



# COLORADO

## Department of Corrections

**Rick Raemisch**  
**Executive Director**

### OVERVIEW OF EDUCATIONAL AND VOCATIONAL PROGRAMS

### FISCAL YEAR 2016

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



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## INTRODUCTION

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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) 2016. The C.R.S. 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-GED 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 2015/16 the DOE was able to make significant progress in providing additional opportunities in Career and Technical Education (CTE) programs.

The DOE is fortunate to have entered into a multitude of collaborative college and industry training programs offered to offenders utilizing AET funding. DOE has successfully offered classes and industry training opportunities through collaboration of two and four year institutions and industry trade organizations to provide alternative college and industry

certificate programming. HVAC, Oil and Gas, OSHA Leadership, Mobile Electrical and Mechanical labs, Veterinarian Technician, Ironworkers training, Office Administration, Small Business Management, Entrepreneurship, and Business Processes are several of the offerings.

DOE also instituted the Colorado Department of Transportation's updated Highway Flagging program and contracted for delivery of a revamped Occupational Safety and Health Administration (OSHA) curriculum. Changes to training requirements from OSHA left the CDOC unable to provide any internal instructors for this valuable program. The Department contracted with the Department of Labor and Employment to be able to continue to offer this nationally accepted safety program. Receiving this training and accompanying certificate is instrumental in preparing offenders for employment in construction and related industries.

Education has implemented many new non-traditional programs. The Division has contracted with Red Rocks Community College for their Ready to Work Heating, Ventilation, and Air Conditioning (HVAC) certificate program. This 80 hour program is currently being offered at all facilities and provides two industry recognized certifications.

The Gladiator program, sponsored by the Ironworkers Union, offers a 40 hour industry training to offenders at CDOC minimum centers; FMCC, SCC and ACC. Following this union-certified 40 hour program the Ironworkers Union will participate in potential employment interviews with program completers.

Other new certificate programs include: Oil

and Gas, Office Technician, Veterinarian Assistant courses, and Mobile Learning Labs delivered by Pueblo Community College. The Pueblo Community College Learning Labs provide offenders with industry sponsored training in electrical and mechanical applications with an emphasis in OSHA 30 skills. These labs are approximately two and a half weeks long and utilize the advanced technology and learning resources recommended by industry. Other opportunities are being offered through Adams State University, Colorado State University - Pueblo, and Colorado Mountain College and Trinidad State Junior College.

In conjunction with the Department, Colorado College in collaboration with Pueblo Community College is pursuing a pilot project, sponsored by Colorado College to offer humanities general education courses to YOS offenders with the intent to promote degree seeking offenders the opportunity to complete related degrees.

When Rick Raemisch, Executive Director of the CDOC, came to Colorado he stated that his goal for the Department was to be the one that other states looked to when they were seeking to improve their agency. With the CDOC Division of Education, Mr. Raemisch, and Colorado, has exceeded those expectations creating strong collaborative ties with industry to provide training opportunities for offenders that are at the top priority of the CDOC.

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## PROGRAMS OFFERED

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Within the CDOC DOE, educational opportunities are provided; This section 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.

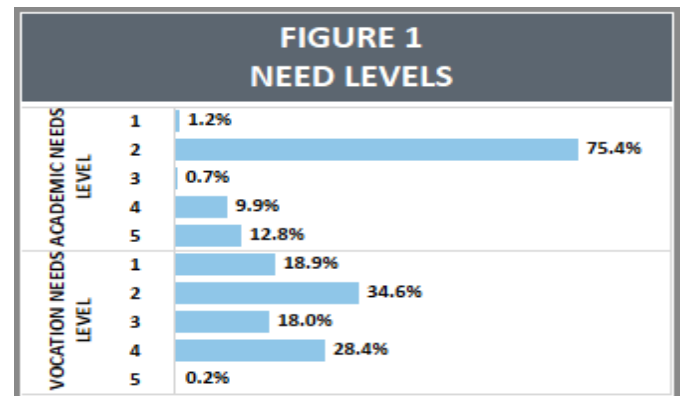
### ASSESSMENT AND REFERRAL

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-GED needs and TABE scores. Referrals are maintained and remain in effect until an offender has successfully completed their GED. Offenders remain in Academic-GED 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, 2016, there were 17,454 offenders incarcerated in Colorado's state and private prisons. **Figure 1** lists the percentages for the need levels of vocational and Academic-GED 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 38 programs within the state facilities and 14 programs within the private prisons. These programs fall into four categories: Career and Technical Education (CTE), Colorado Correctional Industries (CCI)<sup>1</sup>, Academic-GED (GED), and Social and Behavioral Sciences (SBS).

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<sup>1</sup>CCI is a division of CDOC separate from the DOE.



**Table 1** identifies the programs offered at each facility as of June 30, 2016, (see Appendix A for a definition of facility acronyms).

In CTE courses, offenders learn skills to obtain entry-level positions within different career fields. There are 20 programs offered under CTE, with over 150 different courses available within those programs. In Collaboration with the Colorado Community College System

(CCCS), certificates are offered for Business Fundamentals, Entrepreneurship, Esthetician, Hairstylist, Manicurist, Culinary Art, Computer Information System, Machining, Visual Communication 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

| TABLE 1<br>PROGRAMS BY FACILITY |       |      |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
|---------------------------------|-------|------|-----|---------|-----|------|-----|------|------|-----|---------|------|-----|------|-----|-----|------|------|------|------|
| PROGRAMS                        | STATE |      |     |         |     |      |     |      |      |     | PRIVATE |      |     |      |     |     |      |      |      |      |
|                                 | AVCF  | BVCC | CCC | CCF/CSP | CMC | CTCF | DCC | DWCF | DRDC | FCF | LCF     | LWCF | RCC | SCCF | SCF | TCF | BCCF | CCCF | CMRC | KCCF |
| <b>CTE</b>                      |       |      |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| CCENT DISCOVERY (CISCO LEVEL)   |       |      |     |         |     | •    |     | •    |      |     |         | •    |     |      | •   |     |      |      |      |      |
| COLLISION REPAIR TECHNOLOGY     |       | •    |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| COMPUTER INFORMATION SYSTEMS    | •     | •    |     |         | •   | •    | •   | •    | •    | •   | •       | •    |     |      | •   | •   |      |      | •    | •    |
| CUSTODIAL TRAINING              |       |      |     |         | •   | •    |     |      |      | •   | •       | •    |     |      | •   |     | •    |      |      |      |
| CUSTOMER SERVICE SPECIALIST     | •     | •    |     |         | •   | •    | •   | •    | •    | •   | •       | •    |     |      | •   | •   |      |      | •    | •    |
| ENTREPRENEURSHIP                |       |      |     |         |     |      |     |      |      |     | •       |      |     |      |     |     |      |      |      |      |
| ELECTRONICS TECHNOLOGY          | •     |      |     |         |     |      |     |      |      |     |         | •    |     |      | •   |     |      | •    |      |      |
| FLORAL DESIGN                   |       |      |     |         |     |      |     |      |      |     |         | •    |     |      |     |     |      |      |      |      |
| FOOD PRODUCTION MANAGEMENT      | •     |      |     |         |     | •    |     | •    |      |     | •       |      |     |      | •   | •   |      |      |      |      |
| FOUNDATIONS OF CTE              | •     | •    |     |         |     | •    | •   | •    |      | •   | •       | •    |     |      | •   | •   |      | •    |      |      |
| HAIRSTYLEST                     |       |      |     |         |     | •    |     | •    |      |     |         | •    |     |      |     |     |      |      |      |      |
| INTRODUCTION TO CARPENTRY       | •     | •    |     |         |     |      |     |      |      | •   |         |      |     |      | •   | •   |      |      |      |      |
| IT ESSENTIALS (CISCO LEVEL 1)   | •     | •    |     |         |     | •    | •   | •    |      | •   |         | •    |     |      | •   | •   |      |      |      |      |
| MACHINE TECHNOLOGY              |       | •    |     |         |     |      |     |      |      | •   |         |      |     |      |     |     |      |      |      |      |
| MANICURE/ESTHETICIAN            |       |      |     |         |     | •    |     | •    |      |     |         | •    |     |      |     |     |      |      |      |      |
| NURSERY AND GREENHOUSE MGT      |       |      |     |         |     |      |     |      |      |     |         | •    |     |      |     |     |      | •    |      |      |
| RENEWABLE ENERGY                |       | •    |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| TRADE CERTIFICATES              | •     | •    |     |         | •   | •    | •   | •    |      | •   | •       | •    | •   |      | •   | •   |      | •    |      | •    |
| UPHOLSTERY TECHNOLOGY           |       |      |     |         |     |      |     |      |      |     |         |      |     |      | •   |     |      |      |      |      |
| WELDING TECHNOLOGY              | •     | •    |     |         |     |      |     |      |      | •   | •       |      |     |      | •   |     |      |      |      |      |
| <b>CCI</b>                      |       |      |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| AUTOMOBILE REPAIR               |       |      |     |         | •   |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| INTRODUCTION TO AUTO REPAIR     |       |      |     |         | •   |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| HEAVY EQUIPMENT                 |       | •    |     |         |     |      |     |      |      |     |         |      |     |      | •   |     |      |      |      |      |
| FOUNDATIONS OF CTE              |       |      |     |         | •   |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| PRINT TECHNOLOGY                |       |      |     |         |     |      |     | •    |      |     |         |      |     |      |     |     |      |      |      |      |
| WILDLAND FIREFIGHTING           |       | •    |     |         | •   |      |     |      |      |     |         |      | •   |      |     |     |      |      |      |      |
| <b>ACADEMIC</b>                 |       |      |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| ADULT BASIC EDUCATION I         | •     | •    | •   | •       | •   | •    | •   | •    | •    | •   | •       | •    | •   | •    | •   | •   | •    | •    | •    | •    |
| ADULT BASIC EDUCATION II        | •     | •    | •   | •       | •   | •    | •   | •    | •    | •   | •       | •    | •   | •    | •   | •   | •    | •    | •    | •    |
| ENGLISH AS A SECOND LANGUAGE    | •     | •    | •   | •       | •   | •    | •   | •    | •    | •   | •       | •    | •   | •    | •   | •   | •    | •    | •    | •    |
| GED                             | •     | •    | •   | •       | •   | •    | •   | •    | •    | •   | •       | •    | •   | •    | •   | •   | •    | •    | •    | •    |
| PRE-GED                         | •     | •    | •   | •       | •   | •    | •   | •    | •    | •   | •       | •    | •   | •    | •   | •   | •    | •    | •    | •    |
| <b>SBS</b>                      |       |      |     |         |     |      |     |      |      |     |         |      |     |      |     |     |      |      |      |      |
| CONFLICT MANAGEMENT PROGRAM     |       |      |     | •       |     |      |     |      |      |     |         |      |     |      | •   |     |      |      |      |      |
| HEALTH                          |       |      |     |         |     |      |     | •    | •    |     | •       |      |     | •    | •   |     |      |      |      |      |
| MORAL RECONATION THERAPY        |       | •    |     | •       |     |      |     | •    |      | •   | •       |      |     |      |     |     |      |      |      |      |
| PARENTING                       |       |      |     |         |     |      |     | •    | •    |     | •       |      |     |      | •   |     |      |      |      |      |
| THINKING FOR A CHANGE           | •     | •    |     | •       |     | •    |     | •    | •    | •   | •       | •    | •   | •    | •   | •   |      |      |      |      |
| THINKING FOR A CHANGE AFTERCARE | •     | •    |     | •       |     | •    |     | •    | •    | •   | •       | •    | •   | •    | •   | •   |      |      |      |      |
| TRANSITION ORIENTATION          |       |      |     | •       |     |      |     |      |      |     |         |      |     |      | •   |     |      |      |      |      |

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 ten 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-GED courses are designed to prepare offenders for their General Education Diploma (GED). To obtain the GED, offenders are placed in the appropriate education course. If their grade equivalency (determined at DRDC) is K-3 ABE I, 4-6 ABE II, 7-8 Pre-GED, 9-12 GED, the offender will progress through the levels until they achieve their GED. 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 Reconation Therapy, and Thinking for a Change. Social Science Education at CSP/CCF consists of programming developed based on facility need.

## INSTRUCTORS

As of June 30, 2016, there were 181.0 education positions at CDOC facilities, including 77.5 CTE instructors, 62.8 Academic-GED instructors, librarians and administrative staff. According to CDOC AR 500-01, Academic-GED, career and technical education instructors are required to be certified by the Colorado Department of Education as professional outside of corrections 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 2016, there were 20.0 instructor positions at the private facilities.

As of June 30, 2016, CDOC listed eleven vacant positions, which included five Academic-GED position and six 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<br>NUMBER OF STAFF VACANCIES |          |          |          |          |
|--------------------------------------|----------|----------|----------|----------|
| PROGRAMS                             | AVCF     | BVCC     | LVCf     | SCF      |
| <b>CTE</b>                           |          |          |          |          |
| CUSTOMER SERVICE SPECIALIST          | 1*       | 1*       | 1*       | 1*       |
| FOUNDATIONS OF CTE                   | 0        | 1*       | 0        | 0        |
| WELDING TECHNOLOGY                   | 1*       | 0        | 0        | 0        |
| <b>CTE SUB-TOTAL</b>                 | <b>2</b> | <b>2</b> | <b>1</b> | <b>1</b> |
| <b>ACADEMIC</b>                      |          |          |          |          |
| ADULT BASIC EDUCATION I              | .5*      | 0        | 0        | .75*     |
| ADULT BASIC EDUCATION II             | .5*      | 0        | 0        | .75*     |
| GED                                  | .5*      | 0        | 0        | .75*     |
| PRE-GED                              | .5*      | 0        | 0        | .75*     |
| <b>ACADEMIC SUB-TOTAL</b>            | <b>2</b> | <b>0</b> | <b>0</b> | <b>3</b> |

\*Staff hiring in process

Table 3 lists the number of instructors at each facility in his or her respective program area.

**TABLE 3**  
**NUMBER OF INSTRUCTORS BY FACILITY**

| STATE                           |      |      |     |         |      |      |      |      |      |     |      |      |      |     |      |      | STATE TOTAL | PRIVATE |      |      |      | PRIVATE TOTAL | GRAND TOTAL |
|---------------------------------|------|------|-----|---------|------|------|------|------|------|-----|------|------|------|-----|------|------|-------------|---------|------|------|------|---------------|-------------|
| PROGRAMS                        | AVCF | BVCC | CCC | CCF/CSP | CMC  | CTCF | DCC  | DWCF | FCF  | LCF | LVCF | RCC  | SCCF | SCF | TCF  | BCCF |             | CCCF    | CMRC | KCCF |      |               |             |
| CTE                             |      |      |     |         |      |      |      |      |      |     |      |      |      |     |      |      |             |         |      |      |      |               |             |
| CCENT DISCOVERY                 |      |      |     |         |      | 0.33 |      | 0.5  |      |     | 0.5  |      |      | 2   |      | 3.33 |             |         |      |      | 0    | 3.33          |             |
| COLLISION REPAIR TECHNOLOGY     |      | 2    |     |         |      |      |      |      |      |     |      |      |      |     |      | 2    |             |         |      |      | 0    | 2             |             |
| COMPUTER INFORMATION SYSTEMS    | 0.5  | 1    |     |         | 0.5  | 0.33 | 0.5  | 1    | 1    | 1   | 0.5  |      |      | 3   | 0.5  | 9.83 |             |         | 0.5  |      | 0.5  | 10.33         |             |
| COSMETOLOGY                     |      |      |     |         |      | 1.00 |      | 2    |      |     | 2    |      |      |     |      | 5    |             |         |      |      | 0    | 5             |             |
| CUSTODIAL TRAINING              |      | 1    |     |         | 1    | 1.00 |      |      | 1    | 0.8 | 1    |      |      | 2   |      | 7.8  | 1           |         |      |      | 1    | 8.8           |             |
| CUSTOMER SERVICE SPECIALIST     | 0.5  | 1    |     |         | 0.5  | 0.33 | 0.5  | 1.5  | 0.5  | 1   |      |      |      | 1.5 | 0.5  | 7.83 |             |         | 0.5  |      | 0.5  | 8.33          |             |
| ELECTRONICS TECHNOLOGY          | 0.5  |      |     |         |      |      |      |      |      |     | 0.5  |      |      | 0.5 |      | 1.5  |             | 0.5     |      |      | 0.5  | 2             |             |
| FLORAL DESIGN                   |      |      |     |         |      |      |      |      |      |     | 0.5  |      |      |     |      | 0.5  |             |         |      |      | 0    | 0.5           |             |
| FOOD PRODUCTION MANAGEMENT      | 1    |      |     |         |      | 1.00 |      | 1    |      | 1   |      |      |      | 2   | 1    | 7    |             |         |      |      | 0    | 7             |             |
| FOUNDATIONS OF CTE              | 0.5  | 2.5  |     |         |      |      | 0.8  | 0.8  | 1    | 1   | 0.5  |      |      | 3   | 0.8  | 10.9 |             | 0.5     |      | 1    | 1.5  | 12.4          |             |
| INTRODUCTION TO CARPENTRY       | 0.5  | 0.5  |     |         |      |      |      |      | 0.5  |     |      |      |      | 0.5 | 1    | 3    |             | 1       |      |      | 1    | 4             |             |
| IT ESSENTIALS                   | 1    | 1    |     |         |      | 0.33 | 0.5  | 0.5  | 2    |     | 1    |      |      | 2   | 1    | 9.33 |             |         |      |      | 0    | 9.33          |             |
| 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  |             |         |      |      | 0    | 0.5           |             |
| TRADE CERTIFICATES              |      | 0.2  |     |         | 0.5  |      | 0.2  | 0.2  |      | 0.2 |      |      |      |     | 0.2  | 1.5  |             |         |      |      | 0    | 1.5           |             |
| UPHOLSTERY TECHNOLOGY           |      |      |     |         |      |      |      |      |      |     |      |      |      | 0.5 |      | 0.5  |             |         |      |      | 0    | 0.5           |             |
| WELDING TECHNOLOGY              | 1    | 1    |     |         |      |      |      |      | 0.5  | 1   |      |      |      | 1   |      | 4.5  |             |         |      |      | 0    | 4.5           |             |
| CTE SUB-TOTAL                   | 5.5  | 11.7 | 0   | 0       | 2.5  | 4.3  | 2.5  | 7.5  | 7.5  | 6   | 7    | 0    | 0    | 18  | 5    | 77.5 | 1           | 3       | 1    | 1    | 6    | 83.52         |             |
| CCI                             |      |      |     |         |      |      |      |      |      |     |      |      |      |     |      |      |             |         |      |      |      |               |             |
| HEAVY EQUIPMENT                 |      | 1    |     |         | 1    |      |      |      |      |     |      |      |      | 1   |      | 3    |             |         |      |      | 0    | 3             |             |
| PRINT TECHNOLOGY                |      |      |     |         |      |      |      | 1    |      |     |      |      |      |     |      | 1    |             |         |      |      | 0    | 1             |             |
| TRANSPORTATION                  |      |      |     |         | 1    |      |      |      |      |     |      |      |      |     |      | 1    |             |         |      |      | 0    | 1             |             |
| WILDLAND FIREFIGHTING           |      | 1    |     |         | 1    |      |      |      |      |     |      | 1    |      |     |      | 3    |             |         |      |      | 0    | 3             |             |
| CCI SUB-TOTAL                   | 0    | 2    | 0   | 0       | 3    | 0    | 0    | 1    | 0    | 0   | 0    | 1    | 0    | 1   | 0    | 8    | 0           | 0       | 0    | 0    | 0    | 8             |             |
| ACADEMIC                        |      |      |     |         |      |      |      |      |      |     |      |      |      |     |      |      |             |         |      |      |      |               |             |
| ADULT BASIC EDUCATION I         | 1    | 1    | 0.2 | 0.75    | 0.75 | 0.5  | 0.5  | 0.75 | 1    | 1   | 1.5  | 0.5  | 0.25 | 3   | 0.5  | 13.2 | 0.5         | 1       | 0.2  | 1    | 2.7  | 15.9          |             |
| ADULT BASIC EDUCATION II        | 1    | 0.75 | 0.2 | 0.75    | 1    | 0.75 | 0.5  | 1    | 1    | 1   | 1.5  | 0.5  | 0.25 | 6   | 0.75 | 17   | 1           | 1       | 0.2  | 1    | 3.2  | 20.15         |             |
| ENGLISH AS A SECOND LANGUAGE    | 0.25 | 0.5  | 0.2 | 0.25    | 0.5  | 0.25 | 0.25 | 0.25 | 0.25 | 0.5 | 0.25 | 0.25 | 0.25 | 2   | 0.75 | 6.7  | 1           | 0.5     | 0.2  | 0.25 | 1.95 | 8.65          |             |
| GED                             | 0.75 | 1    | 0.2 | 1.25    | 1    | 0.75 | 0.5  | 1    | 0.75 | 0.5 | 0.75 | 0.25 | 0    | 3   | 0.5  | 12.2 | 1           | 1       | 0.2  | 0.75 | 2.95 | 15.15         |             |
| PRE-GED                         | 1    | 0.75 | 0.2 | 0.75    | 0.75 | 0.75 | 0.25 | 1    | 1    | 1   | 1    | 0.5  | 0.25 | 4   | 0.5  | 13.7 | 0.5         | 0.5     | 0.2  | 1    | 2.2  | 15.9          |             |
| ACADEMIC SUB-TOTAL              | 4    | 4    | 1   | 3.75    | 4    | 3    | 2    | 4    | 4    | 4   | 5    | 2    | 1    | 18  | 3    | 62.8 | 4           | 4       | 1    | 4    | 13   | 75.75         |             |
| SBS                             |      |      |     |         |      |      |      |      |      |     |      |      |      |     |      |      |             |         |      |      |      |               |             |
| HEALTH                          |      |      |     |         |      |      |      | 1    |      |     |      |      | 1    | 1   |      | 3    |             |         |      |      | 0    | 3             |             |
| SOCIAL SCIENCE EDUCATION        |      |      |     |         |      |      |      | 1    |      |     | 1    |      |      | 1   |      | 3    | **          |         | 1    |      | 1    | 4             |             |
| THINKING FOR A CHANGE           | 1    | 1    |     | 1       |      | 1    |      | 1    | 1    | 1   | 1    | 1    | 1    | 1   | 1    | 12   |             |         |      |      | 0    | 12            |             |
| THINKING FOR A CHANGE AFTERCARE | 1    | 1    |     | 1       |      | 1    |      | 1    | 1    | 1   | 1    | 1    | 1    | 1   | 1    | 12   |             |         |      |      | 0    | 12            |             |
| SBS SUB-TOTAL                   | 2    | 2    | 0   | 2       | 0    | 2    | 0    | 4    | 2    | 2   | 3    | 2    | 3    | 4   | 2    | 30   | 0           | 0       | 1    | 0    | 1    | 31            |             |

Note. Wildland firefighting is a seasonal course. Trade certificates are taught on an intermittent basis using facility instructors. Thinking for a Change was taught using trained security and education staff, but only education staff was listed.

\* Provided on an as-needed basis by facility staff

\*\* Staff hiring in process

## 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 30 contact hours. Facility annual capacity is different for each program. 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-GED and SBS courses due to variations in offender educational level and skill. For Academic-GED courses, offenders

enter into programming at different levels and complete courses at their own pace. Academic-GED 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-GED and SBS programs, the seat capacity is reported for each class as of June 30, 2016.

Table 5 shows the number of classroom seats available for each program.

**TABLE 4**  
**ANNUAL PROGRAM CAPACITY POTENTIAL BY FACILITY**

| PROGRAMS                     | 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 MANAGEMENT   | 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            |             |
| PRINT TECHNOLOGY             |       |       |     |         |       |      |     | 103  |     |     |      |       |      |      |     | 103  |             |         |      |      | 0    | 103           |             |
| TRANSPORTATION               |       |       |     |         | 3     |      |     |      |     |     |      |       |      |      |     | 3    |             |         |      |      | 0    | 3             |             |
| WILDLAND FIREFIGHTING        |       | 27*** |     |         | 21*** |      |     |      |     |     |      | 29*** |      |      |     | 0    |             |         |      |      | 0    | 0             |             |
| CCI SUB-TOTAL                | 0     | 33    | 0   | 0       | 26    | 0    | 0   | 103  | 0   | 0   | 0    | 29    | 0    | 15   | 0   | 206  | 0           | 0       | 0    | 0    | 0    | 206           |             |

\* Provided on an as-needed basis by facility staff

\*\* Staff hiring in process

\*\*\*Seasonal course

**TABLE 5**  
**SEAT CAPACITY POTENTIAL BY FACILITY FOR ACADEMIC AND SBS PROGRAMS**

| PROGRAMS                        | 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                        |       |      |     |         |     |      |     |      |     |      |      |      |      |      |     |      |             |         |      |      |     |               |             |
| 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            |             |
| 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           |             |
| PRE-GED                         | 10    | 20   | 5   | 11      | 12  | 8    | 15  | 10   | 9   | 14   | 15   | 3    | 3    | 34   | 14  | 183  | 12          | 11      | 5    | 20   | 48  | 231           |             |
| GED                             | 9     | 12   | 3   | 10      | 9   | 17   | 15  | 15   | 9   | 2    | 17   | 1    | 2    | 30   | 9   | 160  | 9           | 15      | 4    | 20   | 48  | 208           |             |
| 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             |             |
| SOCIAL SCIENCE EDUCATION        |       |      |     |         |     |      |     | 46   |     |      | 15   |      |      | 42   |     | 103  |             |         | 15   |      | 15  | 0             |             |
| THINKING FOR A CHANGE           | 62    | 21   |     | 126     |     | 16   |     | 38   | 86  | 40   | 48   | 10   | 20   | 141  | 12  | 620  |             |         |      |      | 0   | 0             |             |
| THINKING FOR A CHANGE AFTERCARE | ****  | 1    |     | ****    |     | 15   |     | 12   | 15  | **** | 30   | **** | **** | **** | 1   | 74   |             |         |      |      | 0   | 0             |             |
| 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           |             |

\*\*\*\*Intermittent course taught as needed

Note. SCCF and CCF/CSP teaches with a combination of classroom and individual in-cell instruction.

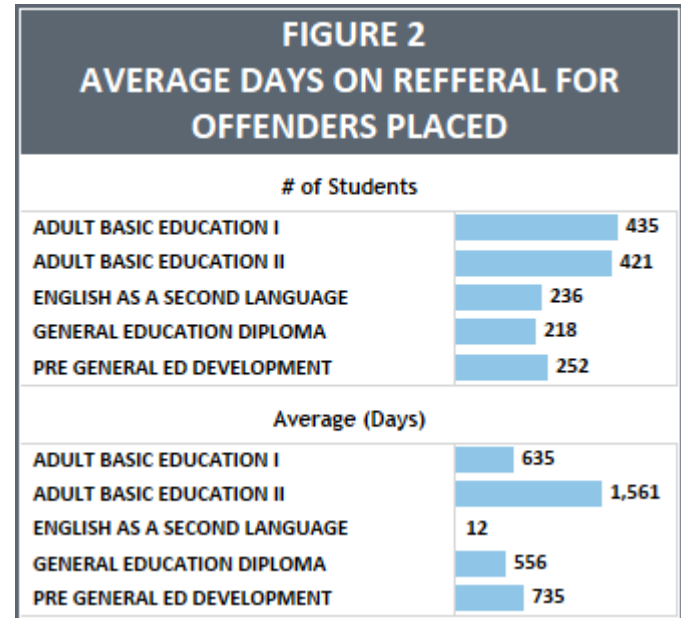
## ENROLLMENT AND REFERRAL LIST

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-GED and CTE 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 within an educational program.

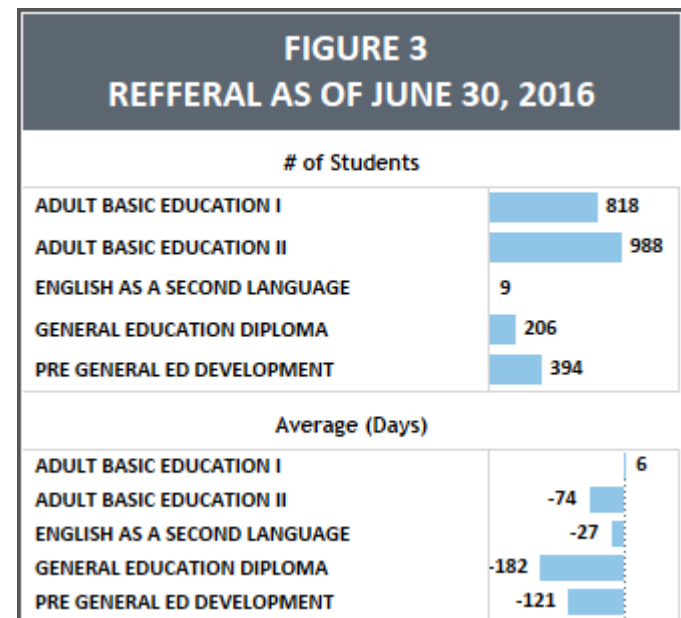
### ACADEMIC-GED AUTOMATIC REFERRAL PROCESS

In May of 2012, the MPS system for Academic-GED 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-GED programming, out of all offenders who were placed on the automatic referral then enrolled into a program during FY 2016.

Figure 3 shows the number of offenders on an



automatic referral as of June 30, 2016, and the average time those offenders had spent on a referral list thus far by program. In both Figures 2 and 3, programs without referral records are not shown.



Referral times should be interpreted with caution for multiple reasons. First, a new referral list was implemented for Academic-GED programs (e.g., GED, ABE) in May 2012;

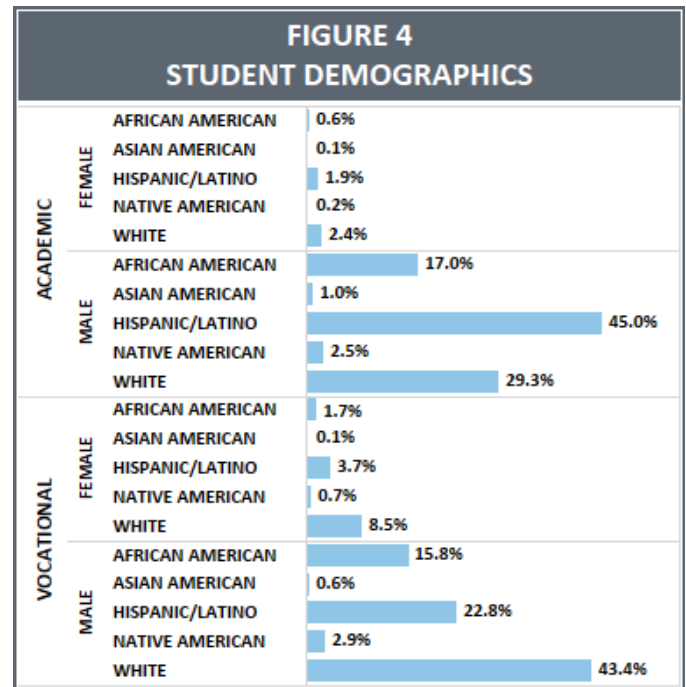


therefore, the average days on the referral list for Academic-GED programs may be underestimated. Second, time on the referral list may include days that the offender waited to enter a program even though they were not eligible due to disciplinary, legal, medical, or other reasons. For example, an offender 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-GED program, but they are not automatically referred to non-Academic-GED programs (e.g., CTE, CCI, SBS). An offender's case manager must refer offenders to non-Academic-GED 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.

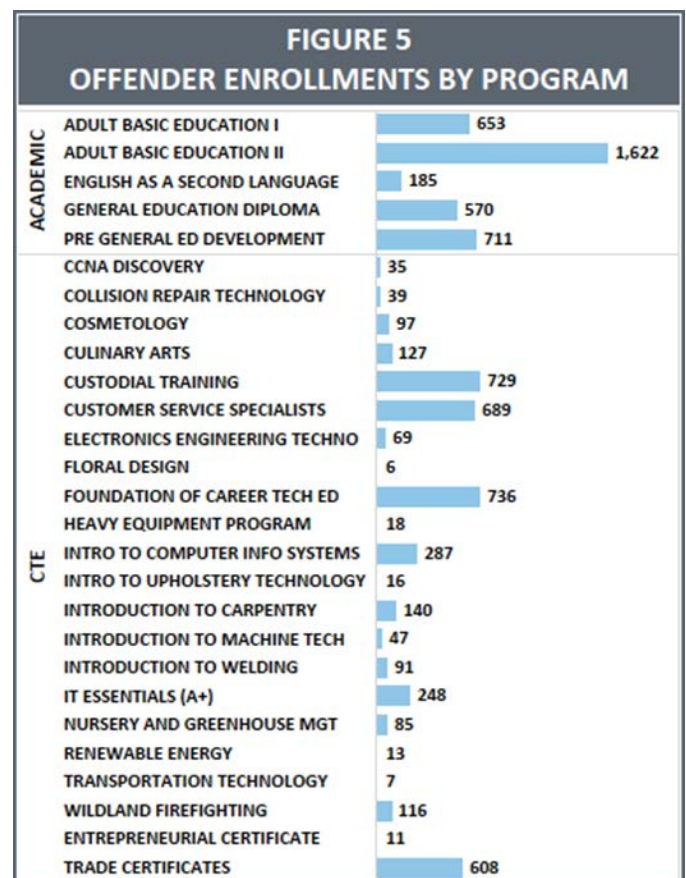
## ENROLLMENT

During FY 2016, there were 7,955 enrolled offenders. These offenders took 299 different courses among 34 different programs. Figure 4 shows the demographic information for offenders during FY 2016. Hispanics males and white females are the most prevalent in Academic-GED programs while whites are the most prevalent in vocational programs among both males and females.

Figure 5 shows the number of offenders enrolled in each program during FY 2016. Offenders may be enrolled in multiple programs at the same time, which can inflate the total number of participants in Academic-GED 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 1,622 offenders, and the Floral Design program had the smallest, with six offenders.

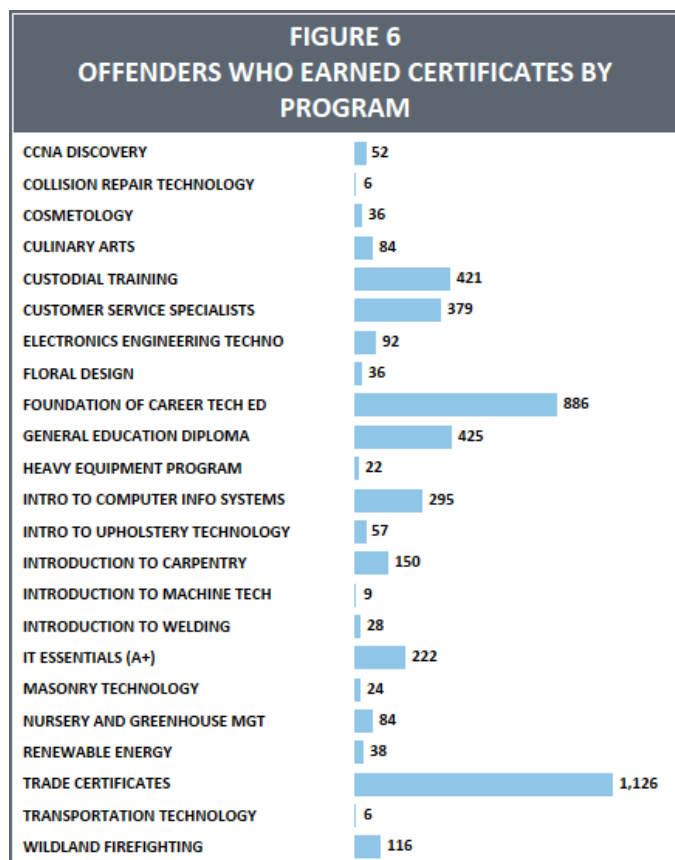




## PROGRAM COMPLETION

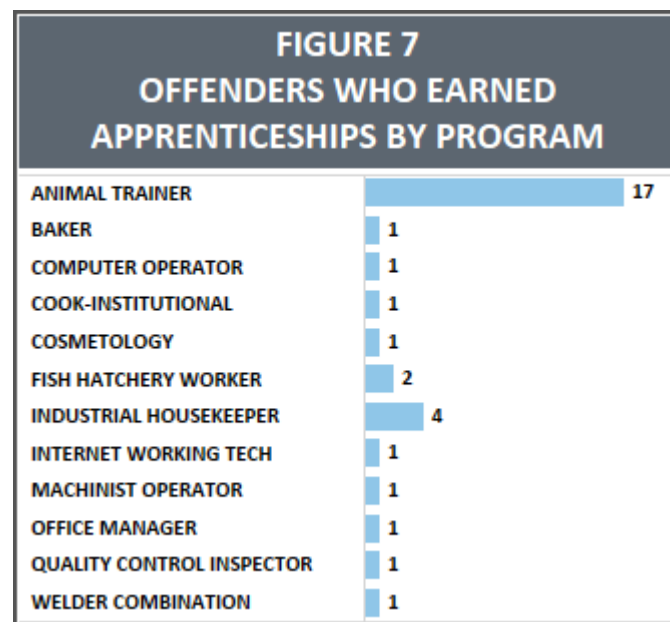
### CERTIFICATES

Of the 7,955 offenders who were enrolled in an education program, 45.6% earned a certificate or GED. In FY 2016, 3,625 offenders completed 4,169 certificates and 425 GEDs. **Figure 6** lists the number of offenders who earned certificates in each program. There were 969 offenders who obtained a certificate in more than one program. The Trade certificate courses awarded the largest number of successful program completions. Another 1,137 offenders (14.3%) completed Academic-GED programs that do not offer certificates (i.e. English as a Second Language, Adult Basic Education I, Adult Basic Education II, and Pre General Ed Development).



Note: This table counts the number of offenders, not the number of certificates with one offender able to show up once in each program if applicable. IT Essentials includes certifications from IT Essentials and A+ Certification. Certificates could not be determined for all programs under Academic-GED (with the exception of GED), so successf.

Once an offender has earned a GED certificate, he or she may attend as a paraprofessional, (i.e. a position that functions as an aide to the instructor), assisting offenders with instructions, assignments, and other classroom needs. In addition, an offender who obtains a CTE 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 2016.



### 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 2,882 offenders who were still enrolled in a course or courses on June 30, 2016. There were 23 offenders who discharged from an Academic-GED course because their GED or high school diploma was verified. An additional 2,268 offenders who did not successfully complete or make progress in a program will be discussed in the next section.

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## UNSUCCESSFUL PROGRAM COMPLETIONS

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### 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. There were no records where the reason for discharge was 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 facility<sup>2</sup> 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 2,268 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 a 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 depend on whether the teacher can

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

accommodate the offender within the constraints of the facility. Finally, some offenders do not complete due to an extended medical or legal issue. For FY 2016, 1,149 offenders did not complete classes. Of these, 613 were removed for behaviors in the classroom, 393 were removed for institutional behavior, 63 were no longer qualified, and 80 were discharged due to an extended medical or legal issue, which could mean the offender was away from the facility for an indefinite amount of time.

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 1,119 offenders who did not complete a program because they were transferred out of the program or facility, discharged their sentences, or were on parole or at 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 2016 because some offenders were counted more than once if they were enrolled in multiple programs.

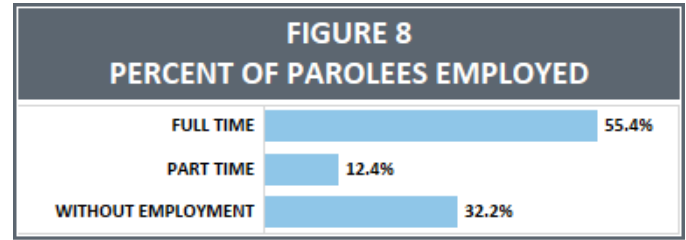
| <b>TABLE 6</b>                 |              |
|--------------------------------|--------------|
| <b>STUDENTS BY CATEGORY</b>    |              |
| PROGRAM COMPLETIONS            | 4,594        |
| STILL ENROLLED                 | 2,882        |
| PROGRAM INCOMPLETES            | 1,149        |
| TRANSFERS <sup>a</sup>         | 1,119        |
| <b>TOTAL STUDENTS ENROLLED</b> | <b>9,744</b> |

<sup>a</sup>Transfers includes: offender paroled/discharged/transferred from facility, inter-program transfer, transferred from program, and offender transfer/paroled before completing program.

Note: Offenders may be duplicated.

## RE-ENTRY

The 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, 2016.

| TABLE 7<br>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           |

Note. Modified from the Careers: On-The-Job Training, Short-Term Training table on the Colorado Department of Labor and Education website, <https://www.colorado.gov/pacific/cdle/careers-job-training>.

As of June 30, 2016, there were 8,402 offenders<sup>3</sup> 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.

<sup>3</sup> Includes all parolees serving their sentence in Colorado except absconders as reported in CDOC's Monthly Population Report as of June 30, 2016.

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## RESEARCH

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During FY 2016, the Department completed a Results First program evaluation or cost-benefit analyses on Academic-GED or vocational programs. 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, 2013<sup>4</sup>). CDOC looks to build on this existing research by offering offenders the opportunity to obtain a specialized industry approved certifications to find meaningful employment.

Currently, CDOC is focused on ensuring that program data is 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.

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<sup>4</sup> 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 2016.

Table 9 shows all Academic-GED and vocational expenditures in state facilities for FY 2016. 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/<br>FEDERAL | TOTAL               |
|--------------------------------|---------------------|--------------------|-----------------------------|---------------------|
| PERSONAL SERVICES <sup>a</sup> | \$12,474,355        | \$0                | \$0                         | \$12,474,355        |
| OPERATING EXPENSES             | \$2,814,746         | \$1,293,402        | \$411,015                   | \$4,519,163         |
| CONTRACT SERVICES              | \$237,128           | \$0                | \$0                         | \$237,128           |
| EDUCATION GRANTS               | \$0                 | \$10,000           | \$103,894                   | \$113,894           |
| INDIRECT COSTS                 | \$0                 | \$0                | \$381                       | \$381               |
| <b>TOTAL</b>                   | <b>\$15,526,229</b> | <b>\$1,303,402</b> | <b>\$515,290</b>            | <b>\$17,344,921</b> |

<sup>a</sup>Personal services appropriated by the Long Bill do not include all associated payroll expenses such as shift, health, life, and short-term disability.

**TABLE 9**  
**EDUCATION SUMMARY EXPENDITURES BY FUND**

|                             | GENERAL             | CASH             | RE-APPROPRIATED/<br>FEDERAL | TOTAL               |
|-----------------------------|---------------------|------------------|-----------------------------|---------------------|
| <b>ACADEMIC</b>             |                     |                  |                             |                     |
| PERSONAL SERVICES*          | \$11,788,725        | \$0              | \$0                         | \$11,788,725        |
| OPERATING EXPENSES          | \$353,409           | \$38,509         | \$0                         | \$391,918           |
| CONTRACT SERVICES           | \$237,128           | \$0              | \$0                         | \$237,128           |
| EDUCATION GRANTS**          | \$0                 | \$0              | \$32,192                    | \$32,192            |
| <b>ACADEMIC SUB-TOTAL</b>   | <b>\$12,379,262</b> | <b>\$38,509</b>  | <b>\$32,192</b>             | <b>\$12,449,963</b> |
| <b>VOCATIONAL</b>           |                     |                  |                             |                     |
| PERSONAL SERVICES*          | \$3,833,128         | \$0              | \$0                         | \$3,833,128         |
| OPERATING EXPENSES          | \$2,461,337         | \$958,438        | \$43,107                    | \$3,462,881         |
| EDUCATION GRANTS            | \$0                 | \$0              | \$30,000                    | \$30,000            |
| <b>VOCATIONAL SUB-TOTAL</b> | <b>\$6,294,465</b>  | <b>\$958,438</b> | <b>\$73,107</b>             | <b>\$7,326,009</b>  |
| <b>GRAND TOTAL</b>          | <b>\$18,673,727</b> | <b>\$996,947</b> | <b>\$105,299</b>            | <b>\$19,775,973</b> |

\*Note: Fund splits between General Fund and cash funds were based upon ratios of the total expenses of Academic-GED and vocational personal services. Personal services include all associated payroll expenses such as shift differential, health, dental, life, and short term disability.

\*\*Note: Included additional cash funds expenses paid from CCI Subprogram for education expenses.

## 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 (CLOSED JULY 2016) |
| 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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