



Creating Prison-to-Postsecondary Education Pathways

2022 Report to the Legislature

As required by Second Substitute House Bill 1044, 2021

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Legislative Directive

The Washington Department of Corrections (DOC), State Board for Community and Technical Colleges (SBCTC), Washington Student Achievement Council, and 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 granting 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 2022 (FY22), 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 post-secondary 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 post-secondary education (see Appendix A). Furthermore, for every dollar invested in education, up to \$19.80 is saved from reduced recidivism.¹

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 post-secondary 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, 2021, through June 30, 2022.

The department provides reentry-focused education for incarcerated individuals through an interagency agreement with the State Board of Community & Technical Colleges (SBCTC) and eight community colleges. Adult basic education, pre-college and reentry courses, pre-apprenticeships programs, technical/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).

Background

Through a long and vibrant partnership between the Department of Corrections, the Washington State Board for Community & Technical Colleges, 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](#). On average, individuals who participate in correction education programs have 43 percent lower odds of returning to prison than those who do not.²

The Department of Corrections contracts with the SBCTC to provide adult basic education and workforce/technical associate degrees and certificates at each of the state's 12 adult prisons.

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

² Davis, Lois M., Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults*, Santa Monica, Calif.: RAND Corporation, RR-266-BJA, 2013.

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 college-level professional/technical degree 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 B for Educational Offerings at Department of Corrections by Facility.)

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 for the department's FY22 Education Fact Sheet and Appendix C for Educational Offerings by Facility.

Implementation Plan

With the passage of 2SHB 1044, the Department of Corrections 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 post-secondary degree and certificate education programs for persons of color by setting goals and partnering with nonprofit entities and community-based post-secondary 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, 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 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 post-secondary education.

See Appendix D for the department's implementation timeline as a part of the Reentry Division's Education Modernization project.

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.

In FY22, these communications expanded to include information 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 work was done with subject matter experts and guided by corrections education student leadership participation.

Policy Review

2SHB 1044 removed the legal restriction on participation in vocational and post-secondary degree programs by individuals sentenced to life without the possibility of release (LWOP). Policy 500.000 - Education and Vocational Programs in Prisons 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 will have further updates to include the process for identifying and assessing individuals with learning disabilities, traumatic brain injury, and other cognitive impairments in relation to

educational services. These updates are anticipated to be completed in 2023 after the funded educational psychologist positions are filled. Additional changes will be made as needed regarding implementing Federal and State Financial Aid.

In FY22, the department updated Policy 500.100 - Correspondence Education in Prisons to include documentation and data collection of incarcerated students participating in independent studies.

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, traumatic brain injuries, and other cognitive impairments to determine whether the person requires accommodations to effectively participate in educational programming, including GED tests and postsecondary education. The department must establish a process to provide accommodations to these individuals.

The department is recruiting for two Psychologist 4 positions who will be primarily responsible for conducting assessments of incoming individuals at the two reception centers and working with correctional education providers to assess individuals currently enrolled in education programming. This work is also supported by a newly established Education Services Manager position. The department will develop policy standards for referrals, assessments, and accommodations for qualifying individuals in collaboration with internal and external stakeholders. In 2023, the Disability Support Services policy is expected to be developed, and implementation will begin shortly after.

Expanding Equitable Access

In 2020, the Washington Student Achievement Council (WSAC), in partnership with the Department of Corrections and the Washington State Board for Community & Technical Colleges, received a grant from the Lumina Foundation to improve post-secondary credential outcomes for incarcerated and reentering populations in Washington. WSAC successfully contracted with the Washington State Institute for Public Policy (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 post-secondary 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.

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 post-secondary programs for incarcerated individuals, as well as what practices promote or inhibit equitable participation and completion of education programs across racial groups. 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' post-secondary pathways.³

As summarized by 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.⁴

In February of 2022, the department partnered with Vera Institute of Justice, Inc. (Vera)'s Race, Equity, and Inclusion (REI) Initiative within the Second Chance Pell program. The REI Initiative will support 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 Department of Corrections and education partners in Louisiana, Michigan, and Oklahoma.

The department and Vera will work together under this Initiative to develop additional policies, procedures, and practices to achieve these important goals. This work also includes collaboration with Freedom Education Project Puget Sound, Tacoma Community College, Walla Walla Community College, student voice councils, and Second Chance Pell student participants.

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

⁴ 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.

Education Program Data

Education Data at Release


The Department of Corrections 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 Department of Corrections and 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 FY22. This report provides aggregate education information for individuals released during fiscal year FY22. Individuals are identified as "YES" in the table below if they have a verified high school (HS) diploma or HS equivalency prior to their release during FY22. Only individuals who were incarcerated for 365 days or more were included. Releases due to death are excluded. Education information that could not be verified is listed as "NO."

Individuals may have already received their high school education prior to incarceration or during a previous period of confinement, meaning that a "YES" response does not indicate the total number of individuals who received an education during their stay prior to their FY22 release.

FY22 DOC Releases Education Level

FY 2022 Releases		Verified High School Education at Release				Total Count	Total %
		NO		YES			
GENDER 	RACE	Count	%	Count	%		
MALE	WHITE	202	11.7%	1529	88.3%	1731	100.0%
	BLACK	105	19.8%	425	80.2%	530	100.0%
	HISPANIC	164	37.9%	269	62.1%	433	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	32	17.8%	148	82.2%	180	100.0%
	ASIAN/PACIFIC ISLANDER	26	19.1%	110	80.9%	136	100.0%
	OTHER	2	33.3%	4	66.7%	6	100.0%
	UNKNOWN	2	20.0%	8	80.0%	10	100.0%
MALE Total		533	17.6%	2493	82.4%	3026	100.0%
FEMALE	WHITE	27	18.4%	120	81.6%	147	100.0%
	BLACK	8	32.0%	17	68.0%	25	100.0%
	HISPANIC	6	20.7%	23	79.3%	29	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	4	17.4%	19	82.6%	23	100.0%
	ASIAN/PACIFIC ISLANDER	3	23.1%	10	76.9%	13	100.0%
	OTHER	1	50.0%	1	50.0%	2	100.0%
	UNKNOWN		0.0%	1	100.0%	1	100.0%
FEMALE Total		49	20.4%	191	79.6%	240	100.0%
Grand Total		582	17.8%	2684	82.2%	3266	100.0%

Additional data reporting is needed for the department to conduct a review of the number of incarcerated persons served and not served in the department's postsecondary education system. In FY23, the department will coordinate with the Research & Data Analytics Unit and college partners to build a reporting structure.

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](#).⁵

Washington State Board for Community & Technical Colleges

Through the interagency agreement between the Department of Corrections, the Washington State Board for Community & Technical Colleges, 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.

In FY22, Washington's community colleges' corrections education programs accomplished the following:⁶

- 222 students earned their GED®, and 1,016 students passed single-subject exams in Mathematical Reasoning, Reasoning Through Language Arts, Social Studies, and Science.
- 158 students earned their high school diploma through the High School+ (HS+) competency-based program.
- 80 students earned associate technical/workforce degrees through Edmonds College (Monroe Correctional Complex), Grays Harbor College (Stafford Creek Corrections Center), and Walla Walla Community College (Coyote Ridge Corrections Center and the Washington State Penitentiary).
- Colleges expanded opportunities for training in high-demand, high-wage employment and awarded 461 vocational certificates and degrees.
- Washington community colleges served 4,577 incarcerated individuals. Colleges worked with 2,142 of their contracted targets of 3,141 full-time equivalent students (FTEs).⁷ The number of students represents a 68% success rate during the COVID-19 pandemic.
 - Enrolled students consisted of 91% males and 9% females. In FY22, the department's incarcerated population consisted of 94.3% males and 5.7% females.

⁵ 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

⁶ Seibert-Love, P. (2022) Annual Report to the Department of Corrections for 2021-2022 Academic Year. State Board of Community & Technical Colleges.

⁷ 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. Colleges offer between 10-15 hours per credit depending on the type of course (basic education, vocational, academic or offender change)

SBCTC FY22 - Academic and Workforce Outcomes

Award Type	FY22	FY21	FY20
High School Equivalency (GED®)	222	311	523
High School Diplomas (HS+)	158	85	68
Vocational Certificates/Degree	461	522	714
Vocational Certificate: 45-89 credits	127	195	186
Vocational Certificate: 20-44 credits	95	164	290
Vocational Certificate: 1-19 credits	159	163	171
Associate Technical/Workforce Degree: 90+ credits	80	83	67
Total	841	918	1,305

SBCTC FY22 - Student Headcount by Ethnicity

Ethnicity	FY21 headcount	FY22* headcount	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	235	181	5%	5.1%
Asian or Pacific Islander	231	166	3%	4.2%
Black	812	693	15%	17.4%
Latino/Hispanic	574	577	12%	16.3%
Other Race	341	504	11%	.4%
White	2157	1907	42%	55.8%
Unreported/Unknown	672	549	12%	0.7%
Total	5022	4577	100%	100%

*Unduplicated.

SBCTC FY22 - Student Headcount by Age and Program Area

Age Group	Basic Skills	Vocational	Total Headcount
Under 22	93	19	112
22-34	1,334	1,031	2,365
35-44	796	856	1,652
45-59	450	456	906
60 and Over	62	91	153
Duplicated Site Total	2,735	2,453	5,188

- Prison-based college education reentry navigators reported serving 3044 justice-involved individuals as they entered into the Washington State Department of Corrections and an additional 5,700 individuals as they transferred throughout the prison system.
- Community-based college education reentry navigators reported serving 3388 justice-involved individuals. Community-based college education reentry navigators reported enrolling 844 students, with 642/76% continuing to subsequent quarter enrollment and 66/10% graduation and/or earned certificate rate.
- All credits earned in vocational certificates and associate technical/workforce degree programs are transferrable.

A comprehensive and detailed Corrections Education Annual Report – FY2021-2022 by the Washington State Board for Community and Technical Colleges can be accessed online: [Washington’s College in Prisons Program Research Reports](#).⁸

Correspondence Education

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

In January 2022, the department updated Policy 500.100 Correspondence Education in Prisons to begin documentation and data collection on incarcerated students participating in independent studies.

Once implemented, the department was able to collect correspondence education data from February through June of 2022. During that time, 78 students participated in correspondence courses, with one completing a program. In FY23, we will review annual data and disaggregate by demographics.

Second Chance Pell Pilot Program

Centralia College and Walla Walla Community College were also selected as Second Chance Pell Grant participants and currently offer post-secondary education through this pilot program at Coyote Ridge Corrections Center, Washington Corrections Center, and Cedar Creek Corrections Center. In FY21, Centralia College served 15 students at Washington Corrections Center and Cedar Creek Corrections Center through a Direct-Transfer Associate of Arts degree. Walla Walla Community College served 31 students at Coyote Ridge Corrections Center and Cedar Creek Corrections Center through a Direct-

Transfer Associate of Arts degree. Walla Walla Community College served 31 students at Coyote Ridge Corrections Center through a Bachelor of Applied Science, Business Management degree.

This program provides an opportunity for students to continue after completing the DOC-funded Business Administration Associates of Applied Science Degree.

⁸ Seibert-Love, P. (2022) Annual Report to the Department of Corrections for 2021-2022 Academic Year. State Board of Community & Technical Colleges.

SCP FY22 - Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	5%	5.1%
Asian or Pacific Islander	4%	4.2%
Black	16%	17.4%
Latino/Hispanic	11%	16.3%
Other Race	7%	0.4%
White	43%	55.8%
Unreported/Unknown	13%	0.7%
Total	100%	100%

Community-Based and Nonprofit Partnerships

In addition to the services provided through an interagency agreement with 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
- University Beyond Bars*
- Sustainability in Prisons Project

The COVID-19 pandemic has limited community-based and nonprofit programming in FY22 due to facility-wide quarantines and restrictions on access to facilities for community-based volunteers.

Before implementing the focused work to improve postsecondary opportunities, 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 collaborates with community-based and non-profit partners to formalize relationships through inter-agency agreements and/or Memorandums of Understanding (MOU) 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 Department of Corrections will also partner with community-based and non-profit partners who seek to utilize federal and state financial aid in education programming.

Furthermore, we have contacted additional higher education institutions to join the effort toward expanding postsecondary education pathways, including The Evergreen State College, University of Washington-Tacoma, and Gonzaga University.

In FY23, The Evergreen State College received state funding to develop and expand current correction education programs offered by the Department of Corrections. The college will appoint a project implementation team and collaborate with stakeholders to plan student success programs and curricula, which lead to transferable credit, associate and bachelor's degrees, and other workforce credentials. The college will also plan listening sessions with incarcerated students, select DOC staff, and education partners to learn about education interests, needs, barriers, and potential places for collaboration.

**University Beyond Bars programming was suspended in the Fall of 2021 due to the closure of Monroe Correctional Complex, Washington State Reformatory Unit.*

Implementation of Federal and State Financial Aid

The Second Chance Pell experiment was launched in 2015, providing Pell Grants to incarcerated students. A limited number of postsecondary institutions participated in the program, including three in Washington State. In 2020, congress expanded Pell Grant eligibility to all incarcerated students, with full implementation set for July 2023. Along with reinstating Pell eligibility for incarcerated individuals, the restrictions for Pell grants based on conviction type were lifted as well as creating avenues to reestablish eligibility for individuals who had previously defaulted on a student loan.

The U.S. Department of Education intends to fully implement the legislative changes passed in the FAFSA Simplification Act of 2020 to allow eligible students in college-in-prison programs to access Federal Pell Grants beginning on July 1, 2023. The department is currently monitoring the Department of Education's proposed rule changes regarding Pell eligibility for incarcerated students. The final rules are anticipated to be published on November 1, 2022.

Incarcerated individuals will also be eligible to access the Washington College Grant (formerly the State Need Grant). The Washington College Grant program is 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.

In anticipation of the new requirements related to Pell, the department has begun to map out the process to incorporate a Pell-funded model into the existing education program. This includes identifying and communicating with potential stakeholders such as the Northwest Commission on Colleges and Universities (NWCCU) – which accredits most of the postsecondary schools in Washington State, organizations for and individuals who have been impacted by incarceration, and institutes for higher education such as the University of Washington, The Evergreen State College, and Gonzaga University. The department will also partner with the Vera Institute of Justice for technical assistance regarding Pell implementation.

Along with this outreach to new stakeholders, the department has also met with officials from our current partners who participated in Second Chance Pell to identify lessons learned from the pilot program. These conversations have shown that there is increased interest in expanding postsecondary degree programs for incarcerated individuals through Pell funding and highlighted areas that the department and its partners will need to address, such as providing financial aid support, career and academic advising, increased classroom space needs, equitability of resources, and transferability of credits and degree programs.

State-wide 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 Washington State Institute for Public Policy (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. 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 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 %
Policy								
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 %
Police (results per-officer)								
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 2022



About

The Department of Corrections contracts with the State Board of Community & Technical Colleges to provide adult basic education and workforce/technical associate degrees and certificates at each of the state's 12 adult prisons. DOC also partners with providers who deliver credit-bearing programs and enrichment courses. Most incarcerated individuals entering the prison system lack the education to find work and succeed in society. The average Washington offender scores at an eighth-grade level or lower in basic literacy skills, such as reading and math. In addition to the contract with SBCTC, the Department also has partnerships with other colleges and non-profit organizations to bring quality education inside our prisons.

- Referrals are prioritized based on risk level, individual needs, expected release date, and availability of program resources.
- If employment is identified as high-need or high-risk, an educational course that leads to employment is established as a priority.
- Individuals may be required to participate in a combination of work, education, and vocational programs. Educational program participation will always be addressed as a priority.

Programs offered

Every prison offers adult basic education programs, which provide foundational education to obtain a high school equivalency. Reentry Life Skills programming is also provided prior to release. Workforce/technical associate degree and certificate programs offered through our college providers include:

Accounting & Bookkeeping | Automotive Mechanics Technology | Autobody Collision and Repair | Baking and Pastry Arts | Business Administration and Management | Carpentry | Computer Numerical Controlled Manufacturing (CNC) | Computer Programming/Web Development | Cosmetology | Diesel Mechanics | Digital Media: Web and Multimedia | Drywall, Roofing, and Siding | Entrepreneurship and Small Business Management | Horticulture | Human Services | HVAC Technology | Machinist/CNC Technology | Pre-Apprenticeships in Construction Trades | Technical Design and Computer-Aided Design (CAD) Drafting and Design | Welding

Additionally, private and federal grant partners also offer Associate in Arts Transfer Degree programs and Baccalaureate degrees.



PROGRAM HIGHLIGHTS

4,577

4,577 incarcerated individuals participated in education programming in FY22

222

222 GED® certificates were earned in FY22

158

158 high school diplomas awarded in FY22

461

461 workforce/technical associate degrees and certificates awarded in FY22

FAST FACTS

- On average, inmates who participate in correction education programs have **43 percent lower odds of returning to prison** than inmates who do not, according to a 2014 study by the RAND Corporation.
- **For every dollar invested in education, up to \$19.80 is saved** from reduced recidivism, according to the Washington State Institute for Public Policy (2018).

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

Larch Corrections Center

Clark 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

University of Puget Sound

Washington State Penitentiary

Walla Walla Community College

Private Prison Program Partnerships:

Black Prisoners Caucus-TEACH

Freedom Education Puget Sound

Sustainability in Prisons Project

Community Education Partnerships:

Bates Technical College

Columbia Basin College

Olympic College

Renton Technical College

Seattle Central College

Skagit Valley College

South Seattle College

The Evergreen State College

Yakima Valley College

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, vocational training, and workforce 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, SBCTC, Washington's community and technical colleges, and private partnerships, Washington has built an educational system that provides opportunities for incarcerated adults to earn a high school equivalency, and learn high-wage and high-demand workforce skills, and earn college degrees.

Through the SBCTC contract, incarcerated individuals are provided education and employment reentry support through a state-wide network of prison- and community-based education reentry navigators.

The Department focuses on providing vocational programs that are labor market-driven, developing skills needed for facility and Correctional Industries jobs, and are accepted by community-based training programs to allow the individual to transfer and complete programs upon release, if necessary. The department will also offer postsecondary education opportunities designed to prepare for entry into the workforce.



Contact information:

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Washington State Department of Corrections Statewide Education Programs by Location

Clallam Bay Corrections Center

- Business Entrepreneurship Foundations AAS Degree
- Direct Transfer AA Degree
- Baking and Pastry Arts Cert.
- Computer Coding Cert.
- 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

- Construction Trades Apprenticeship Prep
- 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
- Human Services AAS 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
- 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.
- Horticulture 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

Larch Corrections Center

- Supervisory Management AAS
- Business/Entrepreneurship Cert.
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- Reentry Life Skills

Washington State Penitentiary

- Business Administration AAS Degree
- Welding AAS Degree
- Business/Entrepreneurship Cert.
- CNC Machining Cert.
- Autobody Collision and Repair Cert.
- Construction Trades Apprenticeship Prep
- Diesel Mechanics Cert.
- Digital Design Cert.

Monroe Correctional Complex

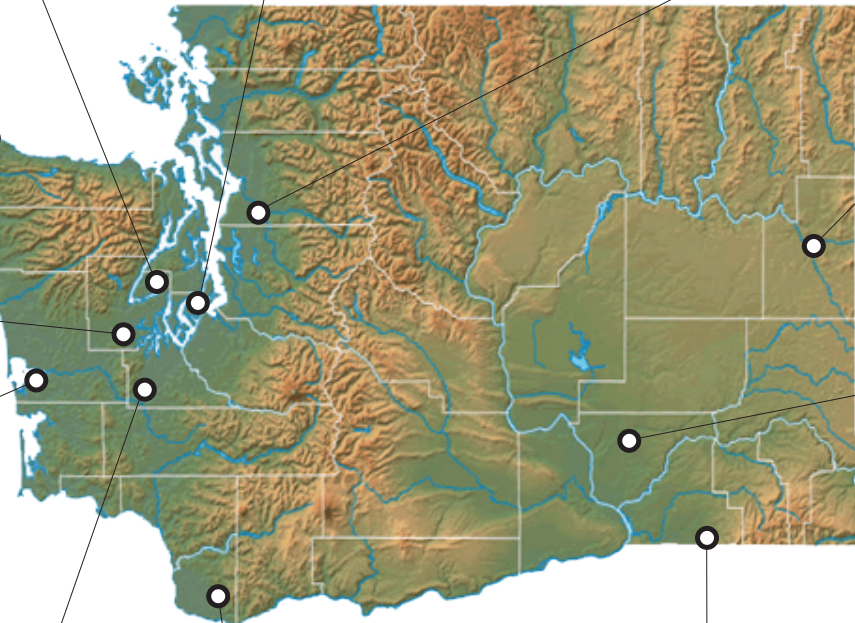
- Business Management AAS Degree
- Business/Entrepreneurship Cert.
- Computer Programming Cert.
- Construction Trades Apprenticeship Prep
- GED® Preparation and Testing
- High School+ Diploma
- Pre-College
- SOU Education Services
- Reentry Life Skills

Airway Heights Corrections Center

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

Coyote Ridge Corrections Center

- Bachelor of Applied Science, Business Management
- Business Administration AAS 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
- Reentry Life Skills



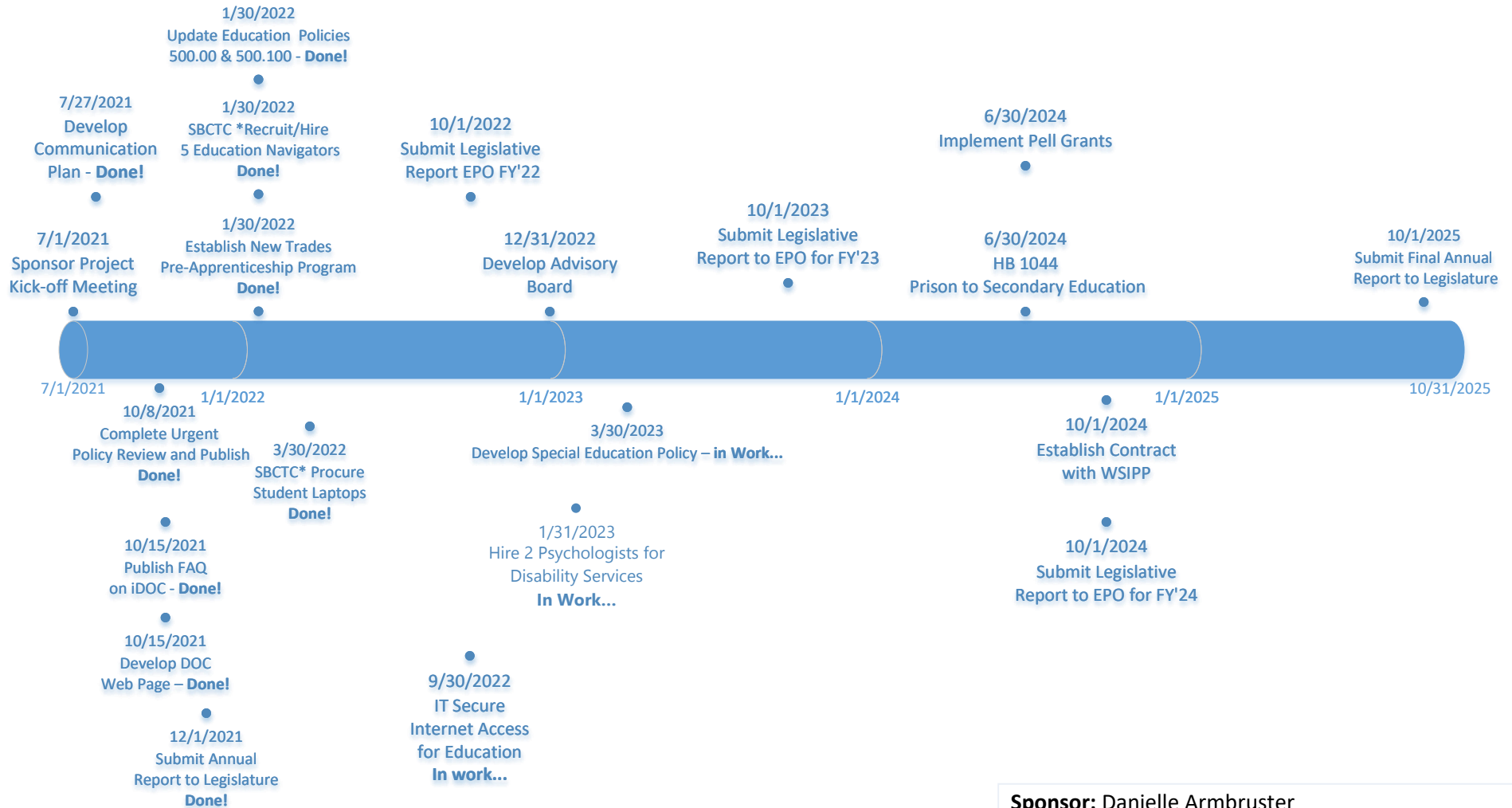
Reentry – Education Modernization

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



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

*SBCTC – State Board Community of Technical Colleges

Office of Strategy and Innovation
 10/5/22: EO