



Creating Prison-to-Postsecondary Education Pathways

2024 Report to the Legislature

As required by RCW 72.09.467

December 2024

Cheryl Strange, Secretary
cheryl.strange@doc.wa.gov

Danielle Armbruster, Assistant Secretary, Reentry Division
danielle.armbruster@doc.wa.gov

Table of Contents

Legislative Directive	3
Executive Summary	4
Background	5
Implementation Plan	6
Policy Review	6
Disability Support Services	7
Education Program Data	9
Washington State Board for Community and Technical Colleges	11
Correspondence Education	17
Second Chance Pell	17
DOC Pre-Apprenticeship Programs	18
Four-Year Colleges and Nonprofit Partnerships	19
Implementation of Federal and State Financial Aid	20
Future Studies and Data	22
Appendix A: Washington State Institute for Public Policy Benefit-Cost Analysis	24
Appendix B: Department of Corrections Education FY24 Fact Sheet	26
Appendix C: Educational Offerings at Department of Corrections by Facility	28

Creating Prison-to-Postsecondary Education Pathways

Legislative Directive

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

- A review, disaggregated by demographics, of the number of incarcerated persons served and not served in the department's postsecondary education system, the number of persons leaving the department's custody after one year without a high school equivalency certificate, and the number of persons released without any postsecondary education;
- A review of the department's identification and assessment of incarcerated individuals with learning disabilities, traumatic brain injuries (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.

Executive Summary

Second Substitute House Bill (2SHB) 1044 established expanded education services. In Fiscal Year 2024 (FY24), the department continued implementing 2SHB 1044 in collaboration with stakeholders. With the mission to improve public safety by positively changing lives, the department recognizes the transformative power of postsecondary education in a correctional setting. The Washington State Institute for Public Policy (WSIPP) benefit-cost analysis for adult criminal justice reports the program with the highest rate of return is correctional education, specifically postsecondary education (See *Appendix A WSIPP Benefit-Cost Results*). Furthermore, for every dollar invested in education, up to \$19.80 is saved from reduced recidivism.¹

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 towards implementing improvements identified in 2SHB 1044 to advance and expand postsecondary education opportunities for incarcerated individuals. This legislative report serves as an update on the progress of the implementation of the 2SHB 1044 from July 1, 2023, through June 30, 2024.

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

As the department works 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 and received fourteen program proposals under review. Currently, colleges are participating in a three-step process of seeking approval from the U.S. Department of Education to become a Title VI eligible program. All financial-aid-eligible education programs will first be approved by 1) the DOC, 2) a national accrediting agency, and 3) the U.S. Department of Education.

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

Background

Through a long and vibrant partnership between the DOC, the SBCTC, Washington's community and technical colleges, 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.²

In FY24, the DOC contracted with the SBCTC to provide adult basic education and workforce/technical associate degrees and certificates at each of the state's 11 adult prisons.

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

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

The department ensures that education programs remain student-centered by monitoring programs and 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 – FY24 Education Services Fact Sheet; and Appendix C – Statewide Education Programs by Location)

² 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 the 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.
- Produce an annual report with a variety of data and information on postsecondary education.
- 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. (Added by 2024's SSB 5953 and will be first reported on in FY 25).

Policy Review

2SHB 1044 removed the legal restriction on participation in vocational and postsecondary degree programs by individuals sentenced to life without the possibility of release. [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 November 2021. 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 the fall of 2024 to reflect the changes made to RCW 72.09.460 by Substitute Senate Bill 5953, which became effective on June 6, 2024. These changes focus on how financial aid-funded programs will operate to include requirements to provide academic and financial aid advising to prospective students. In the fall of 2024, 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 persons 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. The department must establish a process to provide accommodations to these individuals.

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 about past education to include if they have a history of receiving special education services.

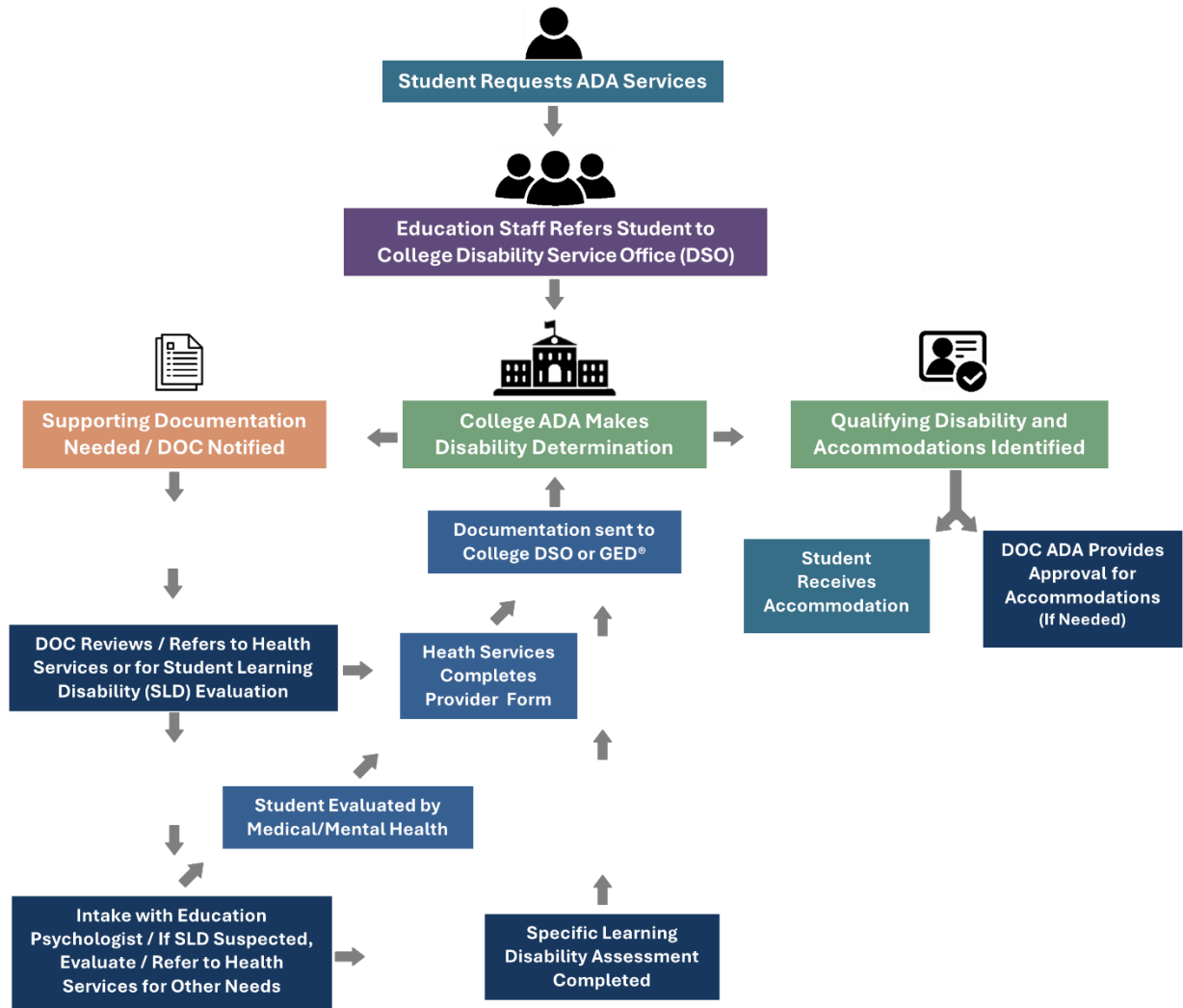
Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act require education programs to have a process for students to request disability accommodations. The department led a stakeholder workgroup with each of the community colleges to problem-solve how to bring these crucial student services into the corrections education campus. Every college partner now provides a non-discrimination statement in class materials and posts them in the education spaces. These statements also include information on how students request disability services. Most accommodations can be approved without further involvement of DOC. Exceptions are accommodations that require 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, DOC's accommodation approval process is followed.

During FY24, seven students requested and received education accommodations. One student was denied a requested accommodation as it was not appropriate. No students have been denied accommodations due to a lack of supporting documentation. Most accommodations consisted of extended time on tests/exams.

The department is finalizing the process for conducting learning disability assessments. This work has required significant coordination with the health services division to address issues around developing a referral and intake process for a new service, medical records retention and transfer, and interdisciplinary consultation. This process also involves external stakeholders, including college disability service offices and the GED testing agency who have varying documentation thresholds.

Under this process, students request disability services from the education provider. If the education staff are not able to determine a disability barrier in the education program, they may inform the student that documentation describing the nature of the impairment is necessary. The student would then be referred to Reentry staff who would review the individual's medical chart. If the individual is receiving treatment for a condition that may qualify as a disability, health services will complete a provider documentation form which will be sent to the education provider. If the individual reports a learning impairment, an intake will be scheduled, and a final assessment decision will be made. It should be

noted that the described process is very high-level as an impairment may be identified at any stage. Similarly, individuals who are assessed may not be diagnosed with a specific learning disorder for various reasons such as other preexisting conditions, lack of historical or observational documentation, and low academic achievement.



Through the department’s partnership with the SBCTC, education laptops are now enabled to allow students to increase font size and read text. SBCTC is also developing training for faculty on implementing Universal Design in Learning concepts in the classroom that will further remove traditional barriers to academic achievement by addressing the diverse learning needs of students.

DOC continues to build on relationships in the education disabilities community including the Washington Association on Postsecondary Education and Disability (WAPED) and the Association on Higher Education and Disability (AHEAD). DOC continues to be a leader in this space as recognized by the education team receiving the WAPED Outstanding Member/Educator award in 2024 for its significant contributions toward providing and improving access in higher education.

Education Program Data

Education Data at Release

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

In reviewing this data, a primary focus for the DOC and the SBCTC in FY24 is to reduce the number of individuals released without a high school equivalency. This work includes implementing a "Corrective Action Plan" for Adult Basic Education (ABE) for all contracted community colleges, which will be discussed in more detail later in this report.

Below is the data for FY24 related to education level at the time of release. This report provides aggregate education information for individuals released during FY24. Individuals are identified as "YES" in the table below if they have a verified high school (HS) diploma or HS equivalency before their release during FY24. 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." Individuals may have already received their high school education before incarceration or during a previous period of confinement, but it was not verified during their incarceration.

FY24 DOC Releases Education Level – High School Equivalency

FY 2024 Releases		Verified High School Education at Release					
GENDER	RACE	NO		YES		Total Count	Total %
		Count	%	Count	%		
MALE	WHITE	190	13.4%	1,231	86.6%	1,421	100.0%
	HISPANIC	134	32.4%	279	67.6%	413	100.0%
	BLACK	75	18.2%	337	81.8%	412	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	31	21.7%	112	78.3%	143	100.0%
	ASIAN/PACIFIC ISLANDER	18	20.9%	68	79.1%	86	100.0%
	OTHER	4	22.2%	14	77.8%	18	100.0%
	UNKNOWN	2	40.0%	3	60.0%	5	100.0%
MALE Total		454	18.2%	2,044	81.8%	2,498	100.0%
FEMALE	WHITE	40	32.5%	83	67.5%	123	100.0%
	HISPANIC	15	42.9%	20	57.1%	35	100.0%
	BLACK	9	45.0%	11	55.0%	20	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	6	42.9%	8	57.1%	14	100.0%
	ASIAN/PACIFIC ISLANDER	0	0.0%	0	0.0%	0	100.0%
	UNKNOWN	0	0.0%	0	0.0%	0	100.0%
FEMALE Total		70	36.5%	122	63.5%	192	100.0%
Grand Total		524	19.5%	2,166	80.5%	2,690	100.0%

FY24 DOC Releases Education Level – Postsecondary Certificate of Degree

FY 2024 Releases		WADOC Post-Secondary Degree at Release					
GENDER	RACE	NO		YES		Total Count	Total %
		Count	%	Count	%		
MALE	WHITE	1,251	88.1%	169	11.9%	1,420	100.0%
	HISPANIC	386	93.0%	29	7.0%	415	100.0%
	BLACK	371	90.3%	40	9.7%	411	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	135	93.8%	9	6.3%	144	100.0%
	ASIAN/PACIFIC ISLANDER	78	90.7%	8	9.3%	86	100.0%
	OTHER	14	82.4%	3	17.6%	17	100.0%
	UNKNOWN	5	100.0%	0	0.0%	5	100.0%
MALE Total		2,240	89.7%	258	10.3%	2,498	100.0%
FEMALE	WHITE	113	91.9%	10	8.1%	123	100.0%
	HISPANIC	31	88.6%	4	11.4%	35	100.0%
	BLACK	17	85.0%	3	15.0%	20	100.0%
	AMERICAN INDIAN/ALASKA NATIVE	12	85.7%	2	14.3%	14	100.0%
	ASIAN/PACIFIC ISLANDER	0	0.0%	0	0.0%	192	100.0%
	UNKNOWN	0	0.0%	0	0.0%	123	100.0%
FEMALE Total		173	90.1%	19	9.9%	192	100.0%
Grand Total		2,413	89.7%	277	10.3%	2,690	100.0%

Education Program Participation by Ethnicity

In FY24, a total of 6,141 unduplicated incarcerated individuals participated in corrections education through SBCTC colleges and nonprofit and private partnerships. This is approximately **48%** of the average daily prison population of 12,925 in June of 2024. 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 FY 24 Incarcerated Student Headcount by Ethnicity

Ethnicity	FY24 headcount	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	262	4.3%	5.5%
Asian or Pacific Islander	185	3.0%	4.9%
Black	972	15.8%	17.7%
Latino/Hispanic	722	11.8%	16.1%
Other Race	559	9.1%	0.5%
White	2,483	40.4%	54.7%
Unreported/Unknown*	958	15.6%	0.7%
Total	6,141	100%	100%

Postsecondary Programs FY 24 Incarcerated Student Headcount by Ethnicity

Ethnicity	FY24 headcount	% of enrolled students	Comparison to % of all DOC	FY23 Unserved Headcount
American Indian/Alaska Native	141	3.9%	5.5%	570
Asian or Pacific Islander	125	3.4%	4.9%	508
Black	649	17.8%	17.7%	1,768
Latino/Hispanic	327	9.0%	16.1%	1,754
Other Race*	322	8.8%	0.5%	-257*
White	1,687	46.3%	54.7%	5,383
Unreported/Unknown*	390	10.7%	0.7%	-300*
Total	3,461	100%	100%	12,925

* Due to differences in calculations for race and ethnicity by college systems and DOC, "Other" and "Unreported" student headcounts are reported at a higher percentage than the department's demographic reports. The total number of individuals not served based on the FY24 June Average Daily Population is 12,925.

Education Postsecondary Credits Earned

All education postsecondary credits offered within corrections education programs, except for those offered through Correspondence Education, are transferrable in Washington state higher education systems and all programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Correspondence modalities are not recognized by NWCCU. Students who participate in correspondence education with out-of-state colleges may or may not be able to transfer credits earned at the discretion of the 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	Credits	Comparison to FY23
DOC/SBCTC Interagency Agreement	39,906	20.7% increase
Second Chance Pell & Nonprofit Partners	2,876	48.6% increase
Total	42,782	22.3% increase

Washington State Board for Community & Technical Colleges

Overview

Through the interagency agreement between the DOC, the SBCTC, and Washington's community and technical colleges, the state has built an educational system that provides opportunities for justice-

involved individuals to achieve their high school equivalency, prepare for college, learn high-wage and high-demand workforce skills, and, in some cases, earn college degrees.

The SBCTC and the department jointly share the following goals and collaborative objectives.

1. Offer workforce programs that are high-wage/high-demand, aligned to a career pathway, connected to apprenticeships where applicable, and achieve completion targets.
2. Increase the number of students obtaining their high school credential prior to release, to include collaboration on implementation of forthcoming special education policies, procedures, and accommodations for students where applicable.
3. Align adult basic education, vocational, and academic programming across 11 prisons, where applicable, to increase transferability and student completion.
4. Develop a process for Federal Pell Grant reinstatement, to be implemented in fiscal year 2024, including assisting incarcerated persons participating in state-funded postsecondary and vocational education to access federal and state financial aid.
5. Develop a process for transferability of vocational and academic degree and certificate programs to four-year post-secondary degrees.
6. Build IT infrastructure that will allow education programs to deliver flipped classroom and web-enhanced instruction while exploring secured internet access for education classrooms. A flipped classroom reverses traditional teaching methods by having students learn lecture-oriented content outside the classroom, online. Instructors then use classroom time to further explain difficult concepts, help students work through challenges, and engage students in exercises, projects, discussions or other in-person, interactive activities.
7. Create a seamless pathway from prison to postsecondary education with points of contact on community and technical college main campuses, crosswalks for workforce programs, and connections with community-based programs.

The SBCTC and the department focused on the following areas for program development and improvement in FY24:

1. Increase the number of students obtaining their high school equivalency prior to release in FY23 and FY24, to include collaboration on implementation of forthcoming Special Education policies, procedures, and accommodations for students where applicable.
2. Alignment of adult basic education, vocational, and academic programming across 11 prisons, where applicable, for increased transferability and student completions.
3. Develop a process for Federal Pell Grant reinstatement to be implemented in FY25, including assisting incarcerated persons participating in state-funded postsecondary and vocational education to access Federal and State Financial Aid.
4. Develop a process for transferability of vocational and academic degree and certificate programs to four-year postsecondary degrees.

Strategies to Increase High School Equivalency Completion

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

Fiscal Year 2024 Accomplishments

A high-level overview of the SBCTC, the department and college partners accomplishments in FY24 are highlighted below:³

- Enrollment and achievement: Washington community colleges enrolled 5,318 incarcerated individuals, with 458 students earning high school diplomas through the HS+ program, marking a 182% increase from the previous fiscal year.
 - GED® testing: A total of 249 GED® credentials were earned.
 - 536 vocational certificates were awarded.
 - 82 associate degrees were earned.
- Full-time equivalent⁴ students: Colleges served 2,536 out of 3,013 targeted full-time equivalent students (FTEs), achieving an 84% success rate and a 14% increase from the previous year.
- Reentry support: Between college and prison-based navigators, more than 10,000 students received vital education and reentry support tailored for justice-impacted students.
- Legislative support during the 2024 session: The SBCTC and the department supported [SSB 5953](#), titled "Concerning financial aid grants for incarcerated students." This landmark legislation provides financial aid grants for incarcerated students. Alongside the passage of this bill, the colleges were awarded funding to provide financial aid and academic advising support.

³ Al-Zubaidy, H. (2024) Annual Report to the Department of Corrections for 2023-2024 Academic Year. State Board of Community & Technical Colleges.

⁴ 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.

- Professional development: SBCTC participated in a pilot group with the U.S. Department of Education focused on implementing Integrated Education and Training (IET) in corrections. Through this pilot, SBCTC has been working to increase I-BEST offerings inside correctional facilities to increase student access to programming.
- Accessibility: Efforts continue to address ADA compliance and student access. All colleges have developed processes to ensure students can request access for accommodation services.
- Technology: In winter 2024, a corrections education laptop vendor experienced a security breach that resulted in the recall of all laptops in the correctional facilities. The SBCTC and the department, alongside college staff, worked to collect all recalled laptops. SBCTC worked to replace laptops with Securebook 6 to minimize impact to student learning.

SBCTC FY24 - Academic and Workforce Outcomes

Award Type	FY24	FY23	FY22
High School Equivalency (GED®)	249	219	181
High School Diplomas (HS+)	458	351	158
Total Vocational Certificates/Degree	526	511	381
Vocational Certificate: 45-89 credits	159	135	127
Vocational Certificate: 20-44 credits	253	206	95
Vocational Certificate: 1-19 credits	114	170	159
Associate Degrees: 90+ credits	82	60	80
Total	1,315	1,141	800

SBCTC FY24 - Student Headcount by Ethnicity

Ethnicity	FY24* headcount	FY23* headcount	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	209	204	4%	5.5%
Asian or Pacific Islander	141	144	3%	4.9%
Black	800	738	15%	17.7%
Latino/Hispanic	651	653	12%	16.1%
Other Race	536	630	10%	0.5%
White	2,023	1,966	38%	54.7%
Unreported/Unknown	958	644	18%	0.7%
Total	5,318	4,979	100%	100%

*Unduplicated.

SBCTC FY24 - Student Headcount by Age and Program Area

Age Group	Basic Skills	Vocational	Total Headcount
Under 22	112	12	124
22-34	1,640	1,098	2,738
35-44	992	1,001	1,993
45-59	566	581	1,147
60 and Over	115	126	241
Duplicated Site Total	3,425	2,818	6,243

Corrections Education Services

To support students, the SBCTC through its colleges, provided the following prison-based correctional education services in FY24:

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 not funded through 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.
 - Support for other instructional technology.

- Monitoring of 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.

Transitions

In FY24, the department and Tacoma Community College decided to not renew their contract for educational services at Washington Corrections Center for Women (WCCW) and Mission Creek Corrections Center for Women (MCCCW) in FY25.

The SBCTC initiated a Request for Proposals to identify other qualified colleges interested in assuming the educational responsibilities at the two women’s correctional facilities. After a comprehensive review process, Olympic College was awarded the contract to provide these essential educational services beginning July 1, 2024. The SBCTC and the department will work collaboratively with Olympic College to provide full support, facilitating a transition and ongoing collaboration to meet the needs of our corrections education students.

A comprehensive and detailed Corrections Education Annual Report – FY24 by the Washington SBCTC can be accessed online: [Washington’s College in Prisons Program Research Reports](#).⁵

⁵ Al-Zubaidy, H. (2024) Annual Report to the Department of Corrections for 2023-2024 Academic Year. State Board of Community & Technical Colleges.

Correspondence Education

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

From July 1, 2023, to June 30, 2024, 101 students participated in correspondence courses.

Correspondence Education FY24 - Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	4.0%	5.5%
Asian or Pacific Islander	6.9%	4.9%
Black	32.7%	17.7%
Latino/Hispanic	7.9%	16.1%
Other Race	0%	0.5%
White	49.0%	54.7%
Unreported/Unknown	0%	0.7%
Total	100%	100%

Second Chance Pell Program

Centralia College and Walla Walla Community College were selected as Second Chance Pell Grant participants and currently offer postsecondary education through this pilot program at Coyote Ridge Corrections Center (CRCC), Washington Corrections Center (WCC), and Cedar Creek Corrections Center (CCCC). In FY24, Centralia College served 49 students at WCC and 24 students at CCCC through a Direct-Transfer Associate of Arts degree, including three graduates. Evergreen is seeking U.S. Department of Education approval to convert the Bachelor of Arts in a Title IV Prison Education Program that will enable students at SCCC to utilize federal (Pell Grants) and state financial aid (Washington College Grant).

Walla Walla Community College served 39 students at CRCC through a Bachelor of Applied Science (BAS), Business Management degree, including nine graduates. This program provides an opportunity for students to continue after completing the DOC-funded Business Administration Associates of Applied Science Degree.

Centralia College and Walla Walla Community College are both seeking U.S. Department of Education approval to convert these programs into Title IV Prison Education Programs that 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.

Second Chance Pell FY24 – Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	2.7%	5.5%
Asian or Pacific Islander	4.5%	4.9%
Black	24.3%	17.7%
Latino/Hispanic	7.2%	16.1%
Other Race	2.7%	0.5%
White	58.3%	54.7%
Unreported/Unknown	0%	0.7%
Total	100%	100%

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 and MCCCW through a partnership with Washington State Correctional Industries. In FY21, the department also received a grant from the Bureau of Justice Assistance Second Chance Act "Adult Reentry Education, Employment, Treatment and Recover Program," in which the department partners with the Aerospace Joint Apprenticeship Committee to provide the Washington state-recognized pre-apprenticeship AJAC Manufacturing Academy. This program has been provided at various facilities statewide. Finally, through a partnership with the Washington State Department of Transportation, the department provides opportunities for incarcerated individuals state-wide to earn Washington State Flagger Certification, as well as American Traffic Safety Services Association national certification. In FY24, a total of 496 individuals participated in these DOC programs, for a total of 43 pre-apprenticeship graduates and 416 Flagger Certifications issued.

DOC Pre-Apprenticeship Programs FY24 – Student Percentage by Ethnicity

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	8.3%	5.5%
Asian or Pacific Islander	4.6%	4.9%
Black	18.1%	17.7%
Latino/Hispanic	10.7%	16.1%
Other Race	1.8%	0.5%
White	56.5%	54.7%
Unreported/Unknown	0%	0.7%

Ethnicity	% of enrolled students	Comparison to % of all DOC
Total	100%	100%

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

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

As a part of this realignment, the department collaborated with community-based and non-profit partners to formalize relationships through interagency agreements and/or contracts within the Reentry Division. This process allows for a more comprehensive collection of data amongst all education partners, not just those serving under the SBCTC interagency agreement. The DOC will also partner with community-based and non-profit partners who seek to utilize federal and state financial aid in education programming.

The BPC-TEACH, which has previously provided programming at Clallam Bay Corrections Center (CBCC), Stafford Creek Corrections Center (SCCC), and WCC, did not operate during FY24. During this past year, the department has worked with two Washington state 501(c)3 nonprofit organizations, the Black Prisoners Caucus Community Group and Fabian’s Fund, to formalize sponsorship for the BPC-TEACH educational programs to reestablish a contract for operations in FY25. The department has held several meetings with the incarcerated BPC-TEACH leaders at CBCC, SCCC, and WCC to ensure they are included in this process, and to help direct the partners they would like the department to contract with on their behalf.

Clover Park Technical College, which contracts with the department to provide a Cosmetology program at WCCW, served 28 students in FY24 and had two students complete the program and receive their license for Hair Design from the Department of Licensing.

FEPPS, a privately funded nonprofit organization based in Seattle, provides college programming at the WCCW. Programming includes a direct transfer associate degree through Tacoma Community College and a Bachelor of Arts in Liberal Studies through the University of Puget Sound. In FY24, FEPPS served

63 students, including 10 graduates from their inaugural cohort of the Bachelor of Arts program, and two graduates received the direct transfer associate 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).

In the winter of FY24, The Evergreen State College (Evergreen) launched a Bachelor of Arts degree program at SCCC and is collaborating with SBCTC to develop a 2+2 degree pathway model. In FY24, Evergreen served 24 students in the new program. Evergreen is seeking U.S. Department of Education approval to convert the Bachelor of Arts into a Title IV Prison Education Program that will enable students at SCCC to utilize federal (Pell Grants) and state financial aid (Washington College Grant).

**Four-Year Universities and Nonprofit Partnerships
FY24 - Student Percentage by Ethnicity**

Ethnicity	% of enrolled students	Comparison to % of all DOC
American Indian/Alaska Native	3.5%	5.5%
Asian or Pacific Islander	6.2%	4.9%
Black	21.7%	17.7%
Latino/Hispanic	4.4%	16.1%
Other Race	6.2%	0.5%
White	58.%	54.7%
Unreported/Unknown	0%	0.7%
Total	100%	100%

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 discovered a roadblock within RCW 72.09.460(4) that requires the DOC to pay for all educational programming required to qualify for work upon release or to meet an individual's reentry plan. This requirement prevents students from using financial aid resources such as Pell and Washington College Grants while incarcerated.

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.

While this legislation was being worked on, the department continued to roll out its implementation plan, which included submitting letters of intent to partner with the following community and technical colleges that are currently contracted to provide education programs: Central Washington University, The Evergreen State College, the University of Puget Sound, and Western Washington University. The community and technical colleges, The Evergreen State College, and the University of Puget Sound were all granted accreditation of additional locations by the Northwest Commission on Colleges and Universities, the second major step in becoming a Prison Education Program.

DOC has drafted the required data-sharing agreement for colleges preparing to submit their applications to the U.S. Department of Education. The regulations require that DOC provide transfer and release data to the Prison Education Program.

The ED implemented a new system for managing financial aid applications in 2024, which has experienced a series of significant setbacks that delayed the application process and reporting of financial aid awards. The new form, normally available on October 1st of each year, will not be made available until December 2024 for the 2025 academic year.

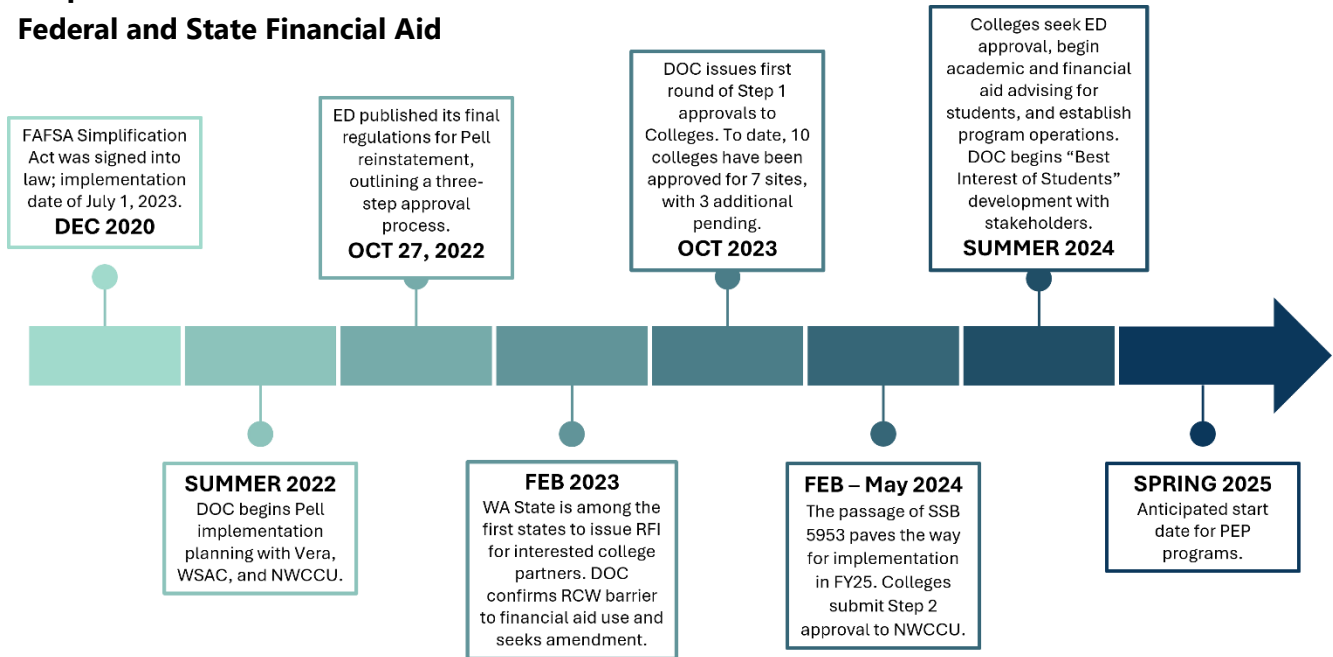
These delays will impact incarcerated students disproportionately, as many rely on paper copies of the FAFSA, which take longer to process and correct. This delay places the college programs in jeopardy as enrollments may not be known if students are waiting to find out if they will receive financial aid. While DOC has pledged to fund the cost of attendance for individuals who are not eligible for financial aid or when the financial aid award does not cover the full cost of attendance up to the maximum Washington College Grant Award, this is reliant on colleges having the student's eligibility on record.

The department is continuing to meet with financial aid directors for our higher education partners to discuss how to support students, keep program enrollments at sustainable levels, and manage a complex billing system.

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.

Department of Corrections Implementation Timeline for Federal and State Financial Aid



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.

The WSIPP must study:

- Patterns and effects on post-release enrollment and participation in the community and technical college system by individuals who, while incarcerated, participated in postsecondary education;
- Differential outcomes for individuals participating in various types of postsecondary education courses, certificates, and degree programs;

- Changes in enrollment and completion of postsecondary education courses, certificate programs, and degree programs due to the expansion in postsecondary education programming; and
- Recidivism outcomes other than incarceration for individuals who participated in postsecondary education while incarcerated.

With new reporting requirements under SSB 5953, this report will include additional data to include 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. This data will be reflected in the FY25 report, and the department will collaborate with the SBCTC, colleges, and nonprofit partners to collect the required data.

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	100%
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%
Policy								
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%
Police (results per-officer)								
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.

Improving Public Safety by Positively Changing Lives

Education Services

October 2024



FY24 HIGHLIGHTS

6,141

6,141 individuals, **48%** of the population, participated in education programs

707

707 High School Diplomas and/or GED® certificates awarded

1,011

1,011 college academic and vocational certificates awarded

106

106 postsecondary associate (87) and bachelors (19) 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.
- ✚ Referrals are prioritized based on risk level, individual needs, expected release date, and availability of program resources.

Education Pathways

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

Autobody Collision and Repair | 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 | Entrepreneurship Facilities Maintenance | Game Design and Development | Graphic Design and Web Development | Hair Design | Horticulture, Floriculture, and Organic Farming | HVAC Technology | Leadership | Liberal Studies | Machinist Technology | Pastry and Specialty Baking | Technical Design | Technical Support | 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

Mission Creek Corrections Center for Women

Olympic 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

Clark College

Clover Park Technical College

Columbia Basin College

Edmonds College

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

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 with stakeholders and postsecondary education institutions to expand educational opportunities up to a bachelor's degree.

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

All financial aid-eligible correction education programs must first receive approval from DOC, a national accrediting agency, and the U.S. Department of Education. To date, DOC has approved 10 college programs at seven sites. As colleges complete approval process, student access to financial aid is anticipated to begin in fiscal year 2025.

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 Project, to include a Secured-internet system for educational use in classrooms.

Statewide implementation was completed at all facilities in FY24, and each site is equipped for operational use. SBCTC and college partners are currently migrating to the OSN, and currently, all sites utilizing the OSN for GED® testing.

Student Support Services

DOC has collaborated with our education partners to develop a process to ensure students who may have a learning disability are assessed and provided accommodations to support equal access to education through college student disability offices.



Contact information:

Dominic Winter, M.Ed.

Education Services Administrator

Washington State

Department of Corrections

dominic.winter@doc.wa.gov

(253) 318-4181

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

Mission Creek Corrections Center for Women

- Leadership and Business Management AAS-T Degree and/or Certificate
- Technical Design Certificate
- Technical Support Certificate
- Trades Related Apprenticeship Coaching*
- Pre-College Preparatory
- GED® Preparation and Testing
- High School+ Diploma

Washington Corrections Center for Women

- Bachelor of Arts, Liberal Studies
- Direct Transfer AA Degree
- Leadership and Business Management AAS-T Degree and/or Certificate
- Hair Design Certificate
- Horticulture, Floriculture, and Organic Farming Certificate
- Technical Design Certificate
- Technical Support 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

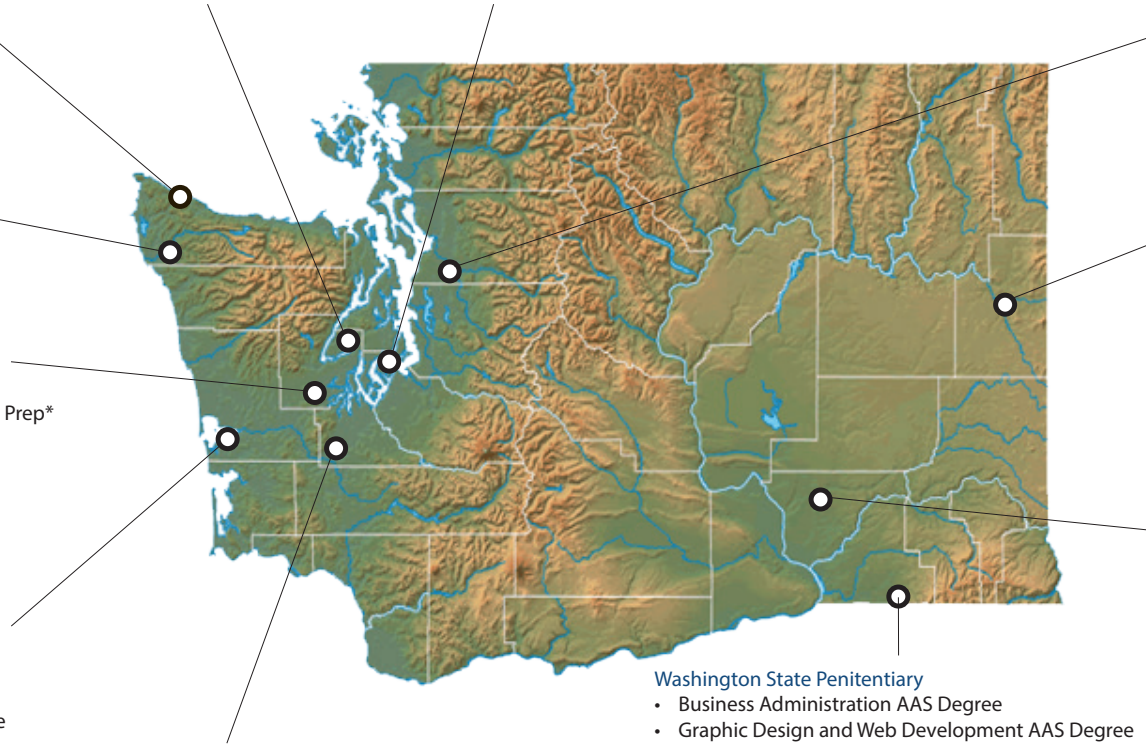
- Business Administration AAS Degree
- Graphic Design and Web Development AAS Degree
- HVAC Technology AAS Degree
- Welding Technology AAS Degree
- Autobody Collision and Repair Certificate
- Business/Entrepreneurship Certificate
- Construction Trades Apprenticeship Prep*
- Diesel Technology Certificate
- Digital Design Certificate
- Entrepreneurship Certificate
- HVAC Technology Certificate
- Welding Technology Certificate
- Pre-College Preparatory
- GED® Preparation and Testing

Airway Heights Corrections Center

- Business AAS 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.