



COLORADO

Department of Corrections

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OVERVIEW OF EDUCATIONAL AND VOCATIONAL PROGRAMS FISCAL YEAR 2015

PURSUANT TO HOUSE BILL 10-1112 AND
COLORADO REVISED STATUTE (C.R.S.) 17-32-100(105)

*PREPARED BY
OFFICE OF PLANNING AND ANALYSIS
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INTRODUCTION

The annual Overview of Educational Programs report provides information on the educational programs pursuant to House Bill 10-1112 and Colorado Revised Statute (C.R.S.) 17-32-100(105). This report presents information about the Colorado Department of Corrections (CDOC) facilities during fiscal year (FY) 2015. The Colorado Revised Statute specifically states:

The Department shall annually report the following information concerning educational and vocational programs offered pursuant to this article:

- A) A list of the specific programs offered at each state-operated facility and private prison that houses offenders on behalf of the department;
- B) The number of instructors and the number of instructor vacancies, by program and facility;
- C) The annual capacity of each program;
- D) The annual enrollment of each program;
- E) The number of offenders who successfully completed each program in the previous fiscal year;
- F) The number of offenders who enrolled in each program but failed to successfully complete the program in the previous fiscal year, including for each such offender the reason for the offender's non-completion;
- G) The percentage of parolees who are employed full-time, employed part-time, or unemployed at the end of the previous fiscal year;

H) A summary of the results of any program evaluations or cost-benefit analyses performed by the department; and

- I) The total amount of state and federal funding allocated by the department during the most recently completed fiscal year for vocational and educational programs, including information concerning the allocation of each source of funding and the amount of funding received by each program.

HISTORY

The "Correctional Education Program Act of 1990" established an educational division within CDOC that defined a correctional education program as a "comprehensive competency-based education program for persons in custody of the department." This act called for CDOC to establish a program that would address the high rates of illiteracy among incarcerated offenders. The objective was to reduce recidivism and increase educational and vocational proficiency to allow for re-integration into society. The statute specifies that CDOC offenders who are expected to release within five years will receive first priority for placement in the education programs to increase their chances for successful reentry into society. The authors of the statute recognize the need for offender and staff safety, allowing offenders who pose a security risk to be excluded from participating in the program.

In 2010, additions were made to the statute that encouraged the use of vocational skills to determine program provisions and educational needs before relocating the offender to

another facility. CDOC is required to provide offenders with training in marketable skills that are relevant and in demand. The correctional education statute also requires CDOC to utilize the Department of Labor and Employment Labor Trend Report to determine career and technical education programming. Finally, the last section of the bill mandates an annual report from CDOC summarizing the activities of the education program.

During the 2012 legislative session HB 12-1223 was passed and signed. HB 12-1223 which addressed Earned Time for Colorado Department of Corrections (CDOC) offenders. A key provision of this bill established "Achievement Earned Time" (AET) for any offender "who successfully completes a milestone or phase of an educational, vocational, therapeutic, or re-entry program...." Another significant aspect of the bill directed any savings generated from the passage of the act be appropriated to: the education subprogram, for academic and vocational programs; and the parole subprogram, for parole wrap-around services. The Department's Division of Education (DOE) has utilized this funding to develop exciting and innovative advancements in the field of offender education. With increasing AET funds available in FY 2014/15 the DOE was able to make significant inroads in providing additional opportunities in Career and Technical Education (CTE) programs.

PROGRAMS OFFERED

Within the Colorado Department of Corrections (CDOC) Division of Education (DOE), educational opportunities are provided; within this section it explains how the educational needs of offenders are assessed. The policies are set by the CDOC to determine educational priorities and programs offered during incarceration.

ASSESSMENT AND REFERRAL

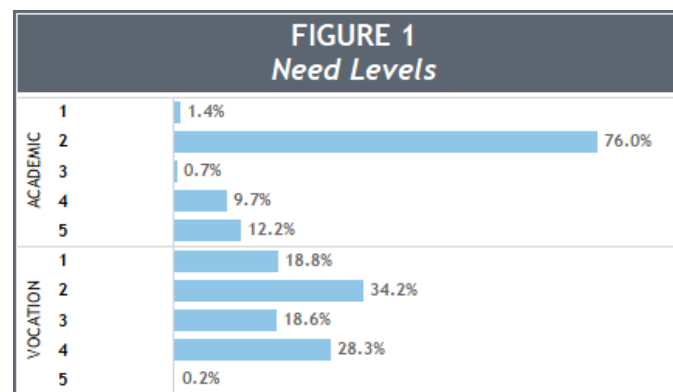
All adult offenders enter CDOC through the Denver Reception and Diagnostic Center (DRDC). Staff assesses the medical, mental health, and educational needs of offenders through several standardized assessments that the offenders complete upon intake. The assessment tool used by the DOE to determine educational level is the Test of Adult Basic Education (TABE). This timed, multiple-choice assessment measures reading, math, and language skills, which is then corresponded to educational grade levels. For example, a 4.2 on the TABE reading portion indicates a fourth-grade second-month reading level. An offender receives three separate TABE scores for reading, math, and language. The Department assesses both non-English and English-speaking offenders. Those offenders who cannot speak English are provided the opportunity to develop English language skills within each facility.

The determination process of assessment and needs level is followed by referral to an appropriate program. Program referrals are automatically generated by the intake facility using the offender's academic needs and TABE scores. Referrals are maintained and remain in effect until an offender has successfully completed their GED. Offenders remain in

academic education classes until they obtain their GED; however, offenders have the option of declining GED classes by submitting a written refusal. Offenders serving a life sentence (with or without parole), have been sentenced to death, or pose a security risk receive a lower priority flag that determines program participation requirements.

POPULATION NEEDS

As of June 30, 2015, there were 18,063 offenders incarcerated in Colorado's state and private prisons. **Figure 1** lists the percentages for the need levels of academic and vocational classes.



PROGRAM CATEGORIES

The DOE offers individual educational and career and technical education programming to help offenders obtain entry-level job skills upon release. There are 31 programs within the state facilities and 13 programs within the private prisons. These programs fall into four categories: Career and Technical Education (CTE), Colorado Correctional Industries (CCI), Academic, and Social and Behavioral Sciences (SBS). **Table 1** identifies the programs offered at each facility as of June 30, 2015, (see **Appendix A** for a definition of facility acronyms).

TABLE 1
Programs by Facility

Programs (# Courses)	State																Private			
	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF	BCCF	CCCF	CMRC	KCCF	
CTE																				
CCENT DISCOVERY (CISCO LEVEL 2) (2)						•		•			•			•						
COLLISION REPAIR TECHNOLOGY (30)		•																		
COMPUTER INFORMATION SYSTEMS (4)		•				•		•	•	•				•	•					
COSMETOLOGY (33)						•		•			•									
CUSTODIAL TRAINING (6)		•			•	•			•	•	•			•		•				
CUSTOMER SERVICE SPECIALIST (9)	•	•			•	•	•	•	•	•				•	•					
ELECTRONICS TECHNOLOGY (2)	•										•			•			•			
FLORAL DESIGN (2)											•									
FOOD PRODUCTION MANAGEMENT (19)	•					•		•						•						
FOUNDATIONS OF CTE (3)	•	•					•	•	•	•	•			•	•		•		•	
INTRODUCTION TO CARPENTRY (8)	•	•							•					•			•			
IT ESSENTIALS (CISCO LEVEL 1) (2)	•	•				•	•	•	•		•			•	•					
MACHINE TECHNOLOGY (10)		•							•											
MASONRY TECHNOLOGY (4)																			•	
NURSERY AND GREENHOUSE MGMT (5)											•						•			
RENEWABLE ENERGY (4)		•							•											
TRADE CERTIFICATES (4)														•			•			
UPHOLSTERY TECHNOLOGY (7)														•						
WELDING TECHNOLOGY (11)	•	•							•					•						
CCI																				
HEAVY EQUIPMENT (13)		•			•									•						
TRANSPORTATION (21)					•															
WILDLAND FIREFIGHTING (9)		•			•							•								
ACADEMIC																				
ADULT BASIC EDUCATION I (1)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
ADULT BASIC EDUCATION II (1)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
ENGLISH AS A SECOND LANGUAGE (1)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
GED (1)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
PRE-GED (1)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
SBS																				
HEALTH								•						•						
SOCIAL SCIENCE EDUCATION (3)								•			•			•		•		•		
THINKING FOR A CHANGE (1)	•	•		•		•		•	•	•	•	•	•	•	•					
THINKING FOR A CHANGE AFTERCARE (1)	•	•		•		•		•	•	•	•	•		•	•					

Note: The number of courses taught under each program is noted in parentheses after the program name.

In CTE courses, offenders learn skills to obtain entry-level positions within different career fields. There are 19 programs offered under CTE, with over 150 different courses available within those programs. Within the Colorado Community College System (CCCS), certificates are offered for Cosmetology and Customer Service courses. For the remaining CTE programs, CDOC issues certificates that are approved by CCCS and offenders receive college credits that are entered into the CCCS Banner (student tracking) system. The time it takes to complete a program certificate and receive college credit varies based on the course and the number of contact hours.

There are several courses that offer dual credits or certificates through the National Center for Construction Education Research (NCCER). The construction training courses offer college credit along with NCCER approved training which is documented on a “blue card” provided to the offender. The “blue card” is a nationally recognized training document accepted by all major construction companies. Additionally, the DOE continues to operate Cisco Network Academies within nine facilities, along with A+ and Cisco Certified Entry Level Technician (CCENT). Also, offenders can work in apprenticeships to earn certificates from the United States Department of Labor.

CCI is a division within the CDOC that is separate from the DOE. It is a cash-funded entity with enterprise status and was legislatively established under the Correctional Industries Act (C.R.S. 17-24-101) in 1977. Offenders work in positions designed to replicate opportunities available within the community. Only CCCS credentialed instructors are included in DOE programs and CCI courses can be utilized for CCCS credit. The current CCI programs can be found at <http://www.coloradoci.com>.

The academic courses are designed to prepare offenders for their General Education Diploma (GED). To obtain the GED, offenders must take English-as-a-Second-Language (if applicable), and progress through two ABE courses, a pre-GED course (if applicable), and a GED course. Courses are offered at all state and private facilities (at DRDC, minimal services are provided because it is a diagnostic facility).

SBS courses assist offenders in identifying “criminal thinking and behavioral patterns” by dealing with “societal and personal awareness” (CDOC A.R. 500-01). Courses in this category include Social Science Education, Moral Reconciliation Therapy, Thinking for a Change, and Thinking for a Change Aftercare.¹ Social Science Education at CSP/CCF consists of programming developed based on facility need.^{2*}

¹ Anger management, gang awareness, and other educational courses are also offered to offenders in restrictive housing via television.

INSTRUCTORS

As of June 30, 2015, there were 139.1 instructor positions at CDOC facilities, including 77.1 CTE instructors and 62.0 academic instructors. According to CDOC AR 500-01, academic, career, and technical education instructors are required to be certified by the Colorado Department of Education or through the Colorado Community College System.

All instructors at the private facilities are required to meet the same educational standards as the DOE. During FY 2015, there were 19.50 instructor positions at the private facilities.

As of June 30, 2015, CDOC listed 12 vacant positions, which included seven academic position and five CTE positions. Table 2 lists the number of staff vacancies at each facility. There were no vacancies at any of the private facilities.

TABLE 2
Number of Staff Vacancies

Programs	AVCF	BVCC	DWCF	FCF	LCF	SCF
CTE						
COMPUTER INFORMATION SYSTEMS	-	-	-	1	-	-
CUSTODIAL TRAINING	-	-	-	-	-	-
CUSTOMER SERVICE SPECIALIST	-	1	-	-	-	-
FOUNDATIONS OF CTE	-	-	-	0.5	-	-
IT ESSENTIALS	1	-	-	-	-	-
RENEWABLE ENERGY	-	-	-	0.5	-	-
WELDING TECHNOLOGY	-	1	-	-	-	-
CTE SUB-TOTAL	1	2	-	2	-	-
ACADEMIC						
ADULT BASIC EDUCATION I	-	1	-	-	-	-
GED	-	-	1	-	2	3
ACADEMIC SUB-TOTAL	-	1	1	-	2	3

Table 3 lists the number of instructors at each facility in their respective program area.

TABLE 3 Number of Instructors by Facility																						
Programs (# Courses)	STATE															STATE TOTAL	PRIVATE				PRIVATE TOTAL	GRAND TOTAL
	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF		BCCF	CCCF	CMRC	KCCF		
CTE																						
CCENT DISCOVERY						0.3		0.5			0.5			2.0		3.3					0	3.3
COLLISION REPAIR TECHNOLOGY		2														2					0	2
COMPUTER INFORMATION SYSTEMS	0.5	1			0.5	0.3	0.5	1		0.5	0.5			3	0.5	8.3				1	1	9.3
COSMETOLOGY						1		2			2					5					0	5
CUSTODIAL TRAINING		1			1	1			1	1	1			2		8					0	8
CUSTOMER SERVICE SPECIALIST	0.5	1			0.5	0.3	0.5	0.5	0.5	0.5				2	0.5	6.8					0	6.8
ELECTRONICS TECHNOLOGY	0.5										0.5			0.5		1.5		1			1	2
FLORAL DESIGN											0.5					0.5					0	0.5
FOOD PRODUCTION MANAGEMENT	1					1		1		1				2		6					0	6
FOUNDATIONS OF CTE	2	2					1	1	2	1	0.5			2.5	2	14		1		1	2	15.5
INTRODUCTION TO CARPENTRY	0.5	0.5							0.5					1		2.5					0	2.5
IT ESSENTIALS	1	1				0.3	0.5	0.5	2		1			2	1	9.3					0	9.3
MACHINE TECHNOLOGY		1							1							2					0	2
NURSERY AND GREENHOUSE MGT											0.5					0.5		1			1	1.5
RENEWABLE ENERGY		0.5							0.5							1					0	1
UPHOLSTERY TECHNOLOGY														1		1					0	1
WELDING TECHNOLOGY	1	1							0.5	1				1		4.5					0	4.5
CTE SUB-TOTAL	7	11	0	0	2	4.3	2.5	6.5	8	5	7	0	0	19	4	76.3	0	2	0	2	4	80.3
CCI																						
HEAVY EQUIPMENT		0.25			0.25									0.25		0.75					0	1
PRINT TECHNOLOGY								0.25								0.25					0	0
TRANSPORTATION					0.25											0.25					0	0
WILDLAND FIREFIGHTING		0.25			0.25							0.25				0.75					0	1
CCI SUB-TOTAL	0	0.50	0	0	0.75	0	0	0.25	0	0	0	0.25	0	0.25	0	2	0	0	0	0	0	2
ACADEMIC																						
ADULT BASIC EDUCATION I	1	0.75	0.2	0.75	1	0.25	0.5	1	1	1	1	0.5	0.5	3	0.5	13	0.5	1	0.2	1	2.7	15.7
ADULT BASIC EDUCATION II	1	1	0.2	0.75	1	0.25	0.5	1.5	1	1.5	1	0.5	0.5	4	0.75	15.5	1	1	0.2	1	3.2	18.7
ENGLISH AS A SECOND LANGUAGE	0.25	0.25	0.2	0.75		0.25		0.5	0.25	0.5	0.25	0.25	0.25	1	0.75	5.5	1	0.5	0.2	0.25	2.0	7.4
GED	0.75	1	0.2	1	1	1	0.5	1	0.75	0	0.75	0.25	0.25	3	0.5	12	1	1	0.2	0.75	3.0	14.9
PRE-GED	0.75	1	0.2	0.75	1	1	0.5	1	1	0.75	1	0.25	0.75	2	0.5	12.5	0.5	0.5	0.2	1	2.2	14.7
ACADEMIC SUB-TOTAL	3.75	4	1	4	4	2.75	2	5	4	3.75	4	1.75	2.25	13	3	58.3	4	4	1	4	13.0	71.3
SBS																						
CONFLICT MANAGEMENT PROGRAM				1												1					0	1
HEALTH								0.5						1		1.5					0	1.5
MORAL RECONATION THERAPY		*		1					0.5							1.5					0	1.5
PARENTING								0.5			0.5			1	*	2					0	2
THINKING FOR A CHANGE	0.25	0.75		1		0.25			0.5	0.25	0.5	0.25	0.25	1	*	5	**		*		0	5
THINKING FOR A CHANGE AFTERCARE	0.25	0.25				0.25										0.8					0	0.8
TRANSITION ORIENTATION				1												1					0	1
SBS SUB-TOTAL	0.5	1	0	4	0	0.5	0	1	1	0.25	1	0.25	0.25	3	0	12.8	0	0	0	0	0	12.8

* Those identified in Social Science Teacher II's teach those programs

** Program open - no current staff

ANNUAL PROGRAM CAPACITY

Annual capacity for CTE and CCI programs is determined by class seat capacity multiplied by the number of contact hours and the estimated courses an instructor can complete in one year. Program capacities are based on a credit-hour system; for every credit hour, the class is expected to meet for 15 to 22 contact hours. Facility annual capacity is different for each program. To estimate the annual capacity for each facility, the number of instruction days within one year is calculated based on the working days per year minus the administrative time (required annual trainings, holidays, and other non-class days divided by the number of course days. The program with the largest capacity was Custodial Training. Table 4 shows the annual capacity for CTE and CCI programs.

Annual capacity is difficult to measure for Academic and SBS courses due to variations in offender educational level and skill. For academic courses, offenders enter into programming at different levels and complete courses at their own pace. Academic courses are offered as open entry, which means offenders may enter classes at any time as space becomes available. With SBS programs, annual capacities vary among facilities and offenders because of course components, instructional hours and program length. Considering the difficulty in reporting annual capacity for Academic and SBS programs, the seat capacity is reported for each class as of June 30, 2015.

TABLE 4
Annual Program Capacity Potential by Facility

Programs (# Courses)	STATE															STATE TOTAL	PRIVATE				PRIVATE TOTAL	GRAND TOTAL
	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF		BCCF	CCCF	CMRC	KCCF		
CTE																						
CCENT DISCOVERY						27		47			83			152		309					0	309
COLLISION REPAIR TECHNOLOGY		16														16					0	16
COMPUTER INFORMATION SYSTEMS		100				40		**	70	72				371	100	753					0	753
COSMETOLOGY						10		19			27					56					0	56
CUSTODIAL TRAINING		185			158	185			53	**	121			302		1004	859				859	1863
CUSTOMER SERVICE SPECIALIST	104	134			**	107	**	**	84	192				168	142	931					0	931
ELECTRONICS TECHNOLOGY	58										25			31		114	60				60	174
FLORAL DESIGN											94					94					0	94
FOOD PRODUCTION MGT	37					26		23						47		133					0	133
FOUNDATIONS OF CTE	100	183					94	90	69	150	88			274	116	1164	140		131		271	1435
INTRODUCTION TO CARPENTRY	154	21								129				159		463	224				224	687
IT ESSENTIALS	64	192				38	82	78	83		88			309	82	1016					0	1016
MACHINE TECHNOLOGY		24							30							54					0	54
NURSERY AND GREENHOUSE MGT											63					63	135				135	198
RENEWABLE ENERGY		110							152							262					0	262
TRADE CERTIFICATES	*	*			*	*	*	*	*	*				*	*	0		*			0	0
UPHOLSTERY TECHNOLOGY														33		33					0	33
WELDING TECHNOLOGY	18	25							31					22		96					0	96
CTE SUB-TOTAL	535	990	0	0	158	433	176	257	701	414	589	0	0	1868	440	6561	859	559	0	131	1549	8110
CCI																						
HEAVY EQUIPMENT		6			2									15		23					0	23
TRANSPORTATION					3											3					0	3
WILDLAND FIREFIGHTING		27			21							29				77					0	77
CCI SUB-TOTAL	0	33	0	0	26	0	0	0	0	0	0	29	0	15	0	103	0	0	0	0	0	103

* Provided on an as-needed basis by facility staff

** Staff hiring in process

Table 5 shows the number of classroom seats available for each program. The seat capacity is determined by the number of teachers, which courses are taught, and the offender

quota for each facility. Capacities for two half-time offenders were considered as one full-time offenders.

TABLE 5 Seat Capacity Potential by Facility for Academic and SBS Programs																						
Programs (# Courses)	STATE															STATE TOTAL	PRIVATE				PRIVATE TOTAL	GRAND TOTAL
	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF		BCCF	CCCF	CMRC	KCCF		
ACADEMIC																						
ADULT BASIC EDUCATION I	29	11	5	13	19	5	15	5	22	15	10	6	14	51	7	227	8	8	5	20	41	268
ADULT BASIC EDUCATION II	34	16	7	22	32	16	15	20	34	32	29	14	14	108	22	415	13	31	15	20	79	494
ENGLISH AS A SECOND LANGUAGE	4	4	0	1	3	9	0	0	0	3	0	1	0	18	18	61	8	10	1	4	23	84
GED	9	12	3	10	9	17	15	15	9	2	17	1	2	30	9	160	9	15	4	20	48	208
PRE-GED	10	20	5	11	12	8	15	10	9	14	15	3	3	34	14	183	12	11	5	20	48	231
ACADEMIC SUB-TOTAL	86	63	20	57	75	55	60	50	74	66	71	25	33	241	70	1046	50	75	30	84	239	1285
SBS																						
HEALTH								15					6	64		85	0	0	0	0	0	85
SOCIAL SCIENCE EDUCATION								46			15			42		103	0	0	15	0	15	118
THINKING FOR A CHANGE	62	21		126		16		38	86	40	48	10	20	141	12	620	0	0	0	0	0	620
THINKING FOR A CHANGE AFTERCARE	*	1		*		15		12	15	*	30	*	*	*	1	74	0	0	0	0	0	74
SBS SUB-TOTAL	62	22	0	126	0	31	0	111	101	40	93	10	26	247	13	882	0	0	15	0	15	897

* Provided on an as-needed basis by facility staff

ENROLLMENT AND REFERRAL LIST

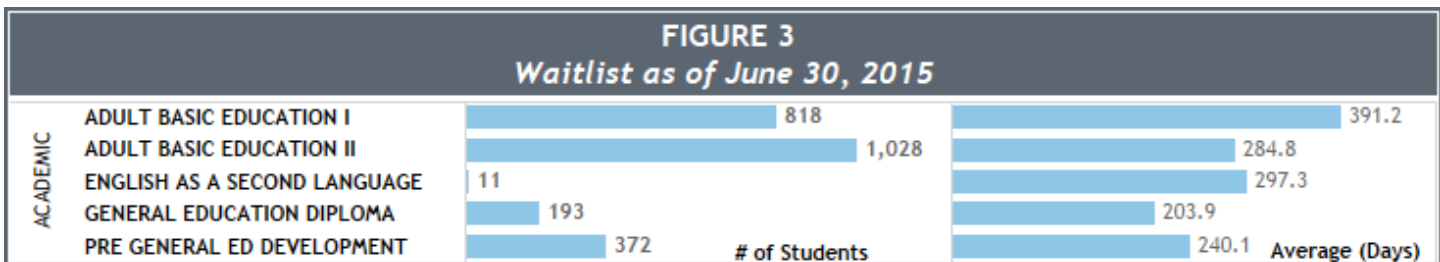
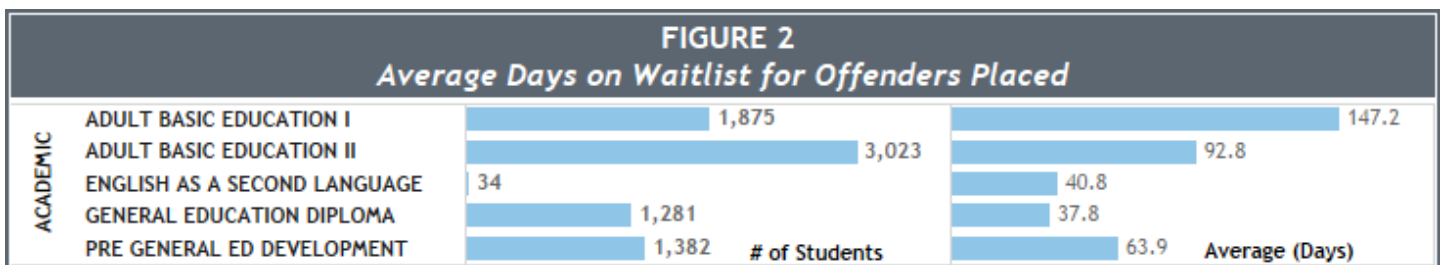
CDOC utilizes a database program developed in the early 1990s by CDOC's Business Technologies to track offender programming. This program, known as the Master Program Schedule (MPS), enables staff to enter information about an offender's academic and vocational programming while incarcerated. A teacher can assign an offender to his or her class, take attendance, and evaluate the offender's progress via MPS. One key function of MPS is the ability to refer an offender for a program. A case manager can refer an offender to open slots with an educational program.

ACADEMIC AUTOMATIC REFERRAL PROCESS

In May of 2012, the MPS system for academic programs was modified to allow an offender's programming needs to remain after the offender was enrolled in a course and to follow an offender from facility to facility instead of being deleted after transfer. This has allowed

for increased efficiency due to the ability for instructors to prioritize the offenders enrolling in their programs. CDOC determines the time an offender spent on the automatic referral list by calculating the amount of time between the date the offender was referred to a program and the date the offender enrolled in the same program. This data was examined in two different ways as shown in Figure 2 and 3. Figure 2 shows the average time offenders spent on the automatic referral for academic programming, out of all offenders who were placed on the automatic referral then enrolled into a program during FY 2015.

Figure 3 shows the number of offenders on an automatic referral as of June 30, 2015, and the average time those offenders had spent on a referral list thus far by program. In both Figure 2 and 3, programs with no referral list records are not shown.

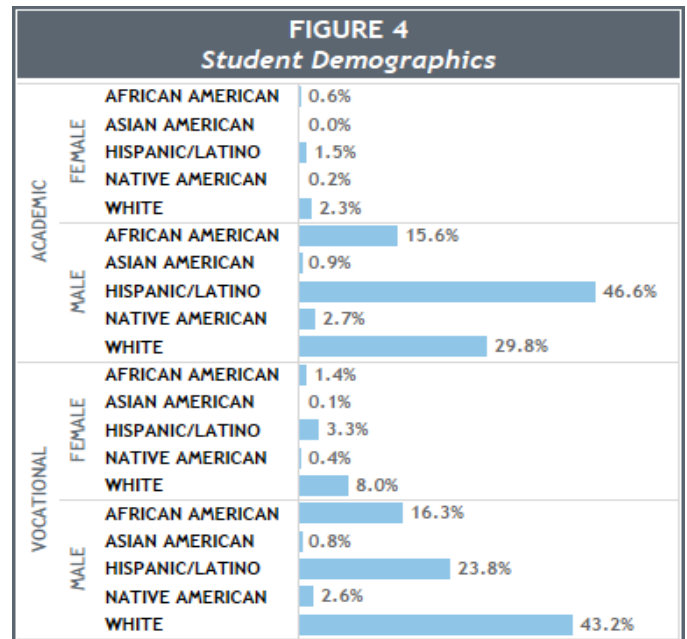


Referral times should be interpreted with caution for multiple reasons. First, a new referral list was implemented for academic programs (e.g., GED, ABE) in May 2012; therefore, the average days on the referral list for academic programs may be underestimated. Second, time on the referral list may include days that the offender waited to enter a program even though they were not eligible due to disciplinary, legal, medical, or other reasons. For example, an offender may be referred to a program, then commit an institutional violation making them ineligible for a time, but afterwards enroll into the program. In addition, offenders who do not have a verified GED are automatically referred to an appropriate academic program, but they are not automatically referred to nonacademic programs (e.g., CTE, CCI, SBS). An offender's case manager must refer offenders to nonacademic programs; however, offenders can also wait until there is an opening before applying, making it difficult to capture the time they waited to be placed in a program.

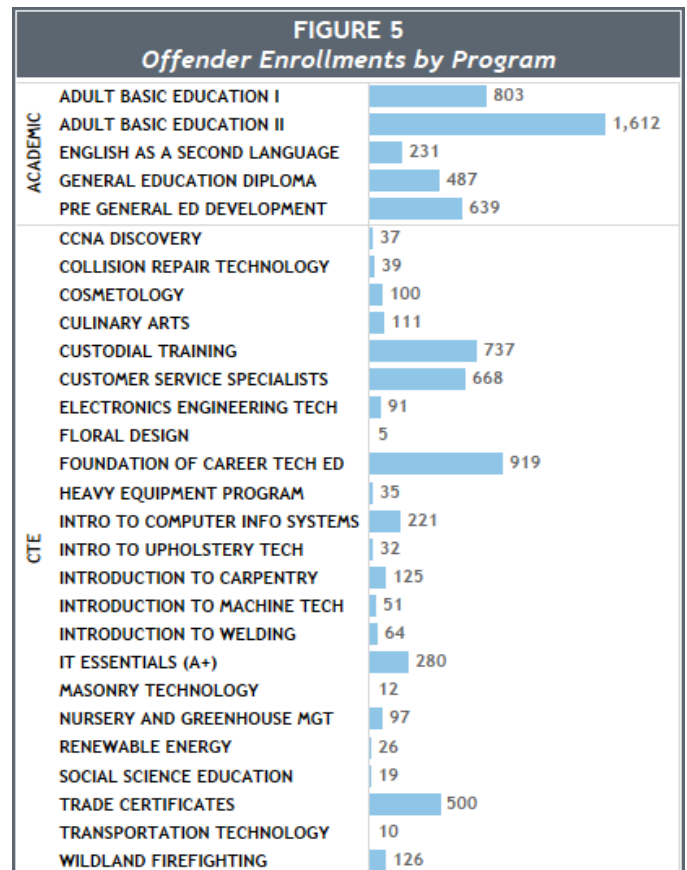
ENROLLMENT

During FY 2015, there were 10,696 total enrollments of offenders who participated in 32 different programs. **Figure 4** shows the demographic information for offenders during FY 2015. Whites are the most prevalent in both academic and vocational programs among both males and females.

Figure 5 shows the number of offenders enrolled in each program during FY 2015. Offenders may be enrolled in multiple programs at the same time, which can inflate the total number of participants in academic programs. Additionally, this figure will not equal the number of unique offenders enrolled plus the number of offenders listed that were



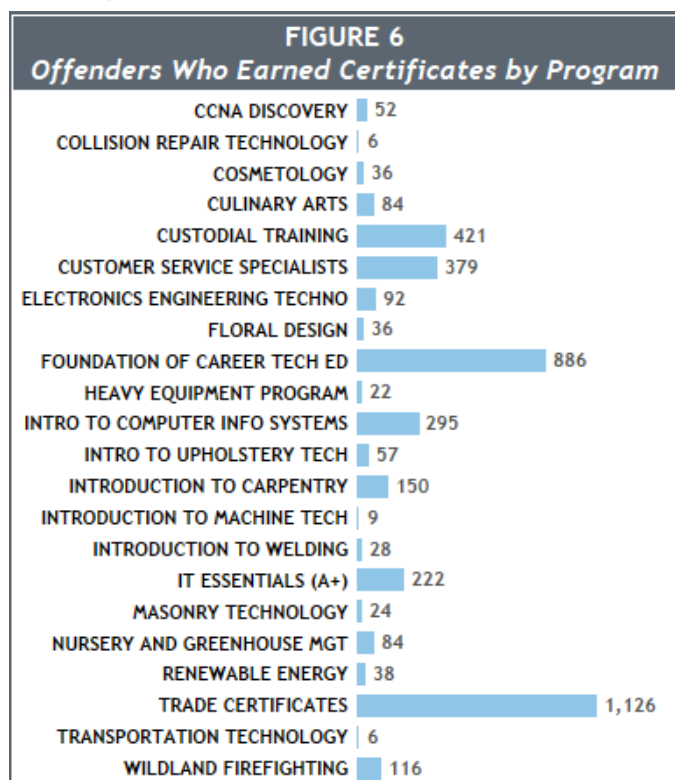
enrolled in more than one program because one offender may be counted once per program in the enrollments figure. The Adult Basic Education II course had the largest enrollment, with 1,612 offenders, and Floral Design had the smallest, with five offenders.



PROGRAM COMPLETION

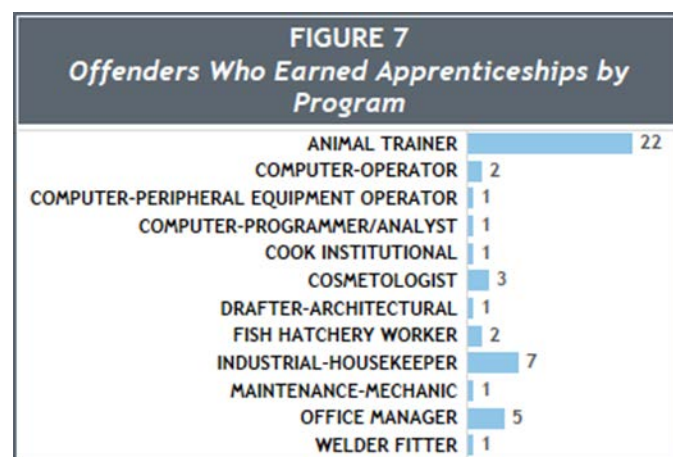
CERTIFICATES

Of the 10,696 enrollments, 20.3% earned a certificate or GED. In FY 2015, 2,167 offenders completed 4,169 certificates and 160 GEDs. **Figure 6** lists the number of offenders who earned certificates in each program. There were 2,162 offenders who obtained a certificate in more than one program. Trade certificate courses awarded the largest number of successful program completions. There were 463 (4.3%) completions in academic programs that do not offer certificates (i.e. English as a Second Language, Adult Basic Education I, Adult Basic Education II, Pre General Ed Development, and Social Science Education).



Once an offender has earned a certificate, he or she may attend as a paraprofessional, (i.e. as an aide to the instructor), assisting offenders with instructions, assignments, and

other classroom needs. In addition, an offender who obtains a certificate within a program is sometimes offered a position as an apprentice to learn more about the field through on-the-job training or hands-on experience with the trade. An apprentice will also earn training certification through the Department of Labor and Employment. **Figure 7** lists the number of offenders who earned apprenticeships during FY 2015.



MAKING PROGRESS

An offender who completed a program and received a certificate would be considered successful. However, an offender might have begun a program and successfully completed some but not all the courses required for a certificate during the FY. Although these offenders did not complete a certificate program, they successfully made progress toward that goal. Many offenders who have not obtained a certificate are either still enrolled in courses or have been successful in classes so far. There were 5,328 offenders who were still enrolled in a course on June 30, 2015. The remaining offenders who did not successfully complete or make progress in a program will be discussed in the next section.

UNSUCCESSFUL PROGRAM COMPLETIONS

ABOUT THE DATA

When an offender completes a course of instruction, the instructor assigns a code for the reason the offender left the class. This coding system gives managers and researchers the ability to analyze discharge reasons. For example, a code of "1" means the offender was successful in the class and a "3" means the offender paroled and could not complete the class. In addition to the code, a grade for the class is given. The combination of these two items should indicate whether or not an offender was successful in the course. A careful review of the data showed that explanations were needed in addition to the codes. Other codes require further review of comments explaining the reason the offender left the class. Additionally, an inter-transfer code was used both to transfer offenders to the next class (a progressive move) and to move an offender to the same class at a different time (a lateral move).

To improve data accuracy, each record was reviewed by hand. The discharge code, the grade, and the instructor's notes were used to determine a "corrected" discharge reason. These corrected reasons are reported in this section. For 14 records it was too difficult to ascertain why the offender discharged, and therefore these discharge reasons were omitted. Finally, because an offender could potentially have several discharges in a single year, for this section the discharge reason for the last assignment during the fiscal year was used.

PROGRAM DISCHARGES

In order to discuss offenders who were unsuccessful, it is important to clarify the possible reasons why an offender may have left a course without completing it. First, program failures could be directly related to the offender's behavior, either within the course or the facility. Second, an offender could be making adequate progress but not complete the course because of being transferred out of the facility² or having an ongoing legal, medical, or mental health issue. The reasons for non-completion may be outside of the offender's control. This section details the 2,384 offenders who did not earn a certificate and did not successfully complete any courses during the fiscal year. All offenders will be discussed collectively first, followed by a breakdown for each of the two categories.

There are two primary reasons for unsuccessful terminations related directly to the offender's behavior: lack of progress or misbehavior. Program misbehavior or lack of progress that can result in a course failure may include disruptive behavior, such as failure to attend the class. The offender also may have failed the class because of poor work or failure to make progress. Another reason for program non-completion can be misbehavior within the institution. For example, if an offender breaks a facility rule and is placed on restricted movement or in restrictive housing, this offender will not be able to attend class and may be discharged. Some of these offenders can continue their education, but it will

² Some offenders may be moved out of a facility because of their behavior although it is not possible to distinguish these types of moves

depend on whether the teacher can accommodate the offenders within the constraints of the facility. Finally, some offenders do not complete due to an extended medical or legal issue. For FY 2015, 414 offenders did not complete classes. Of these, 108 were removed for behaviors in the classroom, 65 were removed for institutional behavior, and 10 were discharged due to an extended legal issue, which could mean the offender was away from the facility for an indefinite amount of time. Another 78 were no longer qualified to attend, and the final 153 were awaiting job board reassignment.

An offender also may not complete a class because he or she was transferred out of the facility or program. The offender may be releasing to parole or community corrections, discharging his or her sentence, or moving to another facility. There were 1,973 offenders who did not complete a program because they were transferred out of the program or facility. Of these, 258 were transferred for a facility need, to begin treatment, or to begin another program. The remaining 1,715 offenders were transferred out of the facility to discharge their sentences, to parole, or to community corrections.

Table 6 lists the enrollments and discharge reasons. The total number of offenders enrolled in this table does not equal the number of offenders enrolled in FY 2015 because some offenders were counted more than once if they were enrolled in multiple programs.

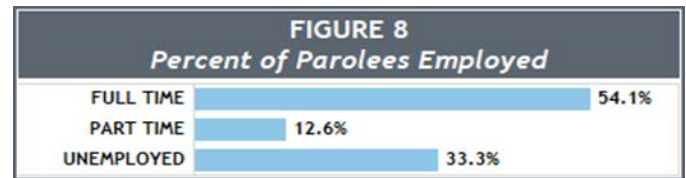
Table 6 <i>Students by Category</i>		
	CTE	Academic
PROGRAM COMPLETIONS	4,169	623
STILL ENROLLED	1,238	1,627
PROGRAM INCOMPLETES	1,112	1,288
TRANSFERS ^A	913	2,163
TOTAL STUDENTS ENROLLED	7,432	5,701

^{*}Offenders may be duplicated.

^ATransfers includes: offender paroled/discharged/ transferred from facility, transferred from program, and offender transfer/paroled before completing program.

RE-ENRTY

The Division of Education (DOE) provides the necessary educational and vocational skills needed for the offenders to successfully re-integrate back into the community. Obtaining regular employment is a crucial step for offender success; **Table 7** ranks the occupations in Colorado requiring short-term training projected through 2022. DOE strives to provide relevant and applicable vocational training to offenders; many of the certificates and vocational programs correspond to the top 10 industry jobs as categorized by the Colorado Department of Labor and Employment (CDLE).



Source: CWISE Dashboard Monthly Report as of June 30, 2015.

TABLE 7 Occupational Employment Projections	
RANK	OCCUPATION GROUP
1	ARCHITECTURE AND ENGINEERING
2	ARTS, DESIGN, ENTERTAINMENT, SPORTS, AND MEDIA
3	BUILDING AND GROUNDS CLEANING AND MAINTENANCE
4	BUSINESS AND FINANCIAL OPERATIONS
5	COMMUNITY AND SOCIAL SERVICES
6	COMPUTER AND MATHEMATICAL
7	CONSTRUCTION AND EXTRACTION
8	EDUCATION, TRAINING, AND LIBRARY
9	FARMING, FISHING, AND FORESTRY
10	FOOD PREPARATION AND SERVING RELATED

As of June 30, 2015, there were 7,865 offenders³ on parole in Colorado. Shown in **Figure 8**, approximately 67.8% of the parole population was employed either full- or part-time. The data system only tracks offenders who are employed, meaning the remaining 32.2% are absent from the employment system. It is important to note that parolees in the part-time category may have multiple part-time jobs.

³ Includes all parolees serving their sentence in Colorado except absconders as reported in CDOC's Monthly Population Report as of June 30, 2015.

RESEARCH

During FY 2015, the Department did not conduct any program evaluations or cost-benefit analyses on academic or vocational programs other than this annual report. Studies consistently find that education programs are successful in reducing recidivism and increasing employment. For example, a recent meta-analysis of high-quality research studies found that, on average, offenders who participate in correctional education programs were 43% less likely to recidivate and had a 13% increased probability of obtaining employment than offenders who did not participate in such programs (Davis, Bozick, Steele, Saunders, & Miles, 2013⁴). CDOC looks to build on this existing research by offering offenders the opportunity to obtain a GED and to find meaningful employment.

Currently, CDOC is focused on ensuring that program data are collected and recorded accurately. By improving the quality of program data, CDOC will be able to track an offender's progress through available programs in order to expand the capability for program evaluation. In July 2012, the DOE added two tables to CDOC information system to track GED data. In the previous tracking method, GED attainment could not be accessed. On January 2, 2014, CDOC began using a new computer-based version of the GED test. The GED Testing Service is designed to provide a gateway to more education, training, and better-paying jobs rather than an endpoint. The new GED test continues to provide offenders the ability to earn a high school equivalency credential, but it also assesses the

extent to which offenders are ready for college and specific careers by measuring foundational core knowledge and skills. The test is comprised of four content areas including literacy, mathematics, science, and social studies. Evidence from the GED Testing Service suggests that test-takers who demonstrate fluency with the skills measured in the new assessment will be better prepared for employment with job related skills.

On August 1, 2012, CDOC fully implemented achievement earned time awards. House Bill (HB) 12-1223 allows eligible offenders who successfully complete certain programs to be awarded up to 120 days of achievement earned time in addition to any earned time that is authorized by law. Offenders have the opportunity to earn one day per month for involvement in correctional education or vocational programs and four days per month for making consistent progress (advancement of one grade level per year). These are awarded upon successful completion of the milestone, however, an offender will not receive achievement earned time if they are terminated from the program or are moved out of a facility due to their behavior.

⁴ Davis, L. M., Bozick, R., Steele, J. L., Saunders, J., & Miles, J. (2013). Evaluating the effectiveness of correctional education. A meta-

analysis of programs that provide education to incarcerated adults. Santa Monica, CA: RAND Corporation.

FUNDING

The majority of the funding for the DOE comes from the Long Bill, which appropriates general funds for educational and vocational programs under the Inmate Programs group. Federal education grants are utilized to supplement the program along with monies obtained from the selling of canteen items, a program within CDOC that allows offenders to purchase personal items. Pursuant to C.R.S. 17-24-126 (3), profits from the canteen must be used for programs that benefit the offenders. A percentage of these funds are allocated to recreational expenditures and funding for volunteer coordination, but a larger portion

offsets the cost of education. Table 8 presents funding appropriated to DOE by the Long Bill for FY 2015.

Table 9 shows all academic and vocational expenditures in state facilities for FY 2015. By contract, private prisons are required to provide some level of services as part of facility per diem.

TABLE 8
Education Summary Supplemental Long Bill Appropriations by Fund

	GENERAL	CASH	RE-APPROPRIATED/ FEDERAL	TOTAL
PERSONAL SERVICES ^a	\$10,930,930	\$967,794	\$0	\$11,898,724
OPERATING EXPENSES	\$1,093,900.00	\$1,139,084	\$411,015	\$2,643,999
CONTRACT SERVICES	\$173,276	\$0	\$0	\$173,276
EDUCATION GRANTS	\$0	\$10,000	\$103,894	\$113,894
INDIRECT COSTS	\$0	\$0	\$313	\$313
TOTAL	\$12,198,106	\$2,116,878	\$515,222	\$14,830,206

TABLE 9
Education Summary Expenditures by Fund

	GENERAL	CASH	RE-APPROPRIATED/ FEDERAL	TOTAL
ACADEMIC				
PERSONAL SERVICES*	\$10,877,327	\$689,450	\$0	\$11,566,777
OPERATING EXPENSES	\$337,939	\$48,997	\$40,521	\$427,457
CONTRACT SERVICES	\$173,275	\$0	\$0	\$173,275
EDUCATION GRANTS**	\$0	\$0	\$19,488	\$19,488
ACADEMIC SUB-TOTAL	\$11,388,541	\$738,447	\$60,009	\$12,186,997
VOCATIONAL				
PERSONAL SERVICES*	\$4,395,152	\$278,344	\$0	\$4,673,496
OPERATING EXPENSES	\$755,961	\$695,691	\$90,644	\$1,542,296
EDUCATION GRANTS	\$0	\$0	\$32,845	\$32,845
VOCATIONAL SUB-TOTAL	\$5,151,113	\$974,035	\$123,489	\$6,248,637
ACADEMIC AND VOCATIONAL				
PERSONAL SERVICES*	\$15,272,479	\$967,794	\$0	\$16,240,273
OPERATING EXPENSES	\$1,093,900	\$744,688	\$131,165	\$1,969,753
CONTRACT SERVICES	\$173,275	\$0	\$0	\$173,275
EDUCATION GRANTS**	\$0	\$0	\$52,333	\$52,333
GRAND TOTAL	\$16,539,654	\$1,712,482	\$183,498	\$18,435,634

APPENDIX

ACRONYM	FACILITY
ACC	ARROWHEAD CORRECTIONAL CENTER
AVCF	ARKANSAS VALLEY CORRECTIONAL FACILITY
BCCF*	BENT COUNTY CORRECTIONAL FACILITY
BVCF	BUENA VISTA CORRECTIONAL FACILITY
BVMC	BUENA VISTA MINIMUM CENTER
CCC	COLORADO CORRECTIONAL CENTER (CAMP GEORGE WEST)
CCCF*	CROWLEY COUNTY CORRECTIONAL FACILITY
CCF	CENTENNIAL CORRECTIONAL FACILITY
CMRC*	CHEYENNE MOUNTAIN RE-ENTRY CENTER
CMC	CANON MINIMUM CENTERS INCLUDE FMCC, SCC & ACC
CSP	COLORADO STATE PENITENTIARY
CTCF	COLORADO TERRITORIAL CORRECTIONAL FACILITY
DCC	DELTA CORRECTIONAL CENTER
DRDC	DENVER RECEPTION AND DIAGNOSTIC CENTER
DWCF	DENVER WOMEN'S CORRECTIONAL FACILITY
FCF	FREMONT CORRECTIONAL FACILITY
FMCC	FOUR MILE CORRECTIONAL CENTER
KCCC*	KIT CARSON CORRECTIONAL CENTER
LCF	LIMON CORRECTIONAL FACILITY
LVCF	LA VISTA CORRECTIONAL FACILITY
RCC	RIFLE CORRECTIONAL CENTER
SCC	SKYLINE CORRECTIONAL CENTER
SCCF	SAN CARLOS CORRECTIONAL FACILITY
SCF	STERLING CORRECTIONAL FACILITY
TCF	TRINIDAD CORRECTIONAL FACILITY

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