversight entity. The oversight entity must engage in stakeholder feedback when developing the Best

Interest from representatives of students who are incarcerated, organizations representing individuals who are confined or incarcerated, state higher education executive offices, and accrediting agencies.

To be eligible for Pell grant funding, colleges must meet the following indicators:

- Comparable experience, credentials, and turnover of faculty
- Comparable transferability of credits
- Comparable academic and career advising while incarcerated and in advance of reentry
- Ability for students to continue their education at any location of the college post-release.  
(This may require colleges to modify their existing admissions practices.)

Statewide Education Navigators are working with incarcerated individuals who may have student loan debt and/or default loans to access the U.S. Department of Education's Fresh Start program and the Biden Administration's Student Loan Debt Relief Plan to remove barriers to accessing federal and state financial aid during incarceration and post-release.

## Future Studies and Data

A further study by the WSIPP must be conducted to study enrollment, completion, and recidivism rates of incarcerated individuals in the postsecondary education system post-release. A preliminary report is due October 1, 2024, and a final report is due October 1, 2027. The WSIPP must study:

- Patterns and effects on post-release enrollment and participation in the community and technical college system by individuals who, while incarcerated, participated in postsecondary education;
- Differential outcomes for individuals participating in various types of postsecondary education courses, certificates, and degree programs;
- Changes in enrollment and completion of postsecondary education courses, certificate programs, and degree programs due to the expansion in postsecondary education programming; and
- Recidivism outcomes other than incarceration for individuals who participated in postsecondary education while incarcerated.

The WSIPP has begun the initial phase of this study and is working with the department and the Education Research and Data Center (ERDC) to receive data in early 2024. The study is currently being reviewed by the Washington State Institutional Review Board (WSIRB).

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [Technical Documentation](#).

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

## Adult Criminal Justice

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
Employment counseling and job training (transitional reentry from incarceration into the community)	Aug. 2016	\$46,675	\$13,463	\$33,212	(\$2,563)	\$44,112	\$18.21	89 %
Offender Reentry Community Safety Program (for individuals with serious mental illness)	Apr. 2012	\$73,398	\$25,097	\$48,302	(\$38,600)	\$34,798	\$1.90	97 %
Circles of Support and Accountability	Nov. 2016	\$30,073	\$7,299	\$22,774	(\$4,117)	\$25,956	\$7.30	92 %
Correctional education (post-secondary education)	Jul. 2016	\$25,972	\$7,084	\$18,889	(\$1,316)	\$24,657	\$19.74	100 %
Drug Offender Sentencing Alternative (for persons convicted of drug offenses)	Nov. 2016	\$23,912	\$7,113	\$16,799	(\$1,714)	\$22,198	\$13.95	99 %
Vocational education in prison	Jul. 2016	\$18,801	\$5,210	\$13,591	(\$1,575)	\$17,226	\$11.94	98 %
Case management ("swift, certain, and fair") for drug-involved persons	Nov. 2016	\$15,801	\$4,600	\$11,201	\$401	\$16,202	n/a	99 %
Electronic monitoring (probation)	Dec. 2014	\$14,558	\$4,114	\$10,443	\$1,198	\$15,756	n/a	93 %
Mental health courts	Oct. 2016	\$18,144	\$5,260	\$12,884	(\$3,266)	\$14,878	\$5.56	96 %
Intensive supervision (surveillance and treatment)	Dec. 2016	\$13,900	\$4,113	\$9,787	(\$856)	\$13,045	\$16.25	100 %
Reentry courts	Aug. 2016	\$17,795	\$5,422	\$12,373	(\$5,182)	\$12,613	\$3.43	95 %
Inpatient or intensive outpatient drug treatment during incarceration	Nov. 2016	\$13,762	\$3,840	\$9,921	(\$1,358)	\$12,403	\$10.13	98 %
Therapeutic communities (in the community) for individuals with co-occurring disorders	Nov. 2016	\$17,418	\$5,158	\$12,259	(\$5,364)	\$12,053	\$3.25	66 %
Correctional education (basic skills)	Jul. 2016	\$12,680	\$3,547	\$9,133	(\$1,316)	\$11,364	\$9.64	98 %
Drug Offender Sentencing Alternative (for persons convicted of property offenses)	Nov. 2016	\$13,047	\$3,992	\$9,056	(\$1,714)	\$11,334	\$7.61	71 %
Outpatient or non-intensive drug treatment during incarceration	Nov. 2016	\$11,080	\$3,051	\$8,029	(\$788)	\$10,291	\$14.05	99 %
Outpatient or non-intensive drug treatment in the community	Nov. 2016	\$10,864	\$3,235	\$7,629	(\$810)	\$10,055	\$13.42	100 %
Electronic monitoring (parole)	Dec. 2014	\$8,679	\$2,149	\$6,531	\$1,198	\$9,878	n/a	100 %
"Swift, certain, and fair" supervision	Jan. 2017	\$9,703	\$2,672	\$7,031	\$71	\$9,775	n/a	64 %
Therapeutic communities (during incarceration) for individuals with substance use disorders	Nov. 2016	\$11,796	\$3,131	\$8,665	(\$2,315)	\$9,481	\$5.09	65 %
Drug courts	Aug. 2016	\$14,620	\$5,132	\$9,488	(\$5,182)	\$9,438	\$2.82	100 %
Serious and Violent Offender Reentry Initiative (SVORI)	Aug. 2016	\$24,014	\$8,558	\$15,456	(\$15,285)	\$8,729	\$1.57	90 %
Risk Need and Responsivity supervision (for individuals classified as high- and moderate-risk)	Dec. 2016	\$10,036	\$3,085	\$6,951	(\$1,444)	\$8,592	\$6.95	98 %
Cognitive behavioral therapy (CBT) (for individuals classified as high- or moderate-risk)	Dec. 2016	\$9,270	\$2,866	\$6,404	(\$1,470)	\$7,800	\$6.31	97 %
Therapeutic communities (in the community) for individuals with substance use disorders	Nov. 2016	\$10,810	\$3,247	\$7,562	(\$3,985)	\$6,825	\$2.71	59 %
Case management (not "swift, certain, and fair") for drug-involved persons	Nov. 2016	\$6,634	\$1,653	\$4,980	(\$406)	\$6,228	\$16.36	59 %
Correctional industries in prison	Jul. 2016	\$6,480	\$1,791	\$4,689	(\$511)	\$5,969	\$12.68	100 %
Housing assistance without services	Aug. 2016	\$8,006	\$2,601	\$5,405	(\$2,112)	\$5,895	\$3.79	92 %

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
Work release	Jul. 2016	\$4,483	\$1,122	\$3,362	\$530	\$5,013	n/a	99 %
Police diversion for low-severity offenses (pre-arrest)	Mar. 2017	\$4,114	\$1,171	\$2,943	\$584	\$4,698	n/a	87 %
Day reporting centers	Oct. 2016	\$8,287	\$2,984	\$5,303	(\$4,197)	\$4,090	\$1.97	76 %
Employment counseling and job training with paid work experience in the community	Aug. 2016	\$9,366	\$3,560	\$5,806	(\$5,657)	\$3,709	\$1.66	59 %
Treatment in the community for individuals convicted of sex offenses	Jan. 2017	\$4,169	\$1,235	\$2,934	(\$2,546)	\$1,623	\$1.64	59 %
Treatment during incarceration for individuals convicted of sex offenses	Jan. 2017	\$6,226	\$1,886	\$4,340	(\$4,817)	\$1,409	\$1.29	62 %
Restorative justice conferencing	Feb. 2017	\$2,391	\$911	\$1,480	(\$1,166)	\$1,225	\$2.05	56 %
Jail diversion for individuals with mental illness (post-arrest)	Mar. 2017	\$431	(\$23)	\$455	\$726	\$1,158	n/a	51 %
Intensive supervision (surveillance only)	Dec. 2016	\$438	\$142	\$296	(\$113)	\$325	\$3.88	53 %
Employment counseling and job training in the community	Aug. 2016	\$1,320	\$676	\$644	(\$2,069)	(\$749)	\$0.64	41 %
Sex offender registration and community notification	Nov. 2016	(\$1,942)	(\$399)	(\$1,543)	(\$369)	(\$2,311)	(\$5.27)	32 %
Inpatient or intensive outpatient drug treatment in the community	Nov. 2016	(\$1,637)	(\$121)	(\$1,517)	(\$937)	(\$2,574)	(\$1.75)	47 %
Life skills education	Dec. 2016	(\$1,711)	(\$295)	(\$1,417)	(\$1,206)	(\$2,917)	(\$1.42)	35 %
Driving Under the Influence (DUI) courts	Aug. 2016	\$4,609	\$2,676	\$1,933	(\$8,246)	(\$3,638)	\$0.56	19 %
Domestic violence perpetrator treatment (Duluth-based model)	Aug. 2014	(\$2,242)	(\$424)	(\$1,817)	(\$1,525)	(\$3,767)	(\$1.47)	24 %
Violence reduction treatment	Dec. 2016	(\$399)	\$604	(\$1,004)	(\$5,346)	(\$5,746)	(\$0.07)	28 %
Housing assistance with services	Aug. 2016	\$1,184	\$2,086	(\$902)	(\$12,168)	(\$10,984)	\$0.10	3 %
Community-based correctional facilities (halfway houses)	Aug. 2016	(\$6,327)	(\$509)	(\$5,818)	(\$8,823)	(\$15,150)	(\$0.72)	0 %
Police diversion for individuals with mental illness (pre-arrest)	Mar. 2017	(\$13,787)	(\$1,998)	(\$11,790)	(\$5,030)	(\$18,817)	(\$2.74)	24 %
Injectable naltrexone for opioid use disorder for adults post-release	Mar. 2021	(\$2,939)	\$1,083	(\$4,022)	(\$17,437)	(\$20,376)	(\$0.17)	0 %
Methadone for opioid use disorder for adults post-release	Apr. 2021	(\$9,168)	\$216	(\$9,383)	(\$19,599)	(\$28,766)	(\$0.47)	0 %
<b>Policy</b>								
For individuals classified as lower risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$4,523)	(\$888)	(\$3,636)	\$6,185	\$1,661	n/a	68 %
For individuals classified as moderate risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$15,984)	(\$2,559)	(\$13,425)	\$6,185	(\$9,799)	n/a	8 %
For individuals classified as high risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$34,252)	(\$4,936)	(\$29,316)	\$6,185	(\$28,068)	n/a	0 %
<b>Police (results per-officer)</b>								
Deploy one additional police officer with hot spots strategies	Oct. 2013	\$540,287	\$70,181	\$470,106	(\$101,608)	\$438,679	\$5.32	100 %
Deploy one additional police officer with statewide average practices	Oct. 2013	\$470,312	\$60,618	\$409,694	(\$96,769)	\$373,543	\$4.86	100 %



# Improving Public Safety by Building Successful Transitions into our Community. Education Services

October 2023



## FY23 HIGHLIGHTS

**5,269**

5,269 individuals participated in education programs

**219**

219 GED® certificates awarded

**295**

295 high school diplomas awarded

**468**

468 postsecondary degrees and certificates awarded

**732**

732 students enrolled in college post-release

## IMPACT

✚ Incarcerated people who participate in postsecondary education programs are **48 percent** less likely to recidivate than those who do not. (Vera Institute of Justice, 2019)

✚ **For every dollar invested in education in WA, up to \$19.80 is saved** from reduced recidivism. (Washington State Institute for Public Policy, 2018)

## About

Washington is a national leader in delivering quality educational programming to a significant proportion of the Department of Corrections incarcerated population. DOC aims to provide basic academic skills, pre-apprenticeship, and postsecondary education programs designed to meet the individual's needs and enhance pathways for post-release employment and/or education.

Through a long and vibrant partnership between DOC, Washington State Board for Community & Technical Colleges, Washington's community and technical colleges, and private partnerships, Washington's correctional educational system provides opportunities for incarcerated students to earn a high school equivalency, learn high-wage and high-demand workforce skills, and earn postsecondary certificates and degrees.

- ✚ Incarcerated individuals are provided education and employment reentry support through a state-wide network of prison- and community-based education reentry navigators.
- ✚ Referrals are prioritized based on risk level, individual needs, expected release date, and availability of program resources.

## Education Pathways

Every prison offers adult basic education programs to provide pathways for individuals to obtain a high school equivalency. Corrections Education pathways include two bachelor's degrees, eighteen associate degrees, thirty certificate programs, and thirteen state-recognized pre-apprenticeship programs. All credit-bearing programs are accredited by the Northwest Commission on Colleges and Universities.

Accounting | Automotive Mechanics Technology | Autobody Collision and Repair  
Baking and Pastry Arts | Bookkeeping | Business Administration and Management  
Carpentry | Construction Trades | Computer-Aided Design (CAD) | Computer Numerical Controlled Manufacturing (CNC) | Computer Programming | Cosmetology  
Diesel Mechanics | Digital Media | Direct-Transfer Associates Degrees  
Entrepreneurship | Horticulture | Human Services | HVAC Technology | Liberal Studies | Machinist Technology | Plumbing Trades | Technical Design and Drafting  
Web Developer Applications | Welding



## College and Prison Partnerships

### Airway Heights Corrections Center

Spokane Community College

### Cedar Creek Corrections Center

Centralia College

### Clallam Bay Corrections Center

Peninsula College

### Coyote Ridge Corrections Center

Walla Walla Community College

### Mission Creek Corrections Center for Women

Tacoma Community College

### Monroe Correctional Complex

Edmonds College

### Olympic Corrections Center

Peninsula College

### Stafford Creek Corrections Center

Grays Harbor College

### Washington Corrections Center

Centralia College

### Washington Corrections Center for Women

Clover Park Technical College

Tacoma Community College

### Washington State Penitentiary

Walla Walla Community College

### Private Education Program Partnerships:

Black Prisoners Caucus-TEACH

Freedom Education Project Puget Sound

University of Puget Sound

### Community Education Partnerships:

Clark College

Columbia Basin College

Olympic College

Renton Technical College

Seattle Central College

Skagit Valley College

The Evergreen State College

University of Washington Tacoma

Yakima Valley College

## Expanding Education Programs

### Student Access to Federal and State Financial Aid

As federal and state financial aid becomes accessible for incarcerated students, DOC is working with stakeholders and postsecondary education institutions to expand educational opportunities up to a bachelor's degree.

DOC initiated a Request for Information from all WA State colleges interested in providing education programs to individuals utilizing Title IV Pell Grant funds and the Washington College Grant.

All financial-aid-eligible education programs will be approved by DOC, a national accrediting agency, and the U.S. Department of Education. Student access to financial aid is anticipated to begin in July 2024.

## Enhancing Student Success

### Secured Internet Access

To support our college partners in ensuring high-quality educational program delivery, the Department is implementing an Off State Network Project, to include a Secured-internet system for educational use in prison facilities statewide to provide students safe access to the same digital information and tools that students on college campuses use.

Secured-internet has been installed and is operational at the following sites: Coyote Ridge Corrections Center, Monroe Correctional Complex, Washington Corrections Center for Women, Washington Corrections Center, and Washington State Penitentiary. Statewide implementation is anticipated to be completed by June 2024.

### Student Support Services

DOC is collaborating with our education partners to develop a process to ensure students who identify as having a disability are assessed and provided access to disability support services and accommodations to support equal access to education.



### Contact information:

Kristen N. Morgan  
Education Services Administrator  
Washington State  
Department of Corrections  
[kristen.morgan@doc1.wa.gov](mailto:kristen.morgan@doc1.wa.gov)  
(360) 485-2749

# Washington State Department of Corrections Statewide Education Programs by Location

## Clallam Bay Corrections Center

- Business Entrepreneurship Foundations AAS Degree
- Baking and Pastry Arts Cert.
- Computer Coding Cert.
- Construction Trades Apprenticeship Prep\*
- Licensed Trades Apprenticeship Prep
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- Pre-College
- IMU Education Services
- Reentry Life Skills

## Olympic Corrections Center

- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- Reentry Life Skills

## Washington Corrections Center

- Direct Transfer AA Degree
- Construction Trades Apprenticeship Prep\*
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- IMU Education Services
- Reentry Life Skills

## Stafford Creek Corrections Center

- Business Management AAS Degree
- Direct Transfer AA Degree
- Construction Trades Apprenticeship Prep\*
- Drywall, Roofing & Siding Cert.
- Welding Cert.
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- Pre-College
- SBU Education Services
- IMU Education Services
- Reentry Life Skills

## Mission Creek Corrections Center for Women

- Business Administration AAS Degree
- Business/Entrepreneurship Cert.
- Aerospace Joint Apprenticeship Committee\*
- Trades Related Apprenticeship Coaching\*
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- Reentry Life Skills

## Cedar Creek Corrections Center

- Direct Transfer AA Degree
- Construction Trades Apprenticeship Prep\*
- Drywall, Roofing & Siding Cert.
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- Reentry Life Skills

## Washington Corrections Center for Women

- Bachelor of Arts, Liberal Studies
- Direct Transfer AA Degree
- Business Administration AAS Degree
- Business/Entrepreneurship Cert.
- Computer Coding Cert.
- Cosmetology Cert.
- Horticulture Cert.
- Technical Design Cert.
- Aerospace Joint Apprenticeship Committee\*
- Trades Related Apprenticeship Coaching\*
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- Pre-College
- Reentry Life Skills

## Monroe Correctional Complex

- Business Management AAS Degree
- Business/Entrepreneurship Cert.
- Computer Programming Cert.
- Construction Trades Apprenticeship Prep\*
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- SOU Education Services
- IMU Education Services
- Reentry Life Skills

## Airway Heights Corrections Center

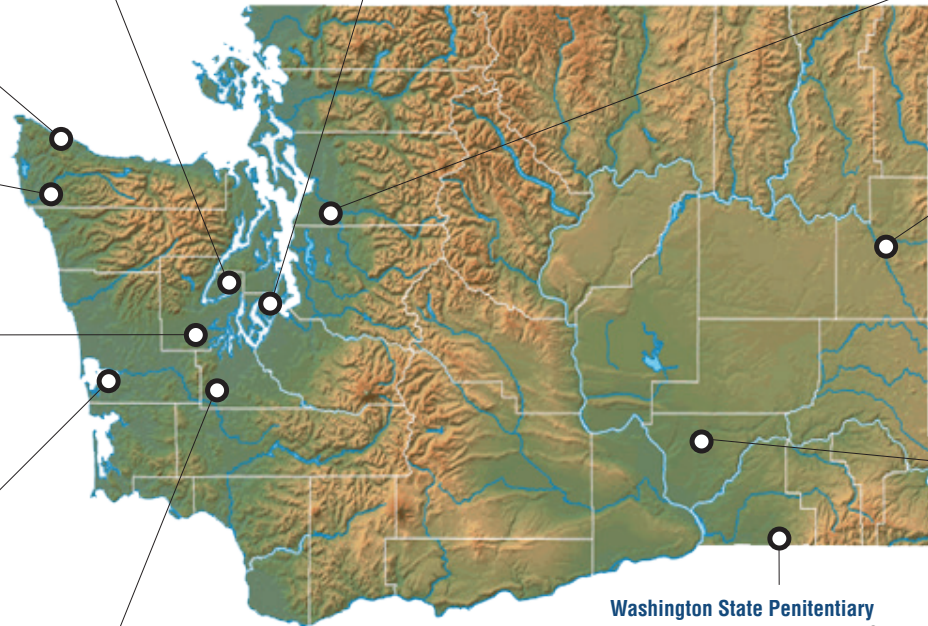
- Business AAS Degree
- Business/Entrepreneurship Cert.
- Aerospace Joint Apprenticeship Committee\*
- Carpentry Cert.\*
- CNC Machining Cert.
- Computer-Aided Design & Drafting (CAD) Cert.
- HVAC Technology Cert.
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- IMU Education Services
- Reentry Life Skills

## Coyote Ridge Corrections Center

- Bachelor of Applied Science, Business Management
- Automotive Repair Technology AAS Degree
- Business Administration AAS Degree
- Direct Transfer AA Degree
- Human Services AAS Degree
- HVAC Technology AAS Degree
- Welding AAS Degree
- Automotive Mechanics Technology Cert.\*
- Business/Entrepreneurship Cert.
- Carpentry Cert.
- Digital Design Cert.
- HVAC Technology Cert.
- Welding Cert.
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- Pre-College
- IMU Education Services
- Reentry Life Skills

## Washington State Penitentiary

- Business Administration AAS Degree
- Welding AAS Degree
- Business/Entrepreneurship Cert.
- Autobody Collision and Repair Cert.
- Construction Trades Apprenticeship Prep\*
- Diesel Mechanics Cert.
- Digital Design Cert.
- HVAC Technology Cert.
- Welding Cert.
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- IMU/BAR Education Services
- Reentry Life Skills



\* WA State recognized pre-apprenticeship program.

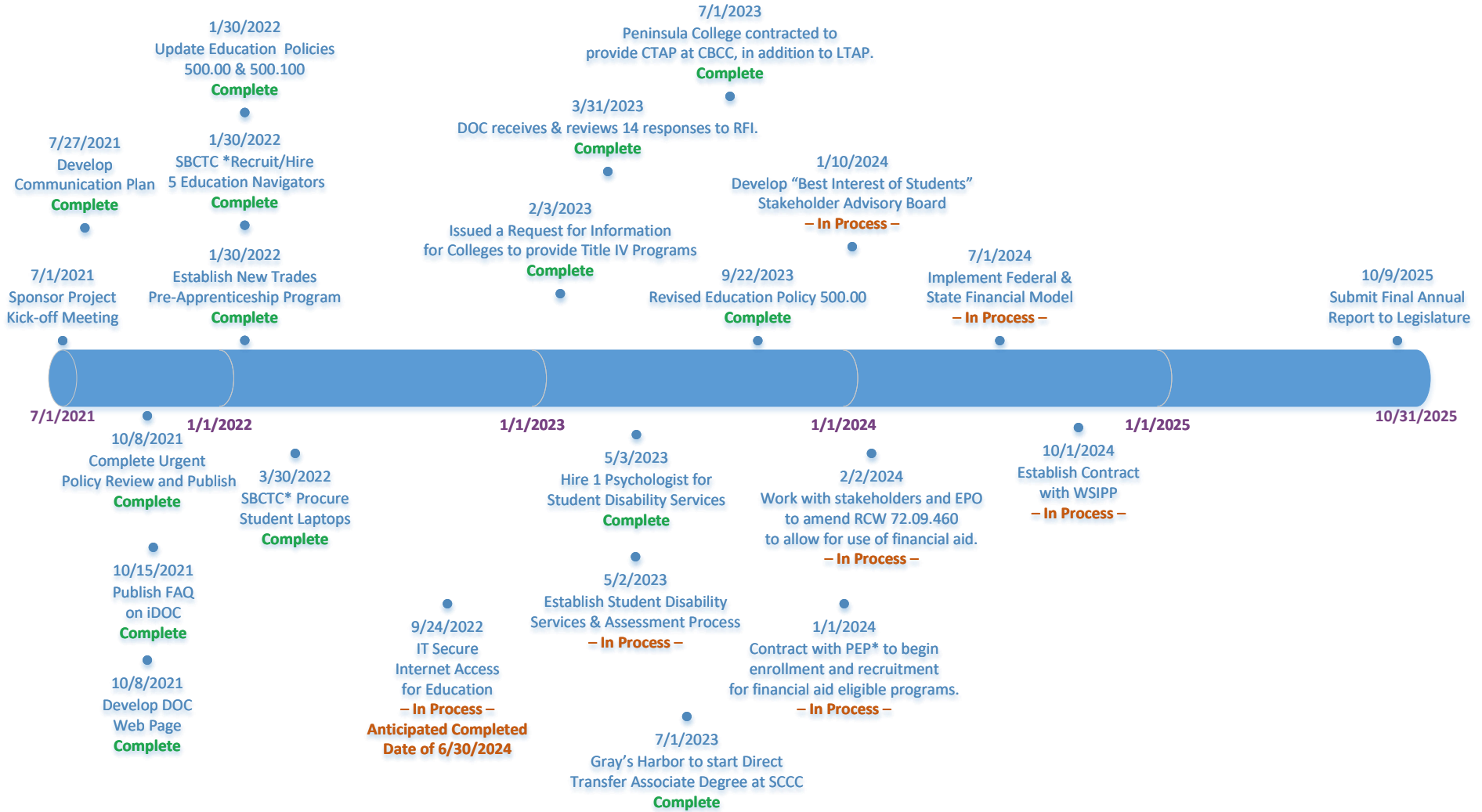
# Reentry – Education Modernization

Department of Corrections (DOC)

July 2021 – June 2025

## Enterprise Project Objective: *Ensure DOC Preparedness to:*

- Establish special education services
- Expand basic/post-secondary educational programming
- Establish a New Trades Per-Apprenticeship Program at CBCC



\*SBCTC – State Board for Community and Technical Colleges

\*PEP – Prison Education Program approved by U.S. Department of Education

Sponsor: Danielle Armbruster  
 Process Owner(s): Sarah Sytsma, Kristen Morgan  
 Project Manager (s): Karen Duranceau