



# Creating Prison-to-Postsecondary Education Pathways

## 2025 Report to the Legislature

*As required by RCW 72.09.467*

*(Second Substitute House Bill 1044, 2021)*

December 2025

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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](#). 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 (TBIs), 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.
- A complete list of postsecondary degree and certificate education programs offered at each state correctional facility, including enrollment rates and completion rates for each program.

## Executive Summary

Second Substitute House Bill (2SHB) 1044 established expanded education services. In fiscal year 2025 (FY25), 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 that the program with the highest rate of return is correctional education, specifically postsecondary education (*See Appendix A WSIPP Benefit-Cost Results*). 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 and advance reentry efforts, the department fully supports and is actively working toward 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, 2024, through June 30, 2025.

DOC provides state-funded educational opportunities for incarcerated individuals through an interagency agreement with the SBCTC and seven community colleges. Adult basic education, state recognized pre-apprenticeship, vocational certificates, and postsecondary 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), the Evergreen State College, the Freedom Education Project Puget Sound (FEPPS), and Whitman College.

As DOC continues collaboration with colleges to implement federal and state financial aid, the department 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. All financial aid eligible education programs will first be approved by 1) DOC, 2) a national accrediting agency, and 3) the U.S. Department of Education (ED). In FY25, three academic programs received approval from ED to launch financial aid eligible programs to include an Associate in Arts - Direct Transfer Agreement (AA-DTA) and an Associate of Applied Science (AAS) in Business Management from Gray's Harbor College, as well as a Bachelor of Arts from The Evergreen State College at Stafford Creek Corrections Center. Currently, several other colleges are engaged in the three-step process of seeking approval from the U.S. Department of Education to become a Title VI eligible program.

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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 DOC, SBCTC, community and technical colleges, four-year 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 [RCW 72.09.460](#) and [DOC Policy 500.000](#) - Education and Vocational Programs in Prisons. On average, individuals who participate in corrections education programs have 48 percent lower odds of returning to prison than those who do not.<sup>2</sup>

In FY25, the DOC contracted with the SBCTC to provide basic academic skills, pre-apprenticeship, and postsecondary education programs at each of the state's 11 adult prisons.

Adult basic education provides foundational education needed to obtain a high school equivalency through the High School+ diploma program or a General Educational Development (GED<sup>®</sup>). 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 partners also provide English Language Acquisition courses and pre-college preparatory courses in English and math.

Postsecondary education pathways include three bachelor's degrees, 18 associate degrees, 31 certificate programs, and nine state-recognized pre-apprenticeship programs. All credit-bearing programs are accredited by the Northwest Commission on Colleges and Universities. Programs are funded through general operating funds, independently funded partnerships and the U.S. Department of Education's Second Chance Pell Experimental Sites Initiative. Educational offerings vary by location based on funding, programming space, size of the incarcerated population, and infrastructure.

The department ensures that education programs remain student-centered by monitoring programs and requiring quarterly and annual performance reports. Education partners are required to use student leadership groups to help advise and inform decisions about programming and student services. In FY25, there were ten Student Voice Councils that met regularly at each facility.

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

*(See Appendix B – FY25 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 department is collaborating with education partners in the ongoing implementation to:

- Expand access and opportunities to postsecondary degree and certificate education programs and partner with nonprofit entities and community-based postsecondary education programs with historical evidence of providing education programs for people of color.
- Implement 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.
- Collaborate with WSIPP to study and report on enrollment, completion rates, and recidivism rates of incarcerated individuals in the postsecondary education system post-release.
  - The Preliminary report ["Postsecondary Education Programs in Washington Prisons: An Analysis of Post-Release Education Outcomes"](#) was released in October 2024, and the final report is due by October 1, 2027.
- Implement federal and state financial aid eligible academic programs for incarcerated students and ensure students receive academic and financial aid advising support.
- Develop a complete list of postsecondary degree and certificate education programs offered at each state correctional facility, including enrollment rates and completion rates for each program.
- Produce an annual report with a variety of data and information on postsecondary education.

## Policy Review

2SHB 1044 removed the legal restriction on participation in postsecondary degree and certificate programs by individuals sentenced to life without the possibility of release. [DOC 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 FY22. 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.

Policy 500.000 was updated again in FY25 to reflect the changes made to RCW 72.09.460 by Substitute Senate Bill (SSB) 5953, which became effective on June 6, 2024. These substantial changes focused on how financial aid eligible programs will operate, including requirements to provide academic and financial aid advising to prospective students. In FY25, the department also updated [Policy 500.100 - Correspondence Education in Prisons](#).

## Disability Support Services

As directed by 2SHB 1044, the department must establish by rule, a process for identifying and assessing incarcerated people with learning disabilities, TBIs, and other cognitive impairments to determine whether the person requires accommodations to effectively participate in education programming, including GED® tests and postsecondary education. In FY25, the department worked with education partners to implement a process to provide accommodations for these individuals.

Additionally, the department has existing processes for identifying individuals with TBIs, and other significant cognitive impairments during the orientation process. This includes initial screening for a TBI and referral for secondary screening and services as determined by the clinician. Individuals can also be referred for assessment at any time if a TBI is suspected. During education orientation, individuals are asked to provide their education history, including whether they have a history of receiving special education services.

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act require education programs to have a process for students to request disability accommodations. In FY24, the department led a stakeholder workgroup with each of the community colleges to develop a process to provide these student services at the external corrections education campus. In FY25, this collaboration continued to ensure informational materials informing students how to request and access education accommodations, and ensure non-discrimination statements are included in all class materials as well as posted in education spaces. The majority of educational accommodations can be approved and provided by college partners without further involvement of the DOC. In some instances, accommodations require a modification of department procedures, such as extending an individual's movement schedule or for assistive devices that are needed outside of the classroom. In these cases, the DOC's accommodation approval process is followed.

During FY25, college partners received training on the department's internal process and codes for the identification of students with disabilities. Additionally, a DOC Psychologist 4 provided assistance to students, as requested by education partners, including medical documentation in alignment with the department process. Separately, colleges utilized their campus Disability Support Services to offer additional educational accommodations to students who did not require consultation with the department.

Looking ahead to FY26, the department and its partners will continue to evolve the education accommodation process to support student success, including improved data tracking processes, updated outreach materials, and strategies to increase awareness about the education accommodation process for students.

*(See Appendix D – Student Services and Accommodations)*

## Education Program Data

### Education Data at Release

DOC conducted a review, disaggregated by demographics, of the number of people leaving the department’s custody after one year without a high school equivalency certificate. In reviewing this data, a primary focus for DOC and the SBCTC in FY25 is to reduce the number of individuals released without a high school equivalency. With this goal and commitment to education, there has been an overall 3.7% decrease in the total number of individuals released from prison without a high school equivalency certificate, from 19.5% in FY24 to 15.8% in FY25. For the male population, there was a 3.4% decrease, and the female population saw a 6.4% decrease overall in those released without a high school equivalency.

Below is the data for FY25 related to education level at the time of release by high school equivalency. This chart provides aggregate education data for the 2,786 individuals released during FY25. Individuals are identified as "YES" in the table below if they have a verified high school (HS) diploma or HS equivalency before their release. Only individuals who were incarcerated for 365 days or more and under the age of 65 at the time of release were included. Education information that could not be verified is listed as "NO." **Note:** Individuals may have already received their high school education before incarceration or during the period of confinement, but it was not verified.

#### FY25 DOC Releases Education Level – High School Equivalency

		NO		YES	
Gender	Race	Count	%	Count	%
Male	White	158	10.7%	1,319	89.3%
	Hispanic	108	26.2%	304	73.8%
	Black	58	14.7%	337	85.3%
	American Indian/Alaska Native	21	13.2%	138	86.8%
	Asian/Pacific Islander	31	24.4%	96	75.6%
	Unknown	3	17.6%	14	82.4%
	Other	4	44.4%	5	55.6%
	<b>Male Total</b>		<b>383</b>	<b>14.8%</b>	<b>2,213</b>
Female	White	36	27.7%	94	72.3%
	Hispanic	14	48.3%	15	51.7%
	Black	2	16.7%	10	83.3%
	American Indian/Alaska Native	4	40.0%	6	60.0%
	Asian/Pacific Islander	2	28.6%	5	71.4%
	Other			2	100.0%
<b>Female Total</b>		<b>58</b>	<b>30.5%</b>	<b>132</b>	<b>69.5%</b>
<b>FY25 Total</b>		<b>441</b>	<b>15.8%</b>	<b>2,345</b>	<b>84.2%</b>

Below is the data for FY25 related to postsecondary education level at the time of release. This chart provides aggregate education data for the 2,786 individuals released during FY25. Individuals are identified as "YES" in the table below if they have a verified high school (HS) diploma or HS equivalency before their release. Only individuals who were incarcerated for 365 days or more and under the age of 65 at the time of release were included. Education information that could not be verified is listed as "NO." **Note:** Individuals may have already received postsecondary before incarceration or during the period of confinement, but it was not verified.

**FY25 DOC Releases Education Level – Postsecondary Certificate or Degree**

Gender	Race	NO		YES	
		Count	%	Count	%
Male	White	1,307	88.5%	170	11.5%
	Hispanic	379	92.0%	33	8.0%
	Black	360	91.1%	35	8.9%
	American Indian/Alaska Native	141	88.7%	18	11.3%
	Asian/Pacific Islander	112	88.2%	15	11.8%
	Unknown	12	70.6%	5	29.4%
	Other	7	77.8%	2	22.2%
<b>Male Total</b>		<b>2,318</b>	<b>89.3%</b>	<b>278</b>	<b>10.7%</b>
Female	White	112	86.2%	18	13.8%
	Hispanic	26	89.7%	3	10.3%
	Black	11	91.7%	1	8.3%
	American Indian/Alaska Native	9	90.0%	1	10.0%
	Asian/Pacific Islander	4	57.1%	3	42.9%
	Other	2	100.0%		
<b>Female Total</b>		<b>164</b>	<b>86.3%</b>	<b>26</b>	<b>13.7%</b>
<b>FY25 Total</b>		<b>2,482</b>	<b>89.1%</b>	<b>304</b>	<b>10.9%</b>

**Education Program Participation by Ethnicity**

In FY25, a total of 5,577 unduplicated incarcerated individuals participated in corrections education through SBCTC colleges and nonprofit and private partnerships. This is approximately 39.8% of the average daily prison population of 14,007 in June of 2025. Below is a summary of all students disaggregated by ethnicity for all education programs. Throughout the remainder of this document, data will also be shared by individual partnerships.

**All Education Programs  
FY25 Incarcerated Student Headcount by Ethnicity**

<b>Ethnicity</b>	<b>FY25 headcount</b>	<b>% of enrolled students</b>	<b>Comparison to FY24</b>	<b>Comparison to % of all DOC</b>
American Indian/Alaska Native	257	4.6%	262	5.4%
Asian or Pacific Islander	212	3.8%	185	4.9%
Black	939	16.8%	972	18.2%
Latino/Hispanic	756	13.6%	722	15.9%
Other Race	454	8.1%	559	0.4%
White	2,336	41.7%	2,483	54.7%
Unreported/Unknown*	615	11%	958	0.6%
<b>Total</b>	<b>5,577</b>	<b>100%</b>	<b>6,141</b>	<b>100%</b>

**Postsecondary Programs  
FY25 Incarcerated Student Headcount by Ethnicity**

<b>Ethnicity</b>	<b>FY25 headcount</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>	<b>FY25 Unserved Headcount</b>
American Indian/Alaska Native	140	4.2%	5.4%	610
Asian or Pacific Islander	130	3.9%	4.9%	557
Black	610	18.4%	18.2%	1,936
Latino/Hispanic	325	9.8%	15.9%	1,900
Other Race*	271	8.2%	0.4%	-209*
White	1,552	46.7%	54.7%	6,104
Unreported/Unknown*	296	8.9%	0.6%	-215*
<b>Total</b>	<b>3,324</b>	<b>100%</b>	<b>100%</b>	<b>10,683</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. In order to calculate the total number of individuals not served in FY25, DOC based the Average Daily Population of 14,007 from June 2025. This number does fluctuate annually.

### Education Postsecondary Credits Earned

All education postsecondary credits offered within corrections education programs are transferable in Washington state higher education systems and are accredited by the Northwest Commission on Colleges and Universities (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 Washington 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	FY25 Credits	Comparison to FY24
DOC/SBCTC Interagency Agreement	41,248	39,906 (+3.4%)
Title IV Eligible Funding & Nonprofit Partners	2,442	2,876 (-15.1%)
<b>Total</b>	<b>43,690</b>	<b>42,782 (+2.1%)</b>

## Washington State Board for Community & Technical Colleges (SBCTC)

### Overview

Through the interagency agreement between 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 focused on the following areas for program development and improvement in FY25:

1. Increase the number of students obtaining a high school equivalency (Diploma or GED®) in FY25 and FY26, with the shared agencies (DOC & SBCTC) goal that no more than 10% of the population is released without a high school completion each fiscal year.
2. Alignment of Adult Basic Education, Pre-Apprenticeship, and post-secondary programming across 11 prisons, where applicable, for increased transferability and student completions.
3. Implement the use of federal and state financial aid for approved Prison Education Programs in FY25 and FY26.
4. Develop a process for the transferability of postsecondary two-year degrees to four-year postsecondary degrees.
5. Collaborate to ensure that qualifying students with disabilities have equal access to education programs through the provision of reasonable accommodation and modifications.
6. Improve the quality of data reported to the Department in Quarterly and Annual Reports, ensuring FTEs and completions are calculated correctly each quarter and Colleges are accurately reporting data required by RCW 72.09.467.
7. Evaluate the effectiveness of the facility and community-based education navigator program and the completion of core services by Navigators annually.

### Strategies to Increase High School Equivalency Completion

The SBCTC continued with a Corrective Action Plan, initiated in the Spring of FY24, for all colleges to specifically address the need to improve adult basic education (ABE) outcomes. Examples of strategies implemented or reinforced by colleges include:

1. Ensuring all programs were providing a minimum of 12 face-to-face contact hours per week.
2. Increasing class offerings to include evening and weekend sessions, where applicable.
3. Providing ABE programming to all specialized populations to include individuals living in Restrictive Housing, Intensive Management Units, Skills Building Units, and the Sky River Treatment Center at Monroe Correctional.
4. Data improvement and auditing, to include reviewing waitlists and increasing completion of high school verifications.
5. Training all Corrections ABE faculty to instruct English Language Acquisition (formerly English as a Second Language) classes statewide.
6. Colleges offering a minimum once-a-week GED® testing session.
7. Colleges increasing the number of students issued laptops for HS+ programming.
8. Education navigators collaborated with DOC navigators to help students who could not complete a high school credential before releasing. This included setting up admissions, enrollment, and funding opportunities for the student to attend class in the community.

In FY25, the SBCTC and its college partners implemented the above strategies to improve ABE outcomes. A total of 873 incarcerated students received their high school equivalency (GED®) and diploma (HS+), which showed an overall decrease of 3.7% in the total number of individuals releasing from prison the previous year.

The department will continue to collaborate with the SBCTC to continue these strategies, and provide data and solution-oriented approaches for facility and college partner-specific support to prioritize the goal of the 90% completion target for incarcerated individuals released with high school completion.

### **Fiscal Year 2025 Accomplishments**

A high-level overview of the SBCTC, the department and college partners' accomplishments in FY25 are highlighted below:<sup>3</sup>

- Enrollment: Washington community colleges enrolled 4,542 unduplicated incarcerated individuals. This number represents a 14.5% decrease from FY24 data metrics. This is in part due to limited programming in the Women's Prison Division to accommodate the transition between college providers, faculty vacancies, and facility maintenance disruptions to programming space.
- Achievement and Student Completion
  - High School+: 473 students earned diplomas.
  - GED®: A total of 400 GED® credentials were earned.
    - There were 1,364 examinees, 3,367 tests given, and 1,659 tests passed for a 40.5% passer rate.
  - 449 Workforce Certificates awarded.
    - 45-89 college credits: 181

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<sup>3</sup> Al-Zubaidy, H. (2025) Annual Report to the Department of Corrections for 2024-2025 Academic Year. State Board of Community & Technical Colleges.

- 20-44 college credits: 210
    - 1-19 college credits: 58
  - 87 Associate’s Degrees awarded.
  - 458 students were served in Closed Custody and Intensive Management Units (IMUs), statewide, the Skill Builders Unit (SBU) at Stafford Creek Correctional Center, and the Sky River Treatment Center at Monroe Correctional Complex.
- Full-time equivalent<sup>4</sup> (FTE) students: Colleges produced 2,067 FTEs out of the contracted goal of 2,447 FTEs. This represents an 84.5% target rate, and an increase of 0.5% from FY24.
- Reentry support: Between community and facility-based navigators, FY25 saw an expansion of collaboration and support for student success between college partners, SBCTC, and the department. Below are a few highlights from FY25 year:
  - Community-Based Navigator Impact
    - 657 total referrals facilitated with facility-based navigators, reentry centers, and other reentry staff.
    - 296 financial aid applications completed.
    - 433 career planning sessions for incarcerated students.
  - Facility-Based Navigator Impact
    - 146 educational orientations for 2,114 incarcerated students in DOC facilities.
    - 298 college applications submitted.
    - 520 FAFSAs completed to support the financial aid process.
- Accessibility: Efforts continue to address ADA compliance and improve equitable student access. All colleges have developed processes for students to request accommodation services.
- Technology: In FY25, there were significant strides in improving technology access and opportunities to support education programming.
  - In FY25, colleges migrated their Open Prison Education Platform and student laptops to the Off-State Network (OSN) network. College faculty and staff are also implementing secure internet use into classroom curricula, including incorporating digital research databases for student use.
  - Key features of the OSN include:
    - 3,547 active student users as of October 025
    - Access to the JSTOR library database
    - Online GED® testing services at all facilities
    - Expanded “White Listed” database for educational use
  - Laptops: New software was developed to allow connection to the OSN network, while maintaining required security and safety protocols and capabilities. In FY25, there were 4,155 unduplicated laptop deployments across all DOC facilities.

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<sup>4</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.

- The department and the SBCTC continue to explore ways to include dedicated funding to support staff FTEs to expand, manage, and maintain the OSN to increase access and efficacy at each facility. In FY26, DOC IT is coordinating with Education Services to update the OSN to include wi-fi capability in the classrooms and living units at each facility to enable students more access and availability to progress in their educational degree pathways. Initial Phase I expansion is occurring at Clallam Bay Corrections Center, Cedar Creek Corrections Center, Coyote Ridge Corrections Center, Olympic Corrections Center, and Washington Corrections Center for Women.

### SBCTC FY25 - Academic and Workforce Outcomes

Award Type	FY25	FY24	FY23
High School Equivalency (GED®)	400	249	219
High School Diplomas (HS+)	473	458	351
<b>Total Workforce Certificates</b>	<b>449</b>	<b>536</b>	<b>511</b>
Workforce Certificate: 45-89 credits	181	159	135
Workforce Certificate: 20-44 credits	210	253	206
Workforce Certificate: 1-19 credits	58	170	114
<b>Associate's Degrees: 90+ credits</b>	<b>87</b>	<b>60</b>	<b>82</b>
<b>Total</b>	<b>1,409</b>	<b>1,303</b>	<b>1,163</b>

*(Please see Appendix C – Statewide Education Programs by Location, and Appendix E: Postsecondary Enrollment and Completion Rates.)*

### SBCTC FY25 - Student Headcount by Ethnicity

Ethnicity	FY25* headcount	FY24* headcount	% of enrolled students FY25	Comparison to % of all DOC
American Indian/Alaska Native	175	209	3.9%	5.4%
Asian or Pacific Islander	149	141	3.3%	4.9%
Black	729	800	16.1%	18.2%
Latino/Hispanic	685	651	15.1%	15.9%
Other Race	438	536	9.6%	0.4%
White	1,753	2,023	38.6%	54.7%
Unreported/Unknown	613	958	13.5%	0.6%
<b>Total</b>	<b>4,542</b>	<b>5,318</b>	<b>100%</b>	<b>100%</b>

\*Unduplicated.

## SBCTC FY25 - Student Headcount by Age and Program Area

Age Group	Basic Skills	Vocational	Total Headcount
Under 22	118	17	135
22-34	1,355	880	2,235
35-44	992	1,001	1,993
45-59	566	581	1,147
60 and over	115	126	241
<b>Duplicated Site Total</b>	<b>2,902</b>	<b>2,289</b>	<b>5,191</b>

### Corrections Education Services

To support students, SBCTC college partners provided the following prison-based correctional education services in FY25:

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. Educational offerings in Intensive Management Units, Special Offender Units, and Skill Builder Units that are funded separately from the FTE enrollment model.
3. In-prison college navigators assisted with the following:
  - Facility orientations and student recruitment.
  - Training and information to counselors.
  - Coordinating educational plans with counselors.
  - Assisting students with college and financial aid applications.
  - Referring students to additional on-campus assistance.
  - Explaining workforce and Adult Basic Education program requirements, including access to employment data on specific programs.
  - Delivering college placement tests.
  - Assisting students with acquiring transcripts from previous educational programs.
  - Coordinating with Community-Based Correctional Education Services to facilitate a smooth transition from prison to postsecondary education and apprenticeship programs.
  - Documenting navigation services to students in OMNI.
4. Provided computer support and access for students in Computer Lab and Tutoring Centers to include:
  - Access to computers outside of scheduled instructional time for incarcerated students in adult basic education, professional-technical programs, and reentry.
  - Access for students to develop their reentry portfolio, practice computer skills through self-guided software tutorials, and complete homework assignments.
  - Tutoring services and support for other instructional technology.
  - Monitoring student use of computers to ensure compliance with Department and College policies.

- 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:

- 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.
- Outreach with incarcerated students to recruit and educate incarcerated individuals about opportunities in the community college system.
- Collaborating with prison-based corrections education programs to facilitate a seamless transition for participants.
- Assisting participants with enrollment, financial aid applications, career planning, and referrals to apprenticeship programs and support services.
- 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.
- Developing peer-mentoring programs and facilitating the creation of student support groups made up of formerly incarcerated individuals.
- 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 – FY25 by the Washington SBCTC can be accessed online: [Washington’s College in Prisons Program Research Reports](#).<sup>5</sup>

## **Correspondence Education**

The Department has a process for individuals to participate in self-paid postsecondary academic, vocational, and theology programs through correspondence education involving an educational course or series of classes necessary to obtain or achieve a proficiency standard. Courses will be completed through the mail with an accredited educational institution recognized by the U.S. Department of Education.

Individuals must have a verified high school diploma or General Educational Development (GED) certificate to be eligible to participate in a correspondence course. Individuals must apply for a correspondence program under the supervision of the assigned case manager, in cooperation with the Education Services Administrator, and in accordance with DOC Policy 500.100 - Correspondence Education in Prisons

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<sup>5</sup> Al-Zubaidy, H. (2025) Annual Report to the Department of Corrections for 2024-2025 Academic Year. State Board of Community & Technical Colleges.

From July 1, 2024, to June 30, 2025, 95 students participated in correspondence courses.

### Correspondence Education FY25 - 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	7.4%	4.9%
Black	30.5%	18.2%
Latino/Hispanic	4.2%	15.9%
Other Race	0%	0.4%
White	54.7%	54.7%
Unreported/Unknown	0%	0.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### Title IV Eligible Education Programs

Centralia College and Walla Walla Community College were selected as Revised Second Chance Pell Experiment programs eligible for financial aid, 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 FY25, Centralia College served 74 students across two facilities. There were 36 students at CCCC and 38 students at WCC enrolled in a Direct-Transfer Associate of Arts degree, including four graduates. Walla Walla Community College served 43 students at CRCC enrolled in a Bachelor of Applied Science (BAS) Business Management degree, with seven students graduating. The BAS program is designed as a 2 + 2 model, allowing students who graduate with the Business Administration Associate of Applied Science program to continue to a four-year degree.

Centralia College and Walla Walla Community College are in the process of seeking U.S. Department of Education approval to convert their programs into Title IV Prison Education Programs (PEPs), which will enable students at SCCC to utilize federal (Pell Grants) and state financial aid (Washington College Grant). The U.S Department of Education’s Revised Second Chance Pell Experiment will sunset in FY26.

As the department continues collaboration with colleges to implement federal and state financial aid, 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. All financial-aid-eligible education programs will first be approved by 1) DOC, 2) a national accrediting agency, and 3) the U.S. Department of Education (ED). In FY25, three academic programs received approval from ED to launch financial aid eligible programs to include an Associate in Arts - Direct Transfer Agreement (AA-DTA) and an Associate of Applied Science (AAS) in Business Management from Gray’s Harbor College, as well as a Bachelor of Arts from The Evergreen State College

at Stafford Creek Corrections Center. Currently, several other colleges are engaged in the three-step process of seeking approval from the U.S. Department of Education to become a Title VI eligible program.

### **Title IV Eligible Education Programs FY25 – Student Percentage by Ethnicity**

<b>Ethnicity</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>
American Indian/Alaska Native	7.7%	5.4%
Asian or Pacific Islander	1.7%	4.9%
Black	25.6%	18.2%
Latino/Hispanic	8.5%	15.9%
Other Race	1.7%	0.4%
White	54.7%	54.7%
Unreported/Unknown	0%	0.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### **DOC Pre-Apprenticeship Programs**

The department serves as the direct provider for three educational pathways to increase individuals' access to livable-wage and sustainable employment post-release. This includes the Trades Related Apprenticeship Coaching (TRAC), a Washington state-recognized pre-apprenticeship program, offered at WCCW through a partnership with Washington State Correctional Industries. TRAC, created in 1997, covers a broad range of academic, safety, and technical skills training and behavioral, lifestyle, and soft skills training. Once TRAC graduates are back in their communities, they are qualified to enter apprenticeship programs for the International United Brotherhood of Carpenters and Joiners, the International Association of Bridge, Structural, Ornamental, and Reinforcing Iron Workers, the Operative Plasterers and Cement Masons International Association, and the Laborers International Union of North America. TRAC graduates earn an average of \$32.00 per hour post-release.

In FY21, the department also received a grant from the Bureau of Justice Assistance Second Chance Act “Adult Reentry Education, Employment, Treatment and Recovery Program,” in which the department partners with the Aerospace Joint Apprenticeship Committee (AJAC) to provide the Washington state-recognized pre-apprenticeship AJAC Manufacturing Academy. This program offers a solid foundational career pathway into aerospace and advanced manufacturing apprenticeship opportunities. Upon completion, participants will have the basic foundational skills to find gainful entry-level employment and may meet the minimum qualifications to pursue additional career pathways in advanced manufacturing through AJAC’s portfolio of apprenticeship programs. AJAC graduates earn an average wage of \$25.00 per hour post-release. The AJAC pilot program concluded and was sunset in October of 2025 as the grant period ended.

Finally, through a partnership with the Washington State Department of Transportation, the department provides opportunities for incarcerated individuals statewide to earn Washington State Flaggers Certification, as well as American Traffic Safety Services Association national certification.

In FY25, a total of 692 individuals participated in DOC Pre-Apprenticeship programs for a total of 19,844 total hours. There were 49 pre-apprenticeship graduates with a total class time of 14,700 hours (300-hour programs) and 643 Flaggers Certifications issued with 5,144 hours (8-hour program). Additionally, there were 15,283 on-the-job training hours in the community by 17 active, formerly incarcerated apprentices.

**DOC Pre-Apprenticeship Programs  
FY25 – Student Percentage by Ethnicity**

<b>Ethnicity</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>
American Indian/Alaska Native	8.5%	5.4%
Asian or Pacific Islander	6.2%	4.9%
Black	20.4%	18.2%
Latino/Hispanic	7.2%	15.9%
Other Race	0.3%	0.4%
White	57.4%	54.7%
Unreported/Unknown	0%	0.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### Four-Year Universities 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 (BPC-TEACH)
- Clover Park Technical College
- Freedom Education Project Puget Sound (FEPPS)
- The Evergreen State College
- Whitman College

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. The DOC also partners with community-based and non-profit partners who seek to utilize federal and state financial aid in education programming.

In FY25, the department has worked with two Washington state 501(c)3 nonprofit organizations, the Black Prisoners Caucus Community Group (BPCCG) and Fabian's Fund, to formalize sponsorship for the BPC-TEACH educational programs. The department held several meetings with the incarcerated BPC-TEACH leaders at Clallam Bay Corrections Center (CBCC), Stafford Creek Corrections Center (SCCC), and Washington Corrections Center (WCC) to better understand their program needs and their preferred choice of sponsor. In FY25, the department then entered into contracts with the BPCCG to serve as the educational sponsor for CBCC, SCCC, and Fabian's Fund at WCC at the request of the individuals.

For FY25, the BPCCG facilitated curriculum update and development, and finalized 13 courses for the BPC-TEACH education program, consisting of both credit- and non-credit bearing courses in subjects such as African American Literature, Asian American History, Creative Writing, Philosophy, and Sociology. The BPCCG also screened, trained, and coordinated over 25 facilitators and support staff, including several with lived incarceration experience. In Spring of 2025, the logistics and planning process continued as BPCCG prepared to begin offering credit and non-credit bearing educational courses in Winter FY26 in partnership with The Evergreen State College Tacoma, and Seattle Central College.

At WCC, Fabian's Fund, acting as the contracted provider for the BPC-TEACH education program, facilitated the update and development of its curriculum with incarcerated leaders. This work finalized six courses, including non-credit-bearing options in subjects such as Asian American Studies, Liberation through Black Studies, Trauma-Informed Stress and Anger Management, and College Preparatory classes. The BPC-TEACH, with the support of Fabian's Fund, launched classes in July of FY26. Future implementation plans also include a two-year Associate's degree and a four-year Bachelor's degree program. All education services are provided by Fabian's Fund in-kind.

Clover Park Technical College, which contracts with the department to provide a Cosmetology program at WCCW, served 18 students in FY25 and had two students complete their practical and written state exams to earn their license for Hair Design from the Washington State Department of Licensing. Additional students were taking the licensure exam early FY26, and those outcomes will be reported in next year's annual report.

FEPPS, a privately funded nonprofit organization based in Seattle, provides college programming at Washington Corrections Center for Women. 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 FY25, FEPPS served 85 students through 23 credit-bearing classes, five non-credit-bearing classes, and 115 credits attempted and earned. Additionally, 16 students graduated with their Associates of Arts degree. The University of Puget Sound is seeking U.S. Department of Education approval to convert the Bachelor of Arts in Liberal Studies to a Title IV Prison Education Program that will enable students at WCCW to utilize federal (Pell Grants) and state financial aid (Washington College Grant). All education services are provided by FEPPS in-kind.

In FY25, The Evergreen State College (Evergreen) offered nine classes as a part of the Bachelor of Arts degree program at Stafford Creek Corrections Center (SCCC). Evergreen is continuing to collaborate

with DOC, SBCTC, and Grays Harbor College to develop a sustainable process for the 2+2 degree pathway model and expand educational opportunities at SCCC. In FY25, Evergreen served 20 students in the program with 654 credits attempted and earned, and the first two students graduated with their bachelor's degrees. In the Spring of FY25, Evergreen received the U.S. Department of Education's approval as a Title IV Prison Education Program, making federal (Pell Grants) and state financial aid (Washington College Grant) available to incarcerated students.

At the Washington State Penitentiary, Whitman College offered a variety of credit-bearing liberal arts classes, including Philosophy and English Literature, for 30 incarcerated students. These classes bring together students from their main campus and incarcerated students as a part of the peer "Inside-Out" education model. Incarcerated students had the opportunity to earn four semester credits per class, for a total of 128 combined credits. All education services are provided by Whitman College in-kind.

**Four-Year Universities and Nonprofit Partnerships  
FY25 - Student Percentage by Ethnicity**

<b>Ethnicity</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>
American Indian/Alaska Native	6.5%	5.4%
Asian or Pacific Islander	7.8%	4.9%
Black	20.9%	18.2%
Latino/Hispanic	4.6%	15.9%
Other Race	7.8%	0.4%
White	51.0%	54.7%
Unreported/Unknown	1.3%	0.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

**Four-Year Universities and Nonprofit Partnerships  
FY25 - Student Percentage by Age**

<b>Age (Years)</b>	<b>% of enrolled students</b>	<b>Comparison to % of all DOC</b>
18-20	3.3%	5.4%
21-30	15.7%	4.9%
31-40	42.5%	18.2%
41-50	26.1%	15.9%
51-60	8.5%	0.4%
61+	3.9%	54.7%
Unreported/Unknown	0%	0.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

## 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 U.S. Department of Education (ED) published its [final regulations](#) related to these changes on October 27, 2022.

Incarcerated individuals are also 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 ED's "Best Interest of Students" criteria for all approved Prison Education Programs, 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, statutes, and DOC policies to identify implementation strategies for federal and state financial aid. Through this process, the department identified a roadblock in RCW 72.09.460(4) that requires the DOC to cover all educational programming, which prevented students from accessing financial aid resources like Pell and Washington College Grants while incarcerated. DOC Education Services worked with our stakeholders and the legislature to draft language that would remove the barriers for incarcerated individuals to access state and federal financial aid grants. This culminated in the passage of SSB 5953 during the 2024 legislative session, which was signed into law on March 26, 2024.

The implementation of Pell Grants in prisons has been slow due to complex administrative, regulatory, and logistical challenges despite the ban being lifted in December 2020 through the FAFSA Simplification Act, with an effective date of July 1, 2023. A primary barrier is the requirement for colleges and universities to develop new, high-quality Prison Education Programs (PEPs) that must be approved by both the Department of Education and state corrections departments, a multi-year application and approval process.

The Free Application for Federal Student Aid (FAFSA) form was significantly shortened and changed as a result of the FAFSA Simplification Act passed in 2020, with the main changes implemented for the 2024–2025 academic year. ED has developed an "Incarcerated Student" version of the FAFSA form specially for PEP programs. As a part of SSB 5953, the Washington Student Achievement Council also developed a paper version of the Washington Application for Federal Student Aid (WAFSA) for incarcerated students.

As the department continues collaboration with colleges to implement federal and state financial aid, 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. All financial-aid-eligible education programs will first be approved by 1) DOC, 2) a national accrediting agency, and 3) the U.S. Department of Education.

In FY25, three academic programs received approval from ED to launch financial aid-eligible programs to include an Associate in Arts - Direct Transfer Agreement (AA-DTA) and an Associate of Applied Science (AAS) in Business Management from Gray's Harbor College, as well as a Bachelor of Arts from The Evergreen State College at Stafford Creek Corrections Center. Currently, several other colleges are engaged in the three-step process of seeking approval from the U.S. Department of Education to become a Title VI eligible program. The department anticipates the approval of eight additional academic programs in FY26.

As the PEP oversight entity, the department is required by ED to establish a "Best Interest of Students" determination within the first two years of a program's initial approval. The department will develop a quality-control assessment required for all Pell-eligible Prison Education Programs (PEPs) to ensure they offer valuable, legitimate educational opportunities for incarcerated individuals. The entire process involves input from relevant stakeholders, including representatives of incarcerated people and accrediting agencies, to ensure the program truly serves the students' best interests.

The determination evaluates the program on specific metrics designed to mirror the quality and opportunities available to non-incarcerated students on a traditional campus. These metrics include:

- **Instructor Quality and Turnover:** Whether the experience, credentials, and turnover rates of the PEP's instructors are comparable to those in similar programs at the main institution, while accounting for the constraints of a prison environment.
- **Credit Transferability:** Whether the credits earned in the PEP can be transferred to other degree or certificate programs at the same institution, and at least one other eligible institution in the state, on a substantially similar basis to non-PEP credits.
- **Academic and Career Advising:** Whether students receive relevant advising services (while incarcerated, before reentry, and after release) that are comparable to those offered to non-incarcerated students.
- **Continued Enrollment Post-Release:** Whether the institution ensures that formerly incarcerated students can easily continue their program at any of the institution's locations offering a comparable program after their release.

Additionally, the oversight entity may choose to consider other outcome indicators such as job placement rates, post-release earnings, program completion rates, and recidivism rates when making its final decision.

The next steps in implementing financial aid programs are:

- Institutions of higher education receive U.S. Department of Education approval to operate a Prison Education Program.
- Interagency Agreements with each program for payment of education costs not covered by financial aid.
- Establish the mandatory stakeholder feedback process to assess if programs are operating in the best interest of students, as required by the U.S. Department of Education. This portion of the process began in October 2025 with DOC Education Services staff and stakeholder representatives. This will be reported with an update in the FY26 annual report.

## Future Studies and Data

Pursuant to SSB 5953, further study by WSIPP will be conducted to assess enrollment, completion, and recidivism rates of incarcerated individuals in the postsecondary education system post-release. The Preliminary report [“Postsecondary Education Programs in Washington Prisons: An Analysis of Post-Release Education Outcomes”](#) was released in October 2024, and a final report is due by 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	\$54,897	\$15,844	\$39,053	(\$2,870)	\$52,027	\$19.13	88%
Offender Reentry Community Safety Program (for individuals with serious mental illness)	Apr. 2012	\$82,217	\$28,096	\$54,121	(\$43,165)	\$39,053	\$1.90	97%
Circles of Support and Accountability	Nov. 2016	\$33,675	\$8,172	\$25,503	(\$4,610)	\$29,065	\$7.30	93%
Correctional education (post-secondary education)	Jul. 2016	\$29,083	\$7,931	\$21,152	(\$1,473)	\$27,609	\$19.74	0%
Drug Offender Sentencing Alternative (for persons convicted of drug offenses)	Nov. 2016	\$26,775	\$7,963	\$18,812	(\$1,919)	\$24,856	\$13.95	99%
Vocational education in prison	Jul. 2016	\$21,052	\$5,833	\$15,220	(\$1,764)	\$19,289	\$11.94	97%
Case management ("swift, certain, and fair") for drug-involved persons	Nov. 2016	\$17,692	\$5,149	\$12,543	\$449	\$18,142	n/a	99%
Electronic monitoring (probation)	Dec. 2014	\$16,302	\$4,606	\$11,695	\$1,343	\$17,644	n/a	93%
Mental health courts	Oct. 2016	\$20,319	\$5,889	\$14,430	(\$3,653)	\$16,665	\$5.56	95%
Intensive supervision (surveillance and treatment)	Dec. 2016	\$15,565	\$4,605	\$10,960	(\$958)	\$14,607	\$16.25	100%
Reentry courts	Aug. 2016	\$19,925	\$6,070	\$13,855	(\$5,803)	\$14,122	\$3.43	95%
Inpatient or intensive outpatient drug treatment during incarceration	Nov. 2016	\$15,410	\$4,299	\$11,110	(\$1,521)	\$13,889	\$10.13	98%
Therapeutic communities (in the community) for individuals with co-occurring disorders	Nov. 2016	\$19,495	\$5,774	\$13,720	(\$6,007)	\$13,488	\$3.25	65%
Correctional education (basic skills)	Jul. 2016	\$14,198	\$3,971	\$10,227	(\$1,473)	\$12,725	\$9.64	97%
Drug Offender Sentencing Alternative (for persons convicted of property offenses)	Nov. 2016	\$14,609	\$4,469	\$10,141	(\$1,919)	\$12,690	\$7.61	70%
Outpatient or non-intensive drug treatment during incarceration	Nov. 2016	\$12,407	\$3,416	\$8,991	(\$883)	\$11,524	\$14.05	99%
Outpatient or non-intensive drug treatment in the community	Nov. 2016	\$12,165	\$3,622	\$8,544	(\$907)	\$11,259	\$13.42	100%
Electronic monitoring (parole)	Dec. 2014	\$9,720	\$2,405	\$7,314	\$1,343	\$11,062	n/a	100%
"Swift, certain, and fair" supervision	Jan. 2017	\$10,854	\$2,989	\$7,865	\$80	\$10,934	n/a	65%
Therapeutic communities (during incarceration) for individuals with substance use disorders	Nov. 2016	\$13,193	\$3,502	\$9,691	(\$2,593)	\$10,600	\$5.09	65%
Drug courts	Aug. 2016	\$16,371	\$5,746	\$10,625	(\$5,803)	\$10,567	\$2.82	100%
Serious and Violent Offender Reentry Initiative (SVORI)	Aug. 2016	\$26,901	\$9,581	\$17,320	(\$17,092)	\$9,809	\$1.57	90%
Risk Need and Responsivity supervision (for individuals classified as high- and moderate-risk)	Dec. 2016	\$11,238	\$3,454	\$7,784	(\$1,617)	\$9,621	\$6.95	98%
Cognitive behavioral therapy (CBT) (for individuals classified as high- or moderate-risk)	Dec. 2016	\$10,382	\$3,209	\$7,173	(\$1,646)	\$8,736	\$6.31	98%
Therapeutic communities (in the community) for individuals with substance use disorders	Nov. 2016	\$12,056	\$3,624	\$8,432	(\$4,462)	\$7,594	\$2.70	59%
Case management (not "swift, certain, and fair") for drug-involved persons	Nov. 2016	\$7,397	\$1,844	\$5,554	(\$454)	\$6,943	\$16.29	58%
Correctional industries in prison	Jul. 2016	\$7,256	\$2,005	\$5,251	(\$572)	\$6,684	\$12.68	100%
Housing assistance without services	Aug. 2016	\$8,965	\$2,912	\$6,053	(\$2,365)	\$6,600	\$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	\$5,020	\$1,256	\$3,765	\$593	\$5,614	n/a	99%
Police diversion for low-severity offenses (pre-arrest)	Mar. 2017	\$4,606	\$1,311	\$3,296	\$654	\$5,261	n/a	86%
Employment counseling and job training with paid work experience in the community	Aug. 2016	\$11,102	\$4,164	\$6,938	(\$6,326)	\$4,776	\$1.76	59%
Day reporting centers	Oct. 2016	\$9,283	\$3,341	\$5,942	(\$4,694)	\$4,589	\$1.98	76%
Treatment in the community for individuals convicted of sex offenses	Jan. 2017	\$4,668	\$1,383	\$3,285	(\$2,851)	\$1,817	\$1.64	61%
Treatment during incarceration for individuals convicted of sex offenses	Jan. 2017	\$6,972	\$2,111	\$4,860	(\$5,393)	\$1,578	\$1.29	62%
Restorative justice conferencing	Feb. 2017	\$2,677	\$1,020	\$1,657	(\$1,307)	\$1,371	\$2.05	57%
Jail diversion for individuals with mental illness (post-arrest)	Mar. 2017	\$340	(\$68)	\$408	\$813	\$1,153	n/a	50%
Intensive supervision (surveillance only)	Dec. 2016	\$490	\$159	\$331	(\$126)	\$364	\$3.88	53%
Employment counseling and job training in the community	Aug. 2016	\$1,478	\$757	\$722	(\$2,317)	(\$839)	\$0.64	42%
Sex offender registration and community notification	Nov. 2016	(\$2,175)	(\$447)	(\$1,728)	(\$413)	(\$2,588)	(\$5.27)	33%
Inpatient or intensive outpatient drug treatment in the community	Nov. 2016	(\$1,812)	(\$130)	(\$1,682)	(\$1,049)	(\$2,861)	(\$1.73)	47%
Life skills education	Dec. 2016	(\$1,916)	(\$330)	(\$1,586)	(\$1,350)	(\$3,267)	(\$1.42)	34%
Driving Under the Influence (DUI) courts	Aug. 2016	\$5,156	\$2,996	\$2,160	(\$9,242)	(\$4,086)	\$0.56	19%
Domestic violence perpetrator treatment (Duluth-based model)	Aug. 2014	(\$2,510)	(\$475)	(\$2,035)	(\$1,708)	(\$4,219)	(\$1.47)	24%
Violence reduction treatment	Dec. 2016	(\$447)	\$677	(\$1,124)	(\$5,986)	(\$6,434)	(\$0.07)	28%
Housing assistance with services	Aug. 2016	\$1,326	\$2,336	(\$1,010)	(\$13,626)	(\$12,300)	\$0.10	2%
Community-based correctional facilities (halfway houses)	Aug. 2016	(\$7,085)	(\$570)	(\$6,515)	(\$9,880)	(\$16,964)	(\$0.72)	0%
Police diversion for individuals with mental illness (pre-arrest)	Mar. 2017	(\$15,343)	(\$2,213)	(\$13,130)	(\$5,633)	(\$20,976)	(\$2.72)	24%
Injectable naltrexone for opioid use disorder for adults post-release	Mar. 2021	(\$3,226)	\$1,233	(\$4,460)	(\$19,488)	(\$22,714)	(\$0.17)	0%
Methadone for opioid use disorder for adults post-release	Apr. 2021	(\$10,308)	\$223	(\$10,532)	(\$21,912)	(\$32,220)	(\$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	(\$5,064)	(\$994)	(\$4,070)	\$6,929	\$1,865	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	(\$17,898)	(\$2,864)	(\$15,033)	\$6,929	(\$10,968)	n/a	9%
For individuals classified as high risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$38,355)	(\$5,526)	(\$32,829)	\$6,929	(\$31,426)	n/a	0%
<b>Police (results per-officer)</b>								
Deploy one additional police officer with hot spots strategies	Oct. 2013	\$605,028	\$78,568	\$526,460	(\$113,796)	\$491,232	\$5.32	100%
Deploy one additional police officer with statewide average practices	Oct. 2013	\$526,669	\$67,862	\$458,806	(\$108,377)	\$418,292	\$4.86	100%

For further information, contact:  
(360) 664-9800, institute@wsipp.wa.gov

Printed on 03-24-2024



## Washington State Institute for Public Policy

The Washington State Legislature created the Washington State Institute for Public Policy in 1983. A Board of Directors—representing the legislature, the governor, and public universities—governs WSIPP and guides the development of all activities. WSIPP's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State.

### FY25 HIGHLIGHTS

**5,577**

5,577 individuals, **39%** of the population, participated in education programs

**873**

473 High School Diplomas and 400 GED® certificates awarded

**1,143**

1,143 college academic and vocational certificates awarded

**116**

116 postsecondary associates (107) and bachelors (9) degrees awarded

### 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, 2020)

✚ **For every dollar invested in education in WA, 19.74 is saved** from reduced recidivism. (Washington State Institute for Public Policy, 2023)

## 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 post-release employment and/or education pathways.

Through a partnership between DOC, the Washington State Board for Community and Technical Colleges, colleges and universities, and private partnerships, Washington's correctional education 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 facility- and community-based education reentry navigators.
- ✚ Program referrals are prioritized based on risk level, individual needs, expected release date, and availability of program resources in alignment with DOC Policy 500.000.

## Education Pathways

Each facility offers adult basic education pathways to help individuals obtain high school equivalency. Education pathways include three bachelor's degrees, 18 associate degrees, 31 certificate programs, and nine state-recognized pre-apprenticeship programs. All credit-bearing programs are accredited by the Northwest Commission on Colleges and Universities.

Automotive Mechanics Technology | Bookkeeping | Business Administration and Management | Carpentry | Construction Trades | Computer Numerical Controlled Manufacturing (CNC) | Diesel Technology | Digital Design | Direct-Transfer Degrees Drywall, Roofing, and Siding | Electrical Systems | Entrepreneurship | Facilities Maintenance | Game Design and Development | Graphic Design and Web Development | Hair Design | Horticulture, Floriculture, and Organic Farming | HVAC Technology | Liberal Studies | Pastry and Specialty Baking | Technical Design | Trades Related Coaching | Web Developer Applications | Welding Technology



## College & Program Partners

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

Monroe Correctional Complex  
Edmonds College

Olympic Corrections Center  
Peninsula College

Stafford Creek Corrections Center  
Grays Harbor College  
The Evergreen State College

Washington Corrections Center  
Centralia College

Washington Corrections Center for Women  
Clover Park Technical College  
Freedom Education Project Puget Sound  
Olympic College  
University of Puget Sound

Washington State Penitentiary  
Walla Walla Community College

### Community Education Partnerships:

Centralia College  
Clover Park Technical College  
Columbia Basin College  
Edmonds College  
Lower Columbia College  
Northwest Commission on  
Colleges and Universities  
Pierce College  
Renton Technical College  
Seattle Central College  
Skagit Valley College  
Spokane Community College  
South Seattle College  
The Evergreen State College  
University of Washington Tacoma  
U.S. Department of Education  
Washington Student Achievement  
Council  
Wenatchee Valley College  
Yakima Valley College

## Expanding Education Programs

### Student Access to Federal and State Financial Aid

In FY24, the legislature passed Substitute Senate Bill 5953, allowing students to utilize federal and state financial aid. DOC is partnering 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 correction education programs must receive approval from DOC, a national accrediting agency, and the U.S. Department of Education. To date, DOC has approved 10 college academic pathways at seven sites. Five programs have received Prison Education Program approved and are eligible to provide student access to Federal Pell and Washington College Grants.

## Enhancing Student Success

### Secured Internet Access

To support our college partners in ensuring high-quality educational program delivery, the department has implemented an Off-State Network (OSN) that provides a secure internet system for educational use.

Key features:

- 3,547 active student users as of October 2025
- Access to the JSTOR library and research database
- Online GED® testing services at all 10 facilities
- Expanded access to safe websites for student use
- FY26 expansion to include Wi-Fi capability in classrooms and living units at five facilities

### Student Support Services

The department, in collaboration with colleges, has established a process to ensure that students who may have a learning disability are evaluated and provided with appropriate education accommodations through college student disability services.



### Contact information:

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Washington State  
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**Clallam Bay Corrections Center**

- Business Administration Certificate
- Business Technology Certificate
- Game Development Certificate
- Game Design Certificate
- Facilities Maintenance Certificate
- Pastry and Specialty Baking Certificate
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- IMU Education Services

**Washington Corrections Center for Women**

- Bachelor of Arts, Liberal Studies
- Direct Transfer AA Degree
- Hair Design Certificate
- Horticulture, Floriculture, and Organic Farming Certificate
- Technical Design Certificate
- Trades Related Apprenticeship Coaching \*
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition

**Monroe Correctional Complex**

- Business Management AAS-T Degree
- Entrepreneurship and Small Business Management Certificate
- CIS Web Developer Application Certificate
- Construction Trades Apprenticeship Prep \*
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- SOU Education Services
- IMU/ITU Education Services

**Olympic Corrections Center**

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

**Washington Corrections Center**

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

**Stafford Creek Corrections Center**

- Bachelor of Arts †
- Business Management AAS Degree †
- Direct Transfer AA Degree †
- Basic Small Business Skills Certificate
- Bookkeeping Certificate
- Construction Trades Apprenticeship Prep \*
- Welding Technology Certificate
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- SBU Education Services
- IMU Education Services

**Cedar Creek Corrections Center**

- Direct Transfer AA Degree †
- Construction Trades Apprenticeship Prep \*
- Drywall, Roofing & Siding Certificate
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma

**Washington State Penitentiary**

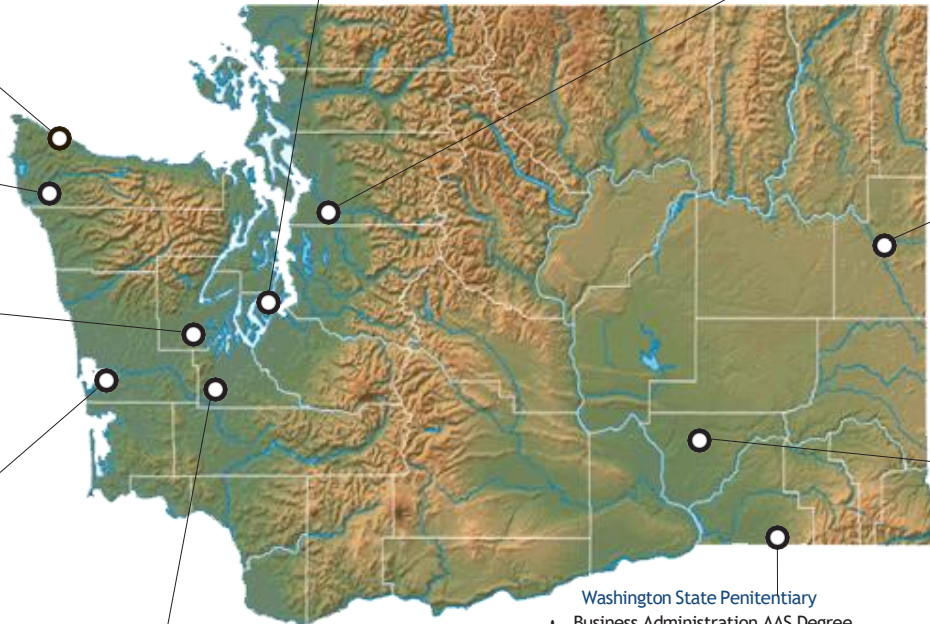
- Business Administration AAS Degree
- Graphic Design and Web Development AAS Degree
- HVAC Technology AAS Degree ‡
- Welding Technology AAS Degree
- Business/Entrepreneurship Certificate
- Construction Trades Apprenticeship Prep \*
- Diesel Technology Certificate ‡
- Digital Design Certificate
- Electrical Systems Technology Certificate ‡
- Entrepreneurship Certificate
- HVAC Technology Certificate ‡
- Welding Technology Certificate
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- IMU/BAR Education Services

**Airway Heights Corrections Center**

- Business AAS Degree †
- Direct Transfer AA Degree †
- Business Occupations Certificate
- Carpentry Certificate \*
- Machinist-CNC Technology Certificate
- HVAC Technology Certificate
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- IMU Education Services

**Coyote Ridge Corrections Center**

- Bachelor of Applied Science, Business Management †
- Automotive Repair Technology AAS Degree
- Business Administration AAS Degree
- Direct Transfer AA Degree
- Graphic Design and Web Development AAS Degree
- HVAC Technology AAS Degree ‡
- Welding Technology AAS Degree
- Automotive Mechanics Technology Certificate \* ‡
- Construction Trades Apprenticeship Prep \*
- Digital Design Certificate
- Entrepreneurship Certificate
- HVACR Technology Certificate ‡
- Welding Technology Certificate
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma
- English Language Acquisition
- IMU Education Services



\* WA State recognized pre-apprenticeship program  
† Title IV Pell Grant and Washington College Grant eligible program  
‡ Integrated Basic Education and Skills Training (I-BEST) program

# Improving Public Safety by Positively Changing Lives

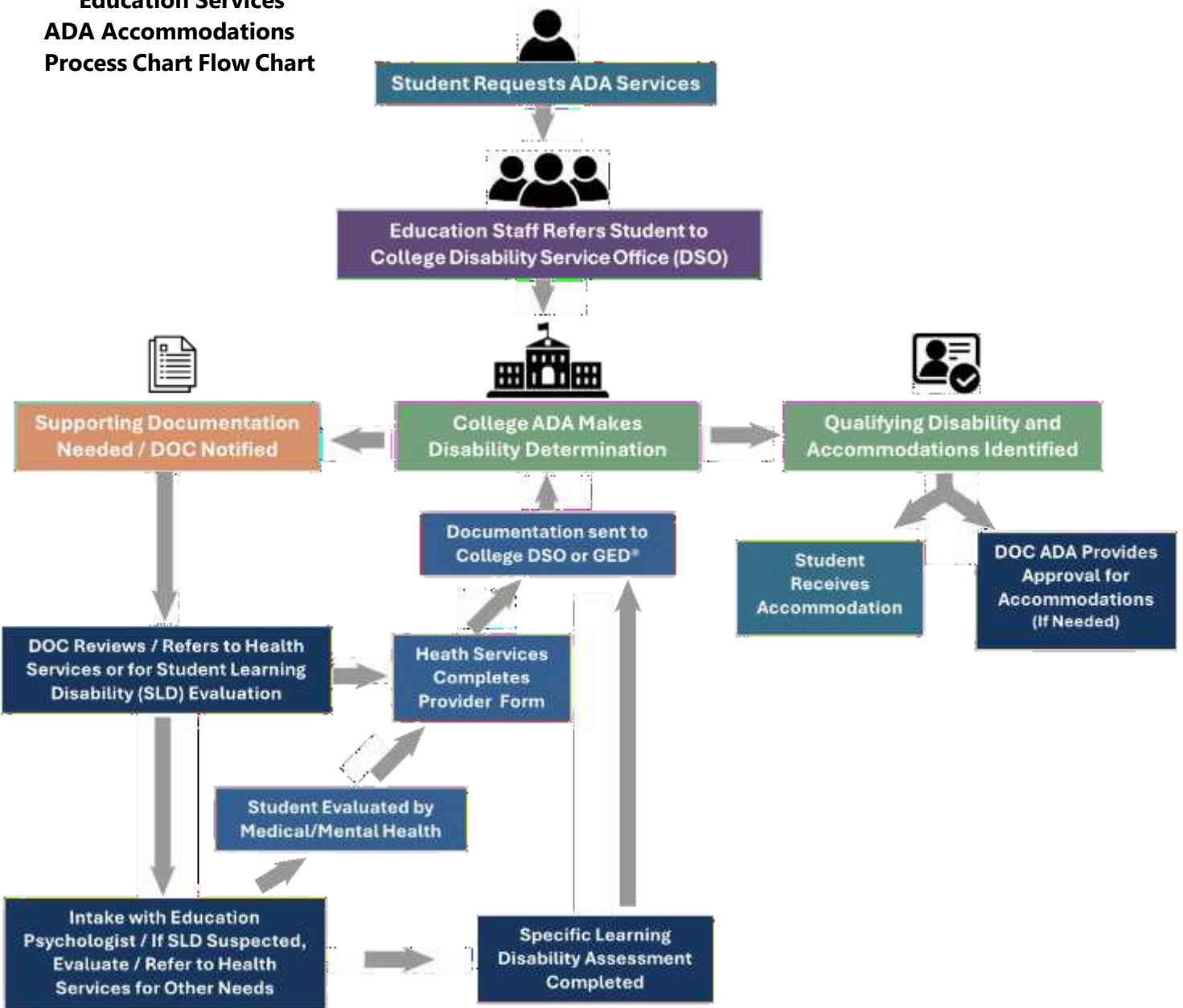
## Student Services and Accommodations

Education Services  
Fact Sheet | October 2025



As directed by 2SHB 1044, the department, in coordination with college partners, has established a process to determine if incarcerated students require accommodations to effectively participate in education programming, including GED tests and postsecondary education. Below is the process chart for students requesting ADA services from the college they are enrolled in.

### Education Services ADA Accommodations Process Chart Flow Chart



# Improving Public Safety by Positively Changing Lives

## Education Services

Program Completion Rates, 2024-2025 Academic Year



Data provided by the State Board for Community and Technical Colleges for the 2024 - 2025 Academic Year.

College	Program	Certificate Type	Enrollment	Completion	Rate
<b>Centralia College at Cedar Creek Corrections Center and Washington Corrections Center</b>	Drywall Installation	Certificate 7 credits	26	15	57.7%
	Roofer Installation	Certificate 7 credits	26	21	80.8%
	Siding Installation	Certificate 7 credits	26	18	69.2%
	Construction Trades Apprenticeship Prep (CTAP)	Certificate 20 credits	93	98	105.4%**
<b>Edmonds College at Monroe Correctional Complex</b>	CIS Web Developer Application	Certificate 45 credits	26	18	69.2%
	Construction Trades Apprenticeship Prep (CTAP)	Certificate 20 credits	15	19	126.7%**
	Entrepreneurship and Small Business Management	Certificate 45 credits	111	11	9.9%
	Business Management AAS-T	Workforce Degree 90 credits	111	17	15.3%
<b>Grays Harbor College at Stafford Creek Corrections Center</b>	Construction Trades Apprenticeship Prep (CTAP)	Certificate 20 credits	53	33	62.3%
	Welding Technology	Certificate 45 credits	43	1	2.3%
	Business Management AAS	Workforce Degree 90 Credits	66	5	7.6%
	Direct Transfer AA	Academic Degree 90 Credits	101	1	1%
<b>Olympic College at Mission Creek Corrections Center and Washington Corrections Center for Women</b>	Technical Support	Certificate 20 credits	3	0	0%
	Horticulture, Floriculture, and Organic Farming	Certificate 45 Credits	42	0	0%
<b>Peninsula College at Clallam Bay Corrections Center</b>	Business Administration	Certificate 45 credits	58	4	6.9%
	Business Technology	Certificate 15 credits	58	4	6.9%

# Improving Public Safety by Positively Changing Lives

## Education Services

Program Completion Rates, 2024-2025 Academic Year



	Pastry and Specialty Baking	Certificate 60 Credits	2	2	100%
	Facilities Maintenance	Certificate 14 credits	2	2	100%
	Game Development & Game Design	Certificate 60 credits	19	0	0%
<b>Spokane Community College at Airway Heights Corrections Center</b>	Business Occupations	Certificate 46 credits	108	8	7.4%
	HVAC Technology	Certificate 45 credits	64	8	12.5%
	Carpentry	Certificate 45 credits	79	24	30.4%
	Machinist—CNC Technology	Certificate 52 credits	48	15	31.3%
<b>Walla Walla Community College at Coyote Ridge Corrections Center and Washington State Penitentiary</b>	Construction Trades Apprenticeship Prep (CTAP)	Certificate 20 credits	23	18	78.3%
	Diesel Technology	Certificate 20 credits	26	2	7.7%
	HVAC Technology	Certificate 45 credits	86	11	12.8%
	Digital Design	Certificate 45 credits	156	3	1.9%
	Automotive Repair Technology	Certificate 78 credits	17	5	29.4%
	Entrepreneurship	Certificate 45 credits	609	41	6.7%
	Collision Repair Technology	Certificate 45 credits	26	4	15.4%
	Diesel Technology	Certificate 45 credits	0	0	0%
	HVACR Technology	Certificate 45 credits	86	24	27.9%
	Digital Design	Certificate 45 credits	159	9	5.7%

# Improving Public Safety by Positively Changing Lives

## Education Services

Program Completion Rates, 2024-2025 Academic Year



	Welding Technology	Certificate 45 credits	147	31	21.1%
	Direct Transfer AA	Academic Degree 90 credits	6	3	50%
	Associate of Arts, Direct Transfer	Academic Degree 90 credits	6	0	0%
	Automotive Repair Technology AAS	Workforce Degree 90 credits	17	6	35.3%
	Business Administration AAS	Workforce Degree 90 credits	609	27	4.4%
	HVAC Technology	Workforce Degree 90 credits	86	16	18.6%
	Graphic Design and Web Development	Workforce Degree 90 credits	159	1	.6%
	Welding Technology	Workforce Degree 90 credits	147	11	7.5%

\*\*Variances observed between enrollment and completion counts are partially due to stackable certificate structures. In many programs, a single student may complete multiple certificates along a pathway, resulting in completion counts that exceed enrollment figures or distort the direct one-to-one comparisons.