



CORRECTIONS EDUCATION

ANNUAL REPORT 2022-2023

Contact

Hanan Al-Zubaidy
Associate Director for Corrections Education
360-704-4358
hal-zubaidy@sbctc.edu

Table of Contents

Introduction	4
Background	4
Colleges offering corrections education.....	4
Types of college programs offered in correctional facilities	6
The impact of COVID.....	7
Innovations in Corrections Education.....	8
Education navigator cadre	8
High school credentials.....	8
Culturally responsive and anti-bias professional development.....	9
Technology and IT	9
The VERA Institute for Justice Project on Race, Equity and Inclusion	12
Summary of 2022-23 accomplishments	13
Goals Pursued in 2022-23.....	15
Funding Sources	15
Performance Measures and Accountability	19
Outcomes for Basic Education for Adults: GED® Completions and Level Gains.....	20
Outcomes for Workforce Education Programs.....	22
Looking Forward.....	27
Appendix A: Description of Education Navigators.....	28
Appendix B: Vocational training programs offered in 2022-23 (fiscal year 2023)	29
Appendix C: Headcounts and Demographics.....	32
Appendix B: FTES Detail	36
Appendix C: Faculty Full Time Equivalentents (FTEF).....	37

Introduction

Washington state is a national leader in delivering quality educational programming to a significant portion of the Department of Corrections incarcerated population. This achievement is due to a long and vibrant partnership with the Washington State Department of Corrections, the Washington State Board for Community and Technical Colleges (SBCTC), Washington's community and technical colleges, and The Evergreen State College.

Collectively, we have established an education system that provides opportunities for justice-involved individuals to complete high school, prepare for college, and learn high-wage, high-demand skills in college-credit bearing certificate and degree programs. This collaboration leads students, upon their release, to sustainable living-wage employment, which decreases recidivism, creates safer communities and healthier citizens, and ultimately reduces the need for correctional facilities.

This annual report provides an overview of enrollments, student accomplishments, staffing, and funding within community college corrections education programs for fiscal year 2023.

The primary source of information for this document is SBCTC's data warehouse, which is derived from the common management information systems used by all 34 community and technical colleges in the state.

Background

Colleges that offer corrections education

In fiscal year 2023, eight community colleges provided college-level certificates and degrees at each of the state's 12 adult prisons through a contract between SBCTC and the Department of Corrections. Programs included associate postsecondary degrees and certificates, vocational skills training, pre-college courses, basic education for adults, English as a second language/English language acquisition, and Associate of Arts programs. Private funds contributed to the support/completion of Associate of Arts degrees.

Figure 1: Colleges and the correctional institutions they serve.



- 1 Centralia College
 - Cedar Creek Corrections Center
 - Washington Corrections Center
- 2 Clark College
 - Larch Corrections Center (LCC)*
- 3 Edmonds College
 - Monroe Correctional Complex (MCC)
- 4 Grays Harbor College
 - Stafford Creek Corrections Center (SCCC)
- 5 Peninsula College
 - Clallam Bay Corrections Center (CBCC)
 - Olympic Corrections Center (OCC)

- 6 Spokane Community College
 - Airway Heights Corrections Center (AHCC)
- 7 Tacoma Community College
 - Mission Creek Corrections Center for Women (MCCCW)
 - Washington Corrections Center for Women (WCCW)
- 8 Walla Walla Community College
 - Coyote Ridge Corrections Center (CRCC)
 - Washington State Penitentiary (WSP)

* Larch Corrections Center closed in October 2023/FY24

Types of college programs offered in correctional facilities

Basic Education for Adults

Basic Education for Adults programs include classes in High School Equivalency Preparation (GED®), English Language Acquisition (ELA), High School+ (HS+) and pre-college. Except for ELA and HS+, all programs below are offered at all Department of Corrections facilities.

- High School Equivalency (GED®) courses are provided to students who have not attained a high school diploma or high school equivalency certificate and score at least at the 9th grade level but less than the 12th grade level on a standardized assessment. To receive the high school equivalency certificate, students must pass the GED® test battery consisting of four separate tests that measure knowledge and application skills: Reasoning through Language Arts, Science, Social Studies, and Mathematical Reasoning. 219 GEDs® were awarded in fiscal year 2023.
- English Language Acquisition courses provide instruction in speaking, listening, comprehension, reading, and writing skills for students whose primary language is a language other than English. These programs are offered at Stafford Creek Corrections Center (Grays Harbor College), Coyote Ridge Corrections Center and the Washington State Penitentiary (Walla Walla Community College), Airway Heights Corrections Center (Spokane Community College), the Washington Corrections Center for Women (Tacoma Community College), the Washington Corrections Center (Centralia College), Clallam Bay Corrections Center (Peninsula College).
- Pre-College courses are provided to students who score below college level on a standardized assessment. Reading comprehension, writing and math skills are emphasized in these classes.
- High School+ is a competency-based high school diploma program that allows students to earn a high school diploma through community and technical colleges. In fiscal year 2023, our colleges awarded 350 high school diplomas.
- Pre-college courses are offered to prepare students for college-level work who have completed high school requirements but are not ready for the rigor of college education.

Workforce Education Programs

Workforce education programs provide instruction in professional-technical fields leading to employment in the community. Faculty teach to the same standards as their main campus colleagues. Students who complete programs receive college certificates. Several workforce programs use the Integrated Basic Education and Skills Training (I-BEST) model. I-BEST combines basic education instruction with workforce instruction and helps students with low basic skills achieve competency in workforce programs. I-BEST is nationally recognized as a best practice in moving students further and faster along their college and career pathway.

Academic programs

Academic programs funded with state funds have generally been prohibited under state law. However, Walla Walla Community College since 2008 has provided academic transfer degree programs using private funding at the Washington State Penitentiary and Coyote Ridge Corrections Center. In fiscal year 2016, the Washington state Legislature, recognizing the importance of both academic and workforce degrees in reducing recidivism, allowed the Department of Corrections to allocate state funding for colleges to provide workforce degree programs. During fiscal year 2023, both state and private funds were used for academic and workforce degrees through Walla Walla Community College. The passage of HB 1044 in 2022 has authorized the Department of Corrections to fund post-secondary education, a Direct Transfer Associate (DTA) degree. Walla Walla Community College and Grays Harbor College have begun to offer DTA programs to incarcerated students.

The impact of COVID

Instruction at the start of FY23 continued to be impacted by the unprecedented Covid-19 pandemic. With social distancing not being lifted until halfway through the academic year. Washington State continued to reopen its schools, work sites, spiritual institutions, and government agencies, our correctional education system made amazing strides to achieve the success of our students.

The Department of Corrections continued to partner with our college employees and all employees followed entrance screening, physical distancing, mask requirements, and environmental sanitation protocols. As COVID-19 mitigation measures continued to evolve, the Department of Corrections implemented several safe practices to slow the spread of the virus. These efforts included reducing classroom density and population cross mitigation. These necessary measures reduced the number of students who could be served in the classroom.

Corrections education continued to see fewer face-to face classes, a significant reduction in testing sessions and increase delivery of hybrid instructional methods. COVID challenges included facility-wide outbreaks, limited area outbreak, resulting in facility restricted movement status, quarantine/medical isolation, protocol units, cohorted movement schedules, correctional staff shortages, utilized mapping and tracing to identify activities contributing to rises in COVID cases. The Department of Corrections has continued to frequently communicate and provide training on COVID-19 safety practices/protocols.

The challenges extended beyond the classroom. Our student voice groups were unable to meet on a regular and/or consistent basis. Deans and directors made efforts to seek out students and gather general population input on programming. Two issues seem to be prevalent. Students were interested in greater exposure and need for digital literacy, requesting additional course variety, use of technology, and academic transferable degrees. The student voice council at the Washington Corrections Center for Women (WCCW) participated virtually in the VERA National Colloquium Student Leadership to discuss challenges/barriers and opportunities/innovations in correctional education.

In response to these changing dynamics, deans and directors adjusted and thought of new ways to deliver educational material and engage students. This included limiting the number of students able to participate in face-to-face education in the classroom and testing locations, a full utilization of laptops to aid in the hybrid method of in-class and in-cell instruction, and the traditional exchange of paper packet/textbook materials. Even as cohorting student population movements became a necessary strategy, all students received substantive face-to-face instruction.

Innovations in Corrections Education

Education navigator cadre

Education navigators play a crucial role in facilitating access to educational degrees and certification programs that lead to high-wage, high-demand jobs. They also contribute to reducing recidivism rates and enhancing the lives of the individuals, families, and communities we serve. For a description of education navigators, see Appendix A.

During Fiscal Year 2023, the community college system continued to support 27 education navigators across the 14 community college campuses and across all 12 facilities.

We also strengthened the navigator cadre by partnering with Department of Corrections' navigators, such as reentry navigators, housing navigators, and health navigators. This partnership included, and continues to include, quarterly meetings, sharing essential resources and information related to housing, food security, employment, medical and mental health services, transportation, and further education, among other areas of support.

Our navigator teams have made a special effort to engage with incarcerated individuals approaching their release within a 6-month to 1-year timeframe. Navigators work in collaboration to reach out to these individuals to support them as they transition to the community.

High school credentials

Legislation mandates that individuals who do not possess a high school diploma upon entering the Department of Corrections must receive educational services to ensure that they leave with a high school credential. However, achieving this goal is often complicated by various factors, including the length of sentence (which might be too short to obtain a credential), medical and mental health concerns that preclude participation, housing assignments, disruptive behavior posing safety and security concerns for others, and priority programming determined by Department of Corrections or the court.

In fiscal year 2023, there were instances of individuals being released without high school credentials. To address this issue, SBCTC relied on the monthly education assistance report provided by the Department of Corrections to their education navigators. This report compiles a list of all individuals set to be released from the Department of Corrections in the upcoming calendar year, along with information about their high school completion status. Corrections education deans and directors at our colleges analyzed this list on a case-by-case basis to devise personalized solutions for those about to be released without their credentials. This data analysis allowed colleges to identify needed improvements and create plans to help students obtain their high school credentials. The most common reasons for an individual to release without their credential were as follows:

- Department of Corrections scheduling conflict
- Waitlisted
- Max benefit (If a student has taken three quarters of coursework without any improvement in their scores)
- COVID restrictions
- Pending verification of high school completion
- No referral created

- Medical
- Other

In Fiscal Year 2023, colleges continued to work diligently to expand education services and serve as many students as possible given the setbacks that occurred during the pandemic. colleges were still limited in their ability to offer full class sizes. This reduction in class size significantly impacted on our ability to serve students. Colleges continued to work diligently through fiscal year 2023 to expand education services and serve as many students as possible.

As we move forward, colleges continue to analyze data provided from the education assistance report quarterly. Strategies include:

- Education navigators collaborating with Department of Corrections navigators to assist students who cannot complete before releasing. This includes setting up admissions, enrollment, and funding opportunities for the student to attend class in the community, while collaborating with the assigned community corrections officer.
- Working with education staff to create a course of action that prioritizes enrollment and completion for individuals who are releasing.
- Collaborating with the Department of Corrections to identify improvements in processes related to high school completions.
- Helping the Department of Corrections determine whether an individuals transfer from one institution to another would disrupt the person’s enrollment or studies in an education program.
- Coordinating, identifying, and referring individuals to Department of Corrections psychologists to be considered for educational access assessments.
- Expanding hours spent in classroom with face-to-face instruction.

Culturally responsive and anti-bias professional development

In fiscal year 2023, SBCTC continued to train faculty and staff in culturally responsive and anti-bias teaching practices. Additionally, 250 corrections education professionals from across the state attended SBCTC’s biennial corrections education conference, which was titled “Building Bridges to Success, A better Washington Through Education.” Held May 2023, this first, post-pandemic conference offered professional development opportunities specifically tailored to our corrections education staff. The conference covered a variety of topics including, but not limited to, trauma-informed education, classroom best practices, and enhanced technology in corrections education. Additionally, our college staff was able to participate in the Department of Corrections Annual Anti-Bias racism training. This is a statewide employee requirement and has been developed by the Office of Equity.

Technology and IT

Educational technology infrastructure and support

With assistance from SBCTC, community colleges with corrections education programs provide educational technology support for the 12 adult Department of Corrections prisons. IT support includes management of network servers, classroom desktop computers, student laptops, classroom connectivity, software, and all technology-related devices used for educational purposes and testing.

Establishing digital equity between corrections education and traditional campus learning environments is critical and has profound impact on successful re-entry.

Open Prison Education project

Nationally, incarcerated students rarely have access to learning resources such as computers, books, and internet access. Here in Washington, IT experts within SBCTC have developed an Open Prison Education project that has been adopted by at least five other states. The project provides a prison-ready learning management system, open-source learning materials, and secure laptop software to allow students to study offline in living units.

Learning management system and curricula

College students who learn online typically use a secure learning management system that allows them to access, participate in, and manage their online courses. However, incarcerated students typically have limited, or no, access to the internet. Through the Open Prison Education project, SBCTC developed offline functions within the learning management system used by Washington's community and technical colleges — a system called "CANVAS." These modified functions allow incarcerated students to study offline in the living units.

SBCTC staff also converted online curriculum to offline curriculum according to strict security protocols and high educational standards. Students have access to academic and professional-technical courses as well as adult basic education courses that teach basic reading, writing, and math skills. The Open Prison Education project uses open-source and materials, which are free, copyright-cleared resources that can be used and reused at no cost.

Laptops

Laptop security software provided through the Open Prison Education project has detected and thwarted several attempted breaches on laptops. The SBCTC IT team's proximity to, and integration with, the Department of Corrections Information Technology Division enables swift detection and response to breaches, as well as enhanced laptop security protocols.

The "Off State Network" project

SBCTC's technology team continues to work with the Department of Corrections on the "Off State Network" (OSN) secured internet project. This project involves implementing secure internet connections at correctional facilities to support education and training. Initial sites included the Washington Corrections Center for Women, the Washington Corrections Center, Monroe Correctional Complex, and Coyote Ridge Corrections Center. The following facilities joined the Off State Network in fiscal year 2023: Airway Heights Corrections Center, Cedar Creek Corrections Center, Stafford Creek Corrections Center, and the Washington State Penitentiary.

Ongoing collaboration

In fiscal year 2023, SBCTC and the Department of Corrections technology teams partnered to resolve a work stoppage error impacting GED® programs for incarcerated students. SBCTC identified technical issues, tested the Open Prison Education software, resolved Department of Corrections support-request tickets, and provided documentation.

This collaborative relationship also led to the development of a RACI (Responsible, Accountable, Consulted, and Informed) matrix to define roles and responsibilities between SBCTC and the Department of Corrections and to start conversations about developing a service-level agreement to streamline IT support across both agencies.

The VERA Institute for Justice Project on Race, Equity and Inclusion

The VERA project on Race, Equity, and Inclusion (REI) is a two-year initiative that began in summer 2021. Vera is a national organization that partners with just-impacted communities and government leaders for change. According to the VERA Institute:

“The VERA Institute for Justice (VERA) is focused on building and improving justice systems to ensure fairness, promote safety, and strengthen communities. As access to postsecondary education in prison – both vocational and academic – continues to grow, and with the reinstatement of Pell Grants on the horizon, Vera embarked on an effort to help ensure equity in access, completions, and outcomes for students in Second Chance Pell postsecondary education in prison programs by piloting strategies and innovative approaches with colleges and corrections departments. They partnered with two national organizations – HCM Strategists (HCM) and Educational Strategy Group (ESG) – who are experts in the field of higher education, particularly when it comes to achieving equity. (VERA Institute of Justice, 2021)”¹

Here in Washington, the two-year VERA initiative involved collaboration among various stakeholders, including the Department of Corrections, SBCTC, Walla Walla Community College, Tacoma Community College, and the Freedom Education Project Puget Sound.

In Phase I, which started in summer 2021, VERA began identifying states and conducting interviews with colleges and corrections agencies. The objective was to select four states where there was a mutual interest in testing strategies to promote racial equity in prison settings.

Phase II, initiated in fall 2021, saw Washington state chosen as a pilot site. VERA, in collaboration with HCM Strategists and the Educational Strategy Group, organized technical assistance meetings to guide the selection of pilot interventions for subsequent phases of the project. This process involved an exhaustive examination of policies, data collection methods, and outcomes at the two participating colleges – Walla Walla Community College and Tacoma Community College.

Phase III launched in winter 2022. During this phase, the Department of Corrections, colleges, and other partners continued identifying priority areas at the agency and state levels. In addition to these state-specific goals, all states participating in VERA focused on establishing a solid data collection, sharing, and use infrastructure and creating or strengthening student voice councils. Project partners also participated in a community of practice through nine cross-state learning meetings throughout the project. These meetings provided venues to explore other topics pertinent to implementing postsecondary education in prisons, such as faculty training, student support and services, Guided Pathways, and defining REI and DEI (racial equity commitments and diversity, equity and inclusion).

The project’s final phase focused on sustainability. The Washington Department of Corrections and colleges identified the infrastructure, short-term and mid/long-term goals, commitments, and needed technical assistance to address all the topics within their two areas of focus: 1) to develop recruitment strategies to target diverse groups and 2) to use data to inform decision making for student success, equitable access, program offerings, and strategic program expansion.

¹VERA Institute of Justice. (2021). *Postsecondary Education in Prison Race, Equity, and Inclusion Project*.

VERA is currently drafting a report on lessons learned from this project and recommendations for advancing racial equity in postsecondary education in prison.

Summary of 2022-23 accomplishments

Accomplishments during the 2022-2023 academic year (fiscal year 2023) are highlighted below:

- Washington community colleges served 4,979 incarcerated individuals (headcount).
- Colleges worked with 2,277 of their contracted targets of 3,217 full-time equivalent students (FTES)². This represents a 71% success rate as we transitioned to a post-covid climate.
- Colleges expanded opportunities for training in high-demand, high-wage jobs and awarded 384 vocational certificates.
- 350 earned their high school diplomas through the High School+ (HS+) competency-based degree program. This is a 77% increase from the previous year.
- Colleges administered 219 GED® tests, a significant increase post-covid mitigations.
- Prison-based college education reentry navigators reported serving 2,417 justice-involved individuals as they entered the Washington State Department of Corrections and an additional 7,200 individuals as they transferred throughout the prison system.
- Community-based college education reentry navigators reported serving 1,718 justice-involved individuals. The navigators reported enrolling 732 students, with 713 continuing to subsequent quarter enrollment and 50 graduating and/or earned certificate rate. The discrepancy in numbers coming from students who met with a navigator but have opted not to enroll at the moment. Students often opt out of enrolling if they are still at the reentry center or find difficulty in paying for college post-release.
- The following sites joined the Off State Network: Monroe Correctional Complex (MCC), Washington Corrections Center for Women (WCCW), Washington Corrections Center (WCC), Coyote Ridge Corrections Center (CRCC), Washington State Penitentiary (WSP)
- SBCTC continued to support Second Substitute House Bill 1044 – Creating Prison to Postsecondary Education Pathways. Approved by the Legislature in 2021, the bill gave the Department of Corrections authority to fund postsecondary education for justice-involved individuals. The department may fund credentials up to, and including, a bachelor’s degree. In addition, the Department of Corrections is required to create a plan to identify, and provide accommodations for, individuals with learning disabilities, traumatic brain injuries, and other cognitive impairments so the individuals can effectively participate in educational programs. Additionally, free unofficial transcripts are already provided to students and will continue to be the practice for community and technical colleges subject to the articulation agreement between the Department of Corrections and SBCTC. Together, the Department of Corrections and SBCTC provide the legislature for two reports containing outcomes data for the implementation of House Bill 1043.

² Full-Time Equivalent Students (FTES) is a measure of college effort to deliver instruction. One FTES is equal to 45 credits of annual enrollment or 15 credits of quarterly enrollment. Colleges offer between 10-15 hours per credit depending on the type of course (basic education, vocational, academic or offender change).

- SBCTC participated in stakeholder group for disability services with partnering colleges and the Department of Corrections, for HB 1044 implementation.
- Clark College and Grays Harbor completed their Basic Adult Education monitoring through the SBCTC.
- Spokane Community College brought back the two-year business program for students at Airway Heights Corrections Center.
- The upholstery program at Airway Heights Correction Center transitioned to HVAC and Aerospace Composites transitioned to CNC machining.
- Clallam Bay Corrections Center began to offer Licensed Trades Apprenticeship Preparation LTAP courses.
- Coyote Ridge Corrections Center, through Walla Walla Community College, continued its Bachelor of Applied Science (BAS) in Applied Management and Entrepreneurship funded through Federal Second Chance Pell. The program prepares students for leadership positions. While traditional business programs focus on theory, an applied management program emphasizes hands-on application of management practices and knowledge. In addition to in-class projects, this program includes a capstone course to give students an opportunity to apply their skills to real-world scenarios.
- SBCTC and partnering colleges completed and were approved through the Request for Information process with the Department of Corrections towards Pell implementation for programs across all eleven facilities.

Goals Achieved in 2022-23

In addition to the enrollment and completion targets listed above, the Department of Corrections, SBCTC, and colleges pursued seven primary goals during the 2022-2023 academic year (fiscal year 2023):

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 individuals released from the Department of Corrections with a high school credential.
3. 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.
4. 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.
5. Explore approval with the Department of Corrections to provide digital literacy competencies for individuals as a reentry priority.
6. Pursue opportunities to increase our delivery of anti-racist and anti-bias curriculum.
7. Engage in professional education opportunities that emphasize trauma-informed instruction.

Funding Sources

The Department of Corrections and SBCTC sign an annual interagency agreement that sets the expectations for corrections education programs. Both agencies believe that a strong performance-based system will ensure robust education opportunities for students and a strong return to taxpayers. SBCTC and colleges are evaluated primarily by achieving enrollment and completion targets.

Funding is allocated to colleges SBCTC allocated funding to the colleges based on full-time equivalent (FTES) enrollment targets as well as through the Student Achievement Initiative, a performance-based funding system used by the community and technical college system. SBCTC also receives an allocation of federal Perkins funding from the Workforce Training and Education Coordinating Board. College allocations of FTE funding and the allocation to SBCTC for administration of the interagency agreement is in table 1.

Table 1: Interagency agreement contract amounts and FTES by facility FY 23

College	Location	Enrollment Target	Contract Amount	Percent
Spokane	Airway Heights	381	2,173,269	10.7%
Peninsula	Clallam Bay	190	1,134,766	5.6%

College	Location	Enrollment Target	Contract Amount	Percent
Centralia	Cedar Creek	101	640,626	3.1%
Walla Walla	Coyote Ridge	628	3,370,276	16%
Clark	Larch	100	687,780	3.3%
Edmonds	Monroe	313	1,939,926	9.5%
Tacoma	Mission Creek	48	256,086	1.2%
Peninsula	Olympic	50	263,128	1.3%
Grays Harbor	Stafford Creek	337	2,015,532	10%
Centralia	WA Corrections	142	1,051,314	5.2%
Tacoma	WA Corrections for Women	187	1,140,987	5.6%
Walla Walla	WA State Penitentiary	740	4,211,130	21%
Renton	Navigator	--	82,400	0.4%
Bates	Navigator	--	82,400	0.4%
Seattle Central	Navigator	--	82,400	0.4%
South Seattle	Navigator	--	82,400	0.4%
Skagit	Navigator	--	82,400	0.4%
TESC	Navigator	--	82,400	0.4%
Columbia Basin	Navigator	--	82,400	0.2%
Centralia	Navigator	--	82,400	0.2%
Olympic	Navigator	--	82,400	0.2%
Yakima	Navigator	--	82,400	0.2%
SBCTC	Administration	--	223,248	1.4%
SBCTC	Technology Support	--	311,598	1.5%
TOTAL		3,217	20,243,666	100%

In fiscal year 2023, Washington colleges served 4,979 incarcerated individuals. Colleges were

funded to serve 3,217 FTES³ and reached 2,277 of their contracted targets. This represents a 71% success rate as we transitioned from the unprecedented COVID-19 pandemic. Facility targets and their enrollment outcomes are summarized in table 2.

Table 2: FY23 FTES and headcount

Location	FTE Target	FTE Total	% Total FTE	Student Headcount	% Total Student Headcount
Airway Heights	381	287.0	9%	507	10%
Clallam Bay	190	60.3	7%	171	3%
Cedar Creek	101	73.7	3%	188	4%
Coyote Ridge	628	525.4	25%	1,129	22%
Larch	100	41.4	1%	133	3%
Monroe	313	304.4	10%	473	10%
Mission Creek	48	19.6	2%	93	2%
Olympic	50	14.1	1%	41	1%
Stafford Creek	337	234.2	8%	701	14%
WA Corrections	142	122.4	3%	477	10%
WA Corrections for Women	187	142.1	7%	408	8%
WA State Penitentiary	740	586.0	24%	1,000	20%
Total	3,217	2,277.2	100%	5,218	100%
Unduplicated System Total Headcount				4,979	

³ Full-Time Equivalent Students (FTES) is a measure of college effort to deliver instruction. One FTES is equal to 45 credits of annual enrollment or 15 credits of quarterly enrollment. Colleges offer between 10-15 hours per credit depending on the type of course (basic education, vocational, academic or offender change).

Carl D. Perkins Career and Technical Education Act Funding

Federal funding from the Carl D. Perkins Career and Technical Education Act provides targeted funding for workforce education for incarcerated students. The Washington Training and Education Coordinating Board awards one-half of 1% funds to SBCTC.

In fiscal year 2023, Perkins funds combined a fiscal year 2022 carryover of \$75,526 and a fiscal year 2023 award of \$110,430 for a 2023 fiscal year total of \$185,956 in Perkins funds.

Table 3: Perkins funding Fiscal Year 23

College	Award	Purchased
Centralia	\$ 8,000	Construction Trades Apprenticeship Equipment and Materials Instructor OSHA Certification Secured Student Laptops
Edmonds	\$ 25,000.00	CTAP – Instruction/lab tool, replacement, building materials, instructor materials. AAS-T Business management textbooks and instructional supplies (i.e., TI-83 graphic Calculators, textbooks/eBooks)
Tacoma	\$ 10,470	Textbooks, reel mower, totes
Walla Walla	\$ 66,960	Automotive instructional equipment for 2 nd year automotive repair corrections education program
Total	\$ 110,430	

Performance Measures and Accountability

Accountability is monitored through student attainment of academic and workforce credentials. Because of the sometime lengthy delay between training, release, and employment, SBCTC and colleges use employment and post-release enrollment data to inform and improve programming but not as a primary performance measure.

Table 4 summarizes academic and workforce credential outcomes for fiscal year 2021 through fiscal year 2023. For more information about demographics, headcounts, FTEs and faculty totals, please see appendices C, D, and E.

Table 4: Academic and workforce outcomes

Award Type	FY23	FY22	FY21
High School Equivalency (GED®)*	219	181	311
High school diplomas (HS+)	351	158	85
Vocational certificates	511	381	522
Vocational certificate, 45-89 credits	135	127	195
Vocational certificate, 20-44 credits	206	95	164
Vocational certificate, 1-19 credits	170	159	163
Associate degree	60	80	83

High school equivalency completions and high school competency diplomas increased as we transitioned out of COVID mitigation practices and safety protocols. Our programs were still impacted by these practices in the summer and fall quarters of fiscal year 2023, with the transition beginning in the winter quarter. These prevented students from accessing the educational testing sites as frequently.

High School+ faculty engaged in valuable work on pedagogy, delivery methods and best practices in providing high school competency-based education. In fiscal year 2023, 350 of our students earned high school diplomas at all seven colleges offering high school competency-based diplomas. Our team at SBCTC was able to successfully transition SBCTC culturally responsive high school curriculum to the offline environment with the Department of Corrections. The courses that were converted include:

- HS+ English and Contemporary World Problems and Environmental Sciences
- HS+ English and Life Science
- HS+ English and Occupational Education
- HS+ English and Portfolio
- HS+ English, Health, and Fitness
- HS+ English, US History, and Art

SBCTC completed monitoring Basic Education for Adults Programs in fiscal year 2023 at Larch

Corrections Center (Clark College) and Stafford Corrections Center (Grays Harbor College).

COVID-19 mitigation measures reduced class sizes, restricted cohorted movements, and limited access during facility outbreaks created barriers to service delivery for two of our academic quarters and prior years. As a result, vocational certificates fell significantly short of the targeted 1,200 per year goal.

Outcomes for Basic Education for Adults: GED® Completions and Level Gains

Incarcerated students earned 219 GEDs® in fiscal year 2023. While the contractual target according to the interagency agreement was 700 GED®s and HS+ diplomas for fiscal year 2023, GED® testing was limited due to COVID-19 mitigation practices and safety protocols, as well as a lengthy delay in testing due to Department of Corrections security changes that blocked the network from connecting to GED® as well as SBCTC staff shortages. Despite all of this, SBCTC was able to deliver on 569 GEDS and High School+ Diplomas in fiscal year 2023.

Table 5: GED® tests passed

Location	FY23 Test takers	FY23 Tests taken	FY23 Tests passed	FY23 GED® earned	FY22 Test takers	FY22 Tests taken	FY22 Tests passed	FY22 GED® earned
Airway Heights	72	184	157	33	92	211	132	36
Clallam Bay	10	12	6	0	36	87	43	0
Cedar Creek	59	176	128	21	0	0	0	7
Coyote Ridge	217	564	433	63	164	396	233	35
Larch	0	0	0	0	22	53	39	9
Monroe	18	31	26	7	66	118	64	11
Mission Creek	29	75	50	7	18	35	20	2
Olympic	0	0	0	0	0	0	0	0
Stafford Creek	67	124	87	11	35	63	35	4
WA Corrections	115	276	224	30	105	238	177	32
WA Corrections for Women	28	58	54	1	0	0	0	0
WA State Penitentiary	170	420	307	46	184	415	231	45
Total	785	1,920	1,472	219	722	1,616	974	181

Source: GEDTS, GED® Manager

Please note, due to staffing and testing shortages, some sites have reported 0 test takers. Facilities with these shortages have been working to ramp up High school+ offerings. Olympic Corrections Center has worked with Clallam Bay Corrections Center to test students at CBCC when needed.

Colleges use the Comprehensive Adults Student Assessment System (CASAS) to measure the basic mathematical and literacy skills needed to function effectively within prison and in the community. Table 6 summarizes the skill gains of students in GED®, ESL and ABE classes.

Please note, Corrections Education Programs moved away from utilization of WABERS+. As a result, MSG numbers were no longer being tracked in the WABERS+ system, resulting in lower reported MSG's.

Table 6: Adult basic education and English as a second language skill gains

Location	FY23 students increasing at least one ABE level	FY23 students increasing at least one ESL level	FY22 students increasing at least one ABE level	FY22 students increasing at least one ESL level
Airway Heights	34	0	54	0
Clallam Bay	1	0	16	0
Cedar Creek	0	0	11	0
Coyote Ridge	96	36	58	30
Larch	8	0	4	0
Monroe	1	0	1	0
Mission Creek for Women	1	0	71	0
Olympic	4	0	4	0
Stafford Creek	10	0	10	0
WA Corrections	1	0	1	0
WA Corrections for Women	11	0	11	0
WA State Penitentiary	89	1	61	1
Total	328	37	302	31

Outcomes for Workforce Education Programs

Postsecondary educational degrees lead to high-wage and high-demand employment opportunities in the community. Legislation through HB 1044 now provides funding for all students to access both vocational and academic degrees.

Figure 3: Workforce education programs by facility FY23
(Full-size map in Appendix D)



The primary career guided pathways are in:

- Arts, Humanities and Communication
- Business
- Education
- Healthcare
- Science, Technology, Engineering and Math (STEM)
- Social and Behavioral Sciences, and Public Service
- Direct Transfer Agreement (DTA)

Access to these programs would provide justice-involved individuals equitable access to employment. We are eager to provide our students with access to a robust and enriching educational foundation.

Certificates

For several years, colleges have been slowly reducing the number of short-term certificates of fewer than 20 credits in favor of certificates between 20 to 44 credits. This change is in response to SBCTC research and legislative language showing that longer-term certificates result in higher wage positions.

Pre-Apprenticeship Preparation Program

SBCTC continues to partner with the Department of Corrections, Correctional Industries, Apprenticeship and Non-Traditional Employment for Women, the Department of Children and Family Services, many local trades unions and apprenticeship organizations to enhance apprenticeship opportunities. The Construction Trades Pre-Apprenticeship (CTAP) Program is recognized by the Washington State Apprenticeship and Training Council through the Washington State Department of Labor and Industries. We also secured memorandums of understanding with the Carpenters Employers–Apprenticeship Training Trust, Cement Masons and Plasterers Training Centers of Washington, and the Pacific Northwest Ironworkers and Employers Apprenticeship and Training Committee. CTAP instructors and correctional education deans collaborated regularly with their advisory board, SBCTC, and colleges to ensure curriculum is appropriate and relevant to the trades industries' needs and expectations.

The Licensed Trades Apprenticeship (LTAP) as highlighted in HB 1044, is currently undergoing the pre-apprenticeship approval process for students to be able to participate in at Clallam Bay Corrections Center.

We are working to improve our process to have student graduates registered with Department of Labor and Industries into the Apprenticeship Registration Tracking System (ARTS). Through a collaborative process, the Department of Labor and Industries has agreed to begin entering student graduates without verified social security numbers into the ARTS pre-apprenticeship system.

Table 7: Degree and certificate completions

College	Program	CIP	Certificate Type	Awarded
Centralia	Advanced High School Compl	32.0208	Advanced High School Compl	0
	Drywall Installation	46.0404	Certificate, 1-19 credits	20
	Roofer	46.0410	Certificate, 1-19 credits	9
	Horticulture Ops, Genl	01.0601	Certificate, 1-19 credits	7
	Construction Trades Pre-Apprenticeship Program- CTAP	46.0415	Certificate, 20-44	66
Clark	Advanced High School Compl	32.0208	Advanced High School Compl	10
Edmonds	Advanced High School Compl	32.0208	Advanced High School Compl	70
	Business Admin & Mgmt	52.0201	Certificate, 1-19 credits	1
	Web Page, Digital/Multimedia	11.0801	Certificate, 1-19 credits	3
	Office Mgmt & Supervision	52.0204	Certificate, 1-19 credits	0
	Business Admin & Mgmt	52.0201	Certificate, 20-44 credits	7
	Web/Multimedia Mgmt/Webmst	11.1004	Certificate, 20-44 credits	12
	Retail Management	52.0212	Certificate, 20-44 credits	2
	Construction Trades Pre-Apprenticeship Program- CTAP	46.0415	Certificate, 20-44 credits	0
	Marketing/Marketing Management	52.0212	Certificate, 20-44 credits	0
	Entrepreneurship	52.0701	Certificate, 45-90 credits	8
	Business Admin & Mgmt	52.0201	Workforce Degree	12
Grays Harbor	Advanced High School Compl	32.0208	Advanced High School Compl	36
	Construction Engineering Tech	15.1001	Certificate 20-44 credits	44
	Welding Tech	48.0508	Certificate, 20-44 credits	2
	Business Admin & Mgmt	52.0201	Workforce Degree	19
	Mental and Social Health Services	51.1599	Workforce Degree	0
Peninsula	Advanced High School Compl	32.0208	Advanced High School Compl	14
	Accounting Tech & Bookkpg	52.0320	Certificate, 1-19 credits	1
	Accounting Tech & Bookkpg	52.0320	Certificate, 20-44 credits	4
	Baking and Pastry Arts	12.0501	Certificate, 20-44 Credits	9
	Small Business		Certificate, 45-89 credits	6

College	Program	CIP	Certificate Type	Awarded
Spokane	Advanced High School Compl	32.0208	Advanced High School Compl	85
	Carpentry	46.0201	Certificate 1-19 Credits	10
	Upholstery	48.0303	Certificate, 20-44 credits	3
	Business Admin & Mgmt	52.0201	Certificate, 45-90 credits	7
	CAD Draft/Design Tech	15.1302	Certificate, 45-90 credits	3
	Carpentry	46.0201	Certificate, 45-90 credits	10
	Plastics Engineer Tech	15.0607	Certificate, 45-90 credits	8
	Upholstery	48.0303	Certificate, 45-90 credits	3
Tacoma	Advanced High School Compl	32.0208	Advanced High School Compl	9
	Accounting Tech & Bookkpg	52.0302	Certificate, 1-19 credits	20
	Retailing & Retail Ops	52.1803	Certificate, 1-19 credits	22
	Horticulture Ops, Genl	01.0601	Certificate, 1-19 credits	77
	Retailing & Retail Ops	52.1803	Certificate, 20-44 credits	16
	Entrepreneurship	52.0701	Certificate, 20-44 credits	15
	Web Page, Digital multimedia	11.0801	Certificate, 20-44 Credits	7
	Horticulture Ops, Genl	01.0601	Certificate, 45-90 credits	0
	Drafting and Design Technology	15.1301	Certificate, 45-90 credits	0
	Retailing & Retail Ops	52.1803	Certificate, 45-90 credits	3
Walla Walla	Advanced High School Compl	32.0208	Advanced High School Compl	127
	Auto body/Collision & Repair	47.0603	Certificate, 20-44 credits	2
	Building Construction Technology	46.0415	Certificate, 20-44 credits	15
	Diesel Mechanics Tech	47.0605	Certificate, 20-44 credits	2
	Agricultural Mechanization, Ge	01.0201	Certificate, 45-90 credits	1
	Auto Mechanics	47.0604	Certificate, 45-90 credits	4
	Business Admin & Mgmt	52.0201	Certificate, 45-90 credits	37
	Carpentry	46.0201	Certificate, 45-90 credits	1
	Auto body/Collision & Repair	47.0603	Certificate, 45-90 credits	2
	Diesel Mechanics Tech	47.0605	Certificate, 45-90 credits	9
	Digital Media: Web Media	11.0801	Certificate, 45-90 credits	8
	Heat/AC/Vent/Refrig Maint	47.0201	Certificate, 45-90 credits	7

College	Program	CIP	Certificate Type	Awarded
	Web/Multimedia Mgmt	11.1004	Certificate, 45-90	2
	Welding Tech	48.0508	Certificate, 45-90 credits	16
	Business Admin & Mgmt	52.0201	Workforce Degree	25
	Welding Tech	48.0508	Workforce Degree	4

Looking Forward

We remain optimistic about new opportunities made available through the passage of HB 1044 – which authorized the Department of Corrections to allocate funding for postsecondary educational degrees, including bachelor’s degrees – and through federal restoration of Pell Grants for incarcerated students. The Pell Grants were restored in July 2023 and Pell Grant-funded education will likely be available in Washington in July 2024. In Washington and across the country, corrections departments have needed time to implement policies and procedures surrounding restored Pell Grants. Along with the Washington College Grant, the two sources of financial aid will offer renewed hope and increased access to equitable education for our incarcerated population.

SBCTC continues to work with the Department of Corrections to offer Direct Transfer Associate (DTA) degrees as allowed under HB 1044. We continue to work the Department of Corrections to offer DTA programs through Pell Grant Funding.

Although HB 1044 included a requirement for the Department of Corrections to identify and create a plan to address accommodations for individuals with learning disabilities, traumatic brain injuries and other cognitive impairments, the bill did not provide any guidance or support for instituting accommodation need. We have been working collaboratively with the Department of Corrections to address this need.

Corrections education works. The return on investment to taxpayers and society is substantial. A 2018 update of the Washington State Institute for Public Policy’s report on adult corrections programs found for every dollar invested in education programs, up to \$19.80 is saved from fewer new crimes and costly incarceration.⁴

With roughly 5,000 individuals releasing from Washington’s prisons every year, the work is far from complete. SBCTC looks forward to continuing to serve Washington’s incarcerated men and women and helping them create better opportunities and brighter futures.

⁴ Washington State Institute for Public Policy (WSIPP). Cost Benefit data last updated 2018: Inventory of Evidence-Based and Research-Based programs for Adult Corrections. WSIPP.

Appendix A: Description of Education Navigators

- **Prison-based college education reentry navigators** initiate the reentry process at two primary reception centers: The Washington Corrections Center, and the Washington Corrections Center for Women. These educational professionals work with students to determine the appropriate entry point for each student within the educational system. Elements such as transcript requests, evaluations of financial aid eligibility, and a review of employment history all contribute to the foundation of each student’s education plan. As individuals are transferred to different “parent” facilities or experience a change in custody level, the prison-based college education navigators remain dedicated to creating a well-guided pathway for continued prison education and ensuring a smooth transition from incarceration to postsecondary education upon community reentry. The colleges that had prison-based navigators in fiscal year 2023 were: Spokane Community College, Centralia College, Clark College, Edmonds College, Grays Harbor College, Peninsula College, Tacoma Community College, and Walla Walla Community College.
- **Community-based college education reentry navigators** are a vital part of transition from prison to community postsecondary education. Originally, SBCTC contracted with colleges in King, Pierce, Snohomish, Clark, Thurston, Skagit and Spokane counties – identified by the Department of Corrections as the seven counties with the highest population of people released from prison – to assist incarcerated persons releasing into the community. As the transfer of students releasing throughout the State of Washington has increased, so has the need for on-campus educational services for post-released incarcerated individuals. In 2022, SBCTC contracted with four additional colleges to serve Kitsap (Olympic College), Lewis (Centralia College), Yakima (Yakima Valley College) and Franklin (Columbia Basin College) counties as direct campus service provider. Although not every community or technical college has a Department of Corrections-funded education navigator on site, the 14 community campus education navigators support post-incarcerated individuals throughout Washington state indifferent to campus location. Community-based college education reentry navigators are essential to directing students to necessary resources such as transportation, housing, employment, food, and medical needs setting up the student for educational success.

Appendix B: Vocational training programs offered in 2022-23 (fiscal year 2023)

Automotive Mechanics: Automotive service technicians inspect, maintain and repair automobiles and light trucks that have gasoline engines. The automotive mechanics program teaches students to diagnose the source of vehicle problems quickly and accurately. The program develops good reasoning ability and a thorough knowledge of automobiles. Students learn to use computerized shop equipment and work with electronic components while maintaining their skills with traditional hand tools.

Autobody Collision: This program keeps pace with the fast-moving auto body/collision repair industry and covers all aspects of body repair and refinishing with an emphasis on the most up-to-date methods. The program teaches to Inter-Industry Conference on Auto Collision Repair (I-CAR) and Automotive Service Association (ASA) standards. The Automotive Rebuilding and Refurnishing program is designed to provide students with hands-on, work-based learning. To facilitate this, the college acquires damaged vehicles, providing a platform on which students learn and develop skills.

Baking: The Pastry and Specialty Baking program covers basic and advanced skills in pastry, specialty baking and decorating. This includes breads; cakes; Danish, French and Swiss pastries; fancy desserts; confections; tortes; and fillings. Graduates prepare for positions in hotels, restaurants, and a variety of positions with retail and wholesale bakeries while improving their literacy, numeracy and business skills.

Business Administration/Management: There are a variety of business programs offered across the correctional institutions. Courses focus on business-related topics, providing students with knowledge and skills necessary for success in various aspects of business, such as management, marketing, finance, entrepreneurship, and more.

Construction Trades Apprenticeship Preparation CTAP: This program is a standardized curriculum of 20 credits, six course, 39 outcomes and 80 topics delivered through five community and technical colleges at seven Department of Corrections Prison sites. The completion of this program leads to a Certificate of Completion in Construction Trades Apprenticeship Preparation. The program includes math, blueprint reading and drawing, health and safety, work readiness, industry awareness, tool training, construction basics, basic electrical and basic plumbing. Students will also create a capstone project that will demonstrate the link between theory and practice and skills acquired throughout the program.

Business Technology: This program prepares students to support business information operations by using computer equipment to enter, process and retrieve data for a wide variety of administrative purposes. The program includes instruction in basic business software and hardware; business computer networking; principles of desktop publishing; preparing mass mailings; compiling and editing spreadsheets; list maintenance; preparing tables, and graphs; receipt control; and preparing business performance report.

CAD Design and Drafting: This program instructs students in the basic skills necessary for drafting and design using both 2-dimensional CAD drafting and 3-dimensional solid modeling CAD techniques. This program introduces students to the design and drafting work done in a range of engineering disciplines so that they will gain an understanding of the scope of employment as computer aided drafters and engineering designers.

Carpentry (I-BEST option): Carpentry is a hands-on vocational program that allows students to participate in the introductory “foundation-to-finish” experiences necessary to build a new home or building while completing the required carpentry coursework and related instruction for a one-year certificate. Students complete the program with the knowledge and experience necessary to begin employment in the construction industry.

CNC for the Workplace: This program prepares students with a solid foundation in Computer Numerically Controlled (CNC) programming. The CNC portion of the program immerses students in the current version of MasterCAM CNC interface software. Students advance to applying their programming skills to actual implementation on a tabletop CNC router. The program prepares students for careers in wood and metal fabrication industries using CNC software and hardware. The program is designed to specifically meet the CNC skills needed by Correctional Industries.

Collision Repair (I-BEST option): This program keeps pace with the fast-moving auto body/collision repair industry and covers all aspects of body repair and refinishing with an emphasis on the most up-to-date methods. The program teaches to Inter-Industry Conference on Auto Collision Repair (I-CAR) and Automotive Service Association (ASA) standards. The Automotive Rebuilding and Refurnishing program is designed to provide students with hands-on, work-based learning. To facilitate this, the college acquires damaged vehicles, providing a platform on which students learn and develop skills.

Computer Programming: A program that focuses on the general writing and implementation of generic and customized programs to drive operating systems including instruction in software design, program writing, prototype testing and troubleshooting. The training teaches students object-oriented computer programming with an emphasis on learning programming languages, software design and graphics development. Students work in a project-based learning environment in which teamwork, planning and testing play an integral role in the design and implementation of software.

Diesel Mechanics: This program prepares students to apply technical knowledge and skills to repair, service and maintain diesel engines in vehicles such as automobiles, buses, trucks and construction equipment as well as stationary diesel engines in electrical generators and related equipment.

Drywall Installation: The Drywall program prepares individuals to apply technical knowledge and skills to install, tape, and plaster drywall installations in interior and exterior construction jobs. The program includes instruction in drywall handling and transport, cutting and mounting, taping and spackling, finishing, job analysis and estimation, site safety, tool operation and maintenance, blueprint and specification interpretation, and applicable codes and standards.

Digital Design: Digital Design prepares students for entry-level employment in the computer design industry. Instruction covers basic layout and design knowledge, application techniques, and operation of industry-standard software including Photoshop, InDesign, Illustrator and basic web design skills. Students will also complete a portfolio of their work and skills which can be utilized when seeking employment in this trade.

Heating, Ventilation and Air Conditioning (I-BEST optional): The HVAC program provides students with troubleshooting and mechanical skills necessary to service, repair and install commercial and residential heating, cooling and refrigeration equipment. Students learn the principles of energy as these concepts relate to electricity, mechanics, refrigeration and air conditioning. Students have the opportunity to obtain Environmental Protection Agency (EPA) certification in refrigerant handling. In the I-BEST option, students develop basic skills competencies and the principles of energy as these concepts relate to electricity, mechanics, refrigeration, and air conditioning.

Horticulture: The Horticulture program prepares students for entry into retail sales, landscape planning, floral design, greenhouse management, nursery operations and grounds maintenance occupations. Students receive classroom instruction and practical application of their skills working in their assigned "land labs" located on the institution grounds and greenhouses. The program is partially self-supporting through the sale of floral arrangements and/or plants.

Human Services: This program equips students with the knowledge and skills needed to assist individuals and communities in accessing social services and support systems. This interdisciplinary field integrates psychology, sociology, and social work to address diverse social issues and promote well-being. Students learn about human behavior, competence, case management, advocacy, and ethical practices.

Management and Entrepreneurship – BAS: This program prepares students for leadership positions. While traditional business programs focus on theory, an applied management program emphasizes hands-on application of management practices and knowledge. In addition to in-class projects, this program includes a capstone course to give students an opportunity to apply their skills to real-world scenarios.

Principles of Marketing: This program covers the fundamental skills marketers need to be successful in this rapidly changing, competitive environment. Students learn to analyze marketing opportunities, develop strategy and create an integrated marketing mix, including pricing, advertising, promotions, distribution and product development.

Retail Management: This program examines the critical role retail business plays in our economy. Learn the functions of a retail business, the terminology used and gain an understanding of the various jobs and their requirements within the industry. Emphasis is on practical application of retail concepts.

Roofing and Siding Technology: This program prepares individuals to apply technical knowledge and skills to prepare, install and maintain exterior roofing and siding materials. The program includes instruction in building materials, flashing, lag bolts, site safety, equipment operation and maintenance, layering, site preparation, basic internal structural design, finishing, waterproofing, and applicable codes and standards.

Supervisory Management: This program focuses on building foundational skills in business management while incorporating soft skills needed to be a good leader. The program emphasizes accounting procedures as an essential component of every institution and business organization. Focus is placed on basic accounting that is valuable in managing financial resources, policies and decisions. An effective supervisor has the power to transform work culture, productivity, workflow, and overall happiness in completing daily job duties.

Technical Design: The Technical Design program prepares students with a solid foundation in Computer Aided Design and Drafting (CAD). The CAD portion of the program prepares students in 2D and 3D drafting using AutoDesk's AutoCAD software. Students advance to parametric 3D modeling using AutoDesk's Mechanical Desktop and Inventor software. The program prepares students for careers in product design and meets skills needed to work in Correctional Industries.

Welding: The primary focus of the program is on manufacturing a variety of products for commercial use. Students learn all aspects of metal fabrication which includes metal cutting, process and measurement, Arc, Metal Inert Gas (MIG) and Tungsten Inert Gas (TIG) welding. The program also includes blueprint reading and layout basics.

Appendix C: Headcounts and Demographics

Table 8: System unduplicated headcount by gender

Gender	FY22 headcount	FY23 headcount	% Of enrolled students	Comparison to % of all Department of Corrections individuals
Female	414	485	10%	3%
Male	4,163	4,494	90%	34%

Table 9. System unduplicated headcount by age

Age group	FY23 headcount	FY22 headcount	Percent
Under 22	102	99	2%
22-34	2,153	2,048	43%
35-44	1,652	1,468	33%
45-59	905	821	18%
60 and over	167	141	3%
System total	4,979	4,577	100%

Table 10: System duplicated headcount by age and program area

Age Group	Basic Skills	Crime Prevention	Vocational	Total Headcount
Under 22	107	0	15	122
22-34	1,543	0	1,022	2,571
35-44	943	0	999	1,948
45-59	531	0	510	1,047
60 and over	84	0	101	185
Duplicated Site Total	3,208	0	2,647	5,873

Table 11: System unduplicated headcount by ethnicity

Ethnicity	FY23 headcount	FY22 headcount	% Of enrolled students
African American	738	693	15%
Asian or Pacific Islander	144	166	3%
Latino/Hispanic	653	577	13.1%
Native American	204	181	4.1%
Other Race	630	504	13%
White	1,966	1,907	42%
Unreported/Unknown	644	549	13%
Total	4,979	4,577	100%

Table 12: Percent participation by gender and ethnicity duplicated by program area: men's prisons

Location	Program Area	African American	Asian/Pacific Islander	Latino/ Hispanic	Native American	Other Race	White	Unreported
Airway Heights	Basic Skills	5%	1%	22%	5%	10%	22%	31%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	5%	1%	14%	1%	11%	41%	24%
	Total	6%	1%	19%	4%	11%	30%	28%
Clallam Bay	Basic Skills	20%	3%	32%	4%	9%	29%	2%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	27%	2%	13%	5%	41%	45%	2%
	Total	24%	3%	20%	4%	9%	36%	2%
Cedar Creek	Basic Skills	27%	2%	9%	1%	15%	45%	2%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	28%	3%	6%	2%	10%	44%	6%
	Total	26%	3%	7%	2%	12%	44%	5%
Coyote Ridge	Basic Skills	16%	4%	20%	4%	10%	35%	9%

Location	Program Area	African American	Asian/Pacific Islander	Latino/ Hispanic	Native American	Other Race	White	Unreported
	Crime Prev	16%	0%	16%	0%	11%	55%	0%
	Vocational	18%	4%	11%	3%	10%	48%	5%
	Total	17%	4%	16%	4%	10%	41%	7%
Larch	Basic Skills	13%	0%	10%	2%	10%	29%	36%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	15%	2%	4%	2%	17%	34%	24%
	Total	15%	1%	6%	2%	15%	33%	29%
Monroe	Basic Skills	15%	1%	15%	3%	20%	41%	4%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	17%	1%	6%	3%	20%	46%	9%
	Total	15%	1%	11%	3%	20%	43%	6%
Olympic	Basic Skills	17%	17%	6%	8%	8%	40%	3%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	3%	3%	0%	0%	3%	50%	0%
	Total	17%	17%	5%	7%	10%	41%	2%
Stafford Creek	Basic Skills	11%	3%	7%	2%	15%	26%	36%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	14%	2%	3%	2%	13%	37%	27%
	Total	12%	3%	5%	2%	14%	30%	32%
WA Corrections	Basic Skills	12%	3%	14%	8%	15%	38%	10%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	15%	3%	13%	6%	16%	36%	12%
	Total	14%	3%	10%	2%	9%	32%	10%
WA Penitentiary	Basic Skills	19%	4%	17%	5%	11%	37%	6%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	19%	2%	14%	4%	10%	45%	4%
	Total	19%	3%	16%	5%	11%	41%	5%

Table 13: Percent participation by gender and ethnicity duplicated by program area: women's prisons

Location	Program Area	African American	Asian/Pacific Islander	Latino/ Hispanic	Native American	Other Race	White	Unreported
WA Corrections Center, Women	Basic Skills	11%	3%	14%	4%	13%	52%	3%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	9%	4%	5%	7%	14%	56%	7%
	Total	10%	3%	9%	5%	13%	53%	5%
Mission Creek, Women	Basic Skills	7%	2%	15%	8%	8%	53%	7%
	Job Search	0%	0%	0%	0%	0%	0%	0%
	Vocational	4%	8%	10%	6%	16%	39%	16%
	Total	5%	5%	13%	7%	12%	47%	11%
% of Department of Corrections total		37%	28%	34%	33%	1%	31%	1%

Appendix D: FTES Detail

Table 14: FTES by location and program area

	Basic Skills			Pre-College			Vocational		
	Target	Completed	% Met	Target	Completed	% Met	Target	Completed	% Met
Airway Heights	195	218.8	112%	0	0.0	NA	159	64.7	41%
Clallam Bay	56	14.4	22%	10	3.9	39%	115	41.1	36%
Cedar Creek	26	31.0	120%	4	.8	20%	65	35.2	54%
Coyote Ridge	220	227.5	103%	41	28.2	69%	301	235.4	78%
Larch	46	19.5	42%	4	1.9	48%	44	18.6	42%
Monroe	140	98.6	70%	14	1.6	11%	143	49.9	35%
Mission Creek, Women	15	7.7	51%	5	3.4	68%	24	6.0	25%
Olympic	24	11.3	47%	8	1.1	14%	12	0.8	7%
Stafford Creek	95	91.0	95%	30	23.2	77%	182	101.5	56%
WA Corrections	110	81.7	73%	0	0	NA	22	34.5	157%
WA Corrections for Women	66	41.7	63%	17	9.6	56%	93	78.0	84%
WA Penitentiary	295	259.4	87%	36	16.4	46%	397	304.4	77%
Total	1288	1101.2	85%	169	91.6	54.2%	1557	970.1	62.3%

	ELA			Reentry Skills			Total		
	Target	Completed	% Met	Target	Completed	% Met	Target	Completed	% Met
Airway Heights	15	0	0%	12	3.6	30%	381	287.0	75%
Clallam Bay	3	0	0%	6	.9	15%	190	60.3	32%
Cedar Creek	0	0.0	NA	6	6.7	112%	101	73.7	73%
Coyote Ridge	50	19.0	38%	16	15.3	96%	628	525.4	84%
Larch	0	0.0	NA	6	0.9	15%	100	41.9	41%
Monroe	16	0	0%	16	7.3	46%	313	171	55%
Mission Creek, Women	0	0.0	NA	4	2.5	63%	48	19.6	40%
Olympic	0	0.0	NA	6	.8	13%	50	14.1	28.1%
Stafford Creek	20	6.3	32%	10	12.2	122%	337	234.2	69.4%
WA Corrections	0	0	NA	10	6.1	61%	142	122.4	86%
WA Corrections for Women	3	2.0	NA	8	11.1	139%	187	142.1	76%
WA Penitentiary	0	14.1	NA	12	5.5	46%	740	586.0	79%
Total	107	41.4	39%	112	72.9	65%	3217	2277.2	71%

Appendix E: Faculty Full Time Equivalents (FTEF)

Table 15: College corrections education faculty

College	Location	Faculty headcount	Annual FTEF
Spokane	Airway Heights	12	11.20
Peninsula	Clallam Bay	8	7.35
Centralia	Cedar Creek	6	2.86
Walla Walla	Coyote Ridge	35	31.60
Clark	Larch	7	3.52
Edmonds	Monroe	12	8.61
Tacoma	Mission Creek for Women	3	1.50
Peninsula	Olympic	1	1.30
Grays Harbor	Stafford Creek	14	13.34
Centralia	WA Corrections	12	5.64
Tacoma	WA Corrections for Women	13	7.05
Walla Walla	WA Penitentiary	37	34.74
TOTAL		160	128.71



[CC BY 4.0](https://creativecommons.org/licenses/by/4.0/), unless otherwise noted.

Washington State Board for Community and Technical Colleges