COLORADO
Department of Corrections

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OVERVIEW OF EDUCATIONAL AND CAREER TECHNICAL PROGRAMS

FISCAL YEAR 2017

PURSUANT TO HOUSE BILL 10-1112 AND

COLORADO REVISED STATUTE (C.R.S.) 17-32-100(105)

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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) 2017.

The C.R.S. states: The department shall annually report the following information concerning educational and career technical 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 career and technical 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 department within the 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 illiteracy among incarcerated offenders. The objective was to reduce recidivism and increase educational and career technical proficiency to allow for re-entry 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 career technical skills to determine program provisions and educational needs before relocating the offender to another facility. CDOC-Education

Programs is required to provide all eligible offenders with marketable re-entry skills that are relevant and in-demand according to the current labor market (Department of Labor and Employment Market Trend Report 2016). 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 the CDOC summarizing the activities of the education program.

During the 2012 legislative session, HB 12-1223 was passed and signed. HB 12-1223 addressed Earned Time for Colorado Department of Corrections 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, career technical, 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 Career Technical Education programs; and the parole subprogram for parole wrap-around services. The department's education division has utilized this funding to develop exciting and innovative advancements in the field of offender education. With AET funds available the education program was able to make significant progress in providing additional opportunities in Career and Technical Education (CTE) programs.

The education program is fortunate to have entered into a multitude of collaborative college and industry training programs offered to offenders utilizing AET funding. The education program 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. Infrastructure Technician and Air Conditioning (HVAC), Oil and Gas, Hazard Waste Certification, Mobile Electrical and Mechanical labs, Veterinarian Technician, Ironworkers Training, Office Administration, Small Business Management, Entrepreneurship, and Business Processes are several of the offerings.

The education program also instituted the Colorado Department of Transportation's updated Highway Flagging program and contracts with the delivery of a revamped OSHA curriculum. 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.

The education program has expanded non-traditional programs. Education has contracted with Red Rocks Community College for their Infrastructure Technician 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 skill based training to offenders at CDOC minimum

centers: Four Mile Correctional Center, Skyline Correctional Center, and Arrowhead Correctional Center. Following this union-certified 40 hour program, the Ironworkers Union will participate in potential employment interviews with program completers.

Other certificate programs include: Oil and Gas, Office Technician, Veterinarian Assistant courses, and Mobile Learning Labs delivered by Pueblo Community Corporate College. The Pueblo Community Corporate College Learning Labs provide offenders with industry sponsored training in electrical and mechanical applications with an emphasis in Occupational Safety and Health Administration (OSHA) 10 skills. These labs are approximately two and a half weeks long and utilize the advanced technology and learning resources recommended by the industry. Other opportunities are being offered through Adams State University, Colorado State University – Pueblo, Colorado Mountain College, and Trinidad State Junior College.

In conjunction with the department, Colorado College in collaboration with Pueblo Community College has completed a pilot project to offer humanities general education courses to the Youthful Offender System (YOS) offenders with the intent to provide degree seeking offenders the opportunity to complete related degrees.

PROGRAMS OFFERED

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 the CDOC through the Denver Reception and Diagnostic Center (DRDC). Staff assess 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 education program 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. 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. Academic program referrals are automatically generated using the offender's Academic TABE scores. Referrals are maintained and remain in effect until an offender has successfully completed their GED. Offenders remain in GED education classes until they obtain their General Education Diploma; 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, 2017, there were 18,153 offenders incarcerated in Colorado's state and private prisons. Of this population, approximately 75 % have a GED or high school diploma. This population would be directed to the Career and Technical Education programs for marketable re-entry skills. This leaves the remaining population of approximately 4,500 offenders that need placement in a GED/Academic program.

The population of offenders needing GED/Academic programming varies greatly in their last grade level completed. The largest majority function within the 5.0-7.0 grade level. All offenders regardless of academic entry level will be placed in the GED pathway and provided the appropriate education to achieve the General Education Diploma.

PROGRAM CATEGORIES

The education program offers individual academic, career and technical and social science based education programming to help offenders obtain marketable job skills. These programs fall into five categories: Academic-GED (GED), Career and Technical Education (CTE), Social and Behavioral Sciences, Colorado Correctional Industries (CCi)[1], and Industry Based Education. **Table 1** identifies the programs offered at each facility as of June 30, 2017, (see Appendix A for a definition of facility acronyms).

TABLE 1 PROGRAMS BY FACILITY	STATE														PRIVATE				
PROGRAMS	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF	BCCF	CCCF	CMRC
CTE																			
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	•	•					•	•		•	•	•			•	•		•	
HAIRSTYLIST						•						•							
INTRODUCTION TO CARPENTRY	•	•								•					•	•			
IT ESSENTIALS (CISCO LEVEL 1)	•	•				•		•		•		•			•	•			
MACHINE TECHNOLOGY		•								•									
MANICURE/ESTHETICIAN						•		•				•							
NURSERY AND GREENHOUSE MGT												•						•	
RENEWABLE ENERGY		•																	
TRADE CERTIFICATES	•	•			•	•	•	•		•	•	•	•		•	•		•	
UPHOLSTERY TECHNOLOGY															•				
WELDING TECHNOLOGY	•	•								•	•				•				
CCI																			
AUTOMOBILE REPAIR					•														
INTRODUCTION TO AUTO REPAIR					•														
HEAVY EQUIPMENT		•													•				
FOUNDATIONS OF CTE					•														
PRINT TECHNOLOGY								•											
WILDLAND FIREFIGHTING		•			•								•						
ACADEMIC																			
ADULT BASIC EDUCATION I	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ADULT BASIC EDUCATION II	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ENGLISH AS A SECOND LANGUAGE	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
GED	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PRE-GED	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SBS																			
CONFLICT MANAGEMENT PROGRAM				•											•				
HEALTH								•		•			•	•	•				
MORAL RECONATION THERAPY		•		•				•		•	•	•							
PARENTING								•		•		•			•				
THINKING FOR A CHANGE	•	•				•		•		•	•	•	•	•	•	•			
THINKING FOR A CHANGE AFTERCARE	•	•						•							•	•			
TRANSITION ORIENTATION				•											•				

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[1] CCi is a division of CDOC separate from the Division of Education.

In CTE courses, offenders learn skills to obtain entry-level positions within different career fields. 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. 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 education program 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 education program. 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 education 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 GED. To obtain the GED, offenders are placed in the appropriate education course. Courses are offered at all state and private facilities (at DRDC, minimal services are provided because it is a diagnostic facility).

Social Science and Behavioral Science courses assist offenders in identifying "criminal thinking and behavioral patterns" by dealing with "societal and personal awareness" (CDOC A.R. 500-01). Social Science consists of programming developed based on facility need.

INSTRUCTORS

As of June 30, 2017, there are 189.0 education positions at CDOC facilities, including 80 CTE instructors, 74 GED instructors, and 35 Library and Administrative Assistants. According to CDOC AR 500-01, GED and CTE educators are required to be licensed or credentialed through either the Colorado Department of Education or the Colorado Community College System. All instructors at the private facilities are required to meet the same educational standards. During FY 2017 there were 20.0 educator/instructor positions at the private facilities.

As of June 30, 2017, the CDOC listed eleven vacant positions, which included six Academic-GED positions and five CTE positions. **Table 2** lists the number of staff vacancies at each facility. There were no reported vacancies at any of the private facilities.

TABLE 2 NUMBER OF STAFF VACANCIES							
PROGRAMS	BVCC	DWCF	FCF	LCF	LVCF	SCF	TCF
CAREER AND TECHNICAL EDUCATION (CTE)							
CUSTOMER SERVICE SPECIALIST	0	0	1*	0	0	0	0
FOUNDATIONS OF CTE	0	0	0	0	0	1*	1*
WELDING TECHNOLOGY	0	0	0	1*	0	0	0
COSMETOLOGY	0	0	0	0	1*	0	0
CTE SUB-TOTAL	**0**	**0**	**1**	**1**	**1**	**1**	**1**
ACADEMIC							
GED	1*	1*	1*	0	0	3*	0
ACADEMIC SUB-TOTAL	**1**	**1**	**1**	**0**	**0**	**3**	**0**

*Staff hiring in process

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

PROGRAMS	AVCF	BVCC	CCC	CCF/CSP	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF	STATE TOTAL	BCCF	CCCF	CMRC	PRIVATE TOTAL	GRAND TOTAL
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		**0.5**	**11.4**
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**	**77.52**	**1**	**3**	**1**	**5**	**82.52**
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**	**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	**1.7**	**14.9**
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	**16.95**	1	1	0.2	**2.2**	**19.15**
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	**1.7**	**8.4**
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	**2.2**	**14.4**
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**	**14.9**
ACADEMIC SUB-TOTAL	**4**	**4**	**1**	**3.75**	**4**	**3**	**2**	**4**	**4**	**4**	**5**	**2**	**1**	**18**	**3**	**62.75**	**4**	**4**	**1**	**9**	**71.75**
SBS																					
HEALTH								1					1	1		**3**				**0**	**3**
SOCIAL SCIENCE EDUCATION								1			1			1		**3**	**		1	**1**	**4**
THINKING FOR A CHANGE (T4C)	1	1		1		1		1	1	1	1	1	1	1	1	**12**				**0**	**12**
T4C 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**	**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 in FY 2017 was Customer Service.

CTE, SBS and CCI programs across all facilities. Annual capacity is difficult to measure for Academic-GED and Social and Behavioral Science courses due to variations in offender education level. 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 Social and Behavioral Science 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 Social and Behavioral Science programs, the seat capacity is reported for each class as of June 30, 2017.

TABLE 4 ANNUAL PROGRAM CAPACITY POTENTIAL	
PROGRAMS	CAPACITY BY PROGRAM
ACADEMICS	
GED	15
CTE	
CCENT DISCOVERY	48
COLLISION REPAIR TECHNOLOGY	30
COMPUTER INFORMATION SYSTEMS	45
COSMETOLOGY	15
CUSTODIAL TRAINING	75
CUSTOMER SERVICE SPECIALIST	120
ELECTRONICS TECHNOLOGY	50
FLORAL DESIGN	80
FOOD PRODUCTION MANAGEMENT	37
FOUNDATIONS OF CTE	75
INTRODUCTION TO CARPENTRY	85
IT ESSENTIALS	60
MACHINE TECHNOLOGY	30
NURSERY AND GREENHOUSE MGT	60
RENEWABLE ENERGY	75
TRADE CERTIFICATES	*
UPHOLSTERY TECHNOLOGY	45
WELDING TECHNOLOGY	30
CTE SUB-TOTAL	960
SBS	
Social and Behavioral Science	15
CCI	
HEAVY EQUIPMENT	5
FOUNDATIONS OF CTE	20
TRANSPORTATION	15
WILDLAND FIREFIGHTING	**
CCI SUB-TOTAL	40

*Provided on an as-needed basis by facility staff

**Wildland firefighting is a seasonal course.

Table 4 shows the annual capacity for GED,

TABLE 5 SEAT CAPACITY FOR ACADEMIC AND SBS PROGRAMS			
PROGRAMS	STATE CAPACITY PER FACILITY	PRIVATE CAPACITY PER FACILITY	GRAND TOTAL
ACADEMIC			
GED	15	15	30
ACADEMIC SUB-TOTAL	15	15	30
SBS			
SOCIAL SCIENCE EDUCATION	15	15	30
SBS SUB-TOTAL	15	15	30

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

ENROLLMENT

During FY 2017, there were 11,145 enrolled offenders. **Figure 1** shows the demographic breakdown for offenders enrolled in Academic-GED programs and Career Technical Education during FY 2017. Hispanic and white males were the most prevalent in Academic-GED programs while white males and females were the most prevalent in Career Technical Education programs.
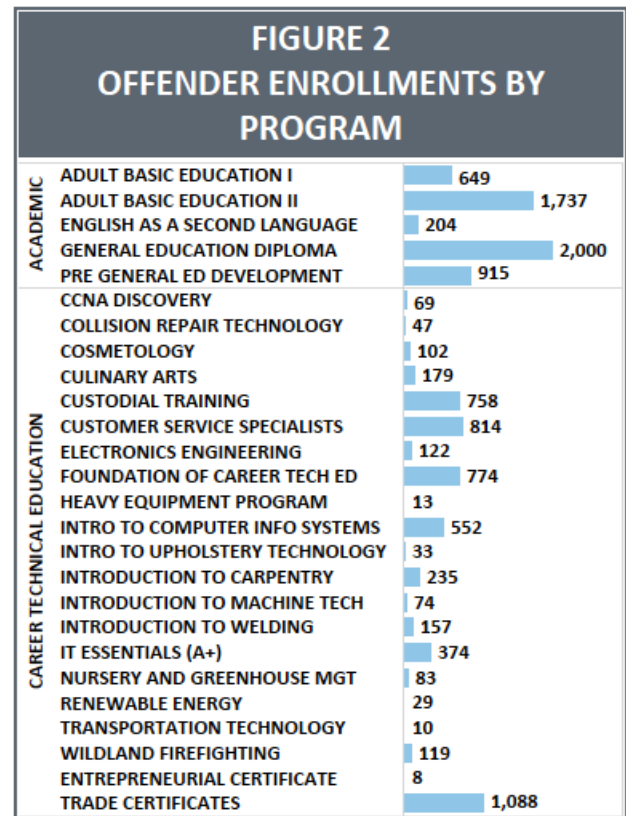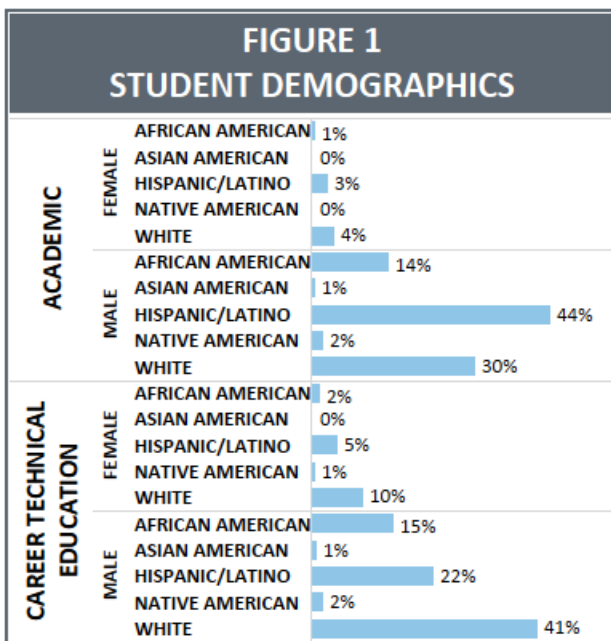
FIGURE 1
STUDENT DEMOGRAPHICS

ACADEMIC

FEMALE
- AFRICAN AMERICAN 1%
- ASIAN AMERICAN 0%
- HISPANIC/LATINO 3%
- NATIVE AMERICAN 0%
- WHITE 4%

MALE
- AFRICAN AMERICAN 14%
- ASIAN AMERICAN 1%
- HISPANIC/LATINO 44%
- NATIVE AMERICAN 2%
- WHITE 30%

CAREER TECHNICAL EDUCATION

FEMALE
- AFRICAN AMERICAN 2%
- ASIAN AMERICAN 0%
- HISPANIC/LATINO 5%
- NATIVE AMERICAN 1%
- WHITE 10%

MALE
- AFRICAN AMERICAN 15%
- ASIAN AMERICAN 1%
- HISPANIC/LATINO 22%
- NATIVE AMERICAN 2%
- WHITE 41%

FIGURE 2
OFFENDER ENROLLMENTS BY PROGRAM

ACADEMIC
- ADULT BASIC EDUCATION I — 649
- ADULT BASIC EDUCATION II — 1,737
- ENGLISH AS A SECOND LANGUAGE — 204
- GENERAL EDUCATION DIPLOMA — 2,000
- PRE GENERAL ED DEVELOPMENT — 915

CAREER TECHNICAL EDUCATION
- CCNA DISCOVERY — 69
- COLLISION REPAIR TECHNOLOGY — 47
- COSMETOLOGY — 102
- CULINARY ARTS — 179
- CUSTODIAL TRAINING — 758
- CUSTOMER SERVICE SPECIALISTS — 814
- ELECTRONICS ENGINEERING — 122
- FOUNDATION OF CAREER TECH ED — 774
- HEAVY EQUIPMENT PROGRAM — 13
- INTRO TO COMPUTER INFO SYSTEMS — 552
- INTRO TO UPHOLSTERY TECHNOLOGY — 33
- INTRODUCTION TO CARPENTRY — 235
- INTRODUCTION TO MACHINE TECH — 74
- INTRODUCTION TO WELDING — 157
- IT ESSENTIALS (A+) — 374
- NURSERY AND GREENHOUSE MGT — 83
- RENEWABLE ENERGY — 29
- TRANSPORTATION TECHNOLOGY — 10
- WILDLAND FIREFIGHTING — 119
- ENTREPRENEURIAL CERTIFICATE — 8
- TRADE CERTIFICATES — 1,088

Figure 2 shows the number of offenders enrolled in each program during FY 2017. With 2,000 offenders the General Education Diploma course had the largest number of enrollments, followed by Adult Basic Education II with 1,737 enrollments and Trade Certificates with 1,088 enrollments. In Career and Technical Education programs the highest enrolled programs in FY 2017 included Customer Service, Custodial Training and Intro to Computer Information Systems. Offenders may be enrolled in multiple programs per fiscal year.

CERTIFICATES

In FY 2017, 11,145 offenders were enrolled in an education program. Of these, 2,848 offenders completed 3,713 certificates and 674 GEDs. Another 504 offenders 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).
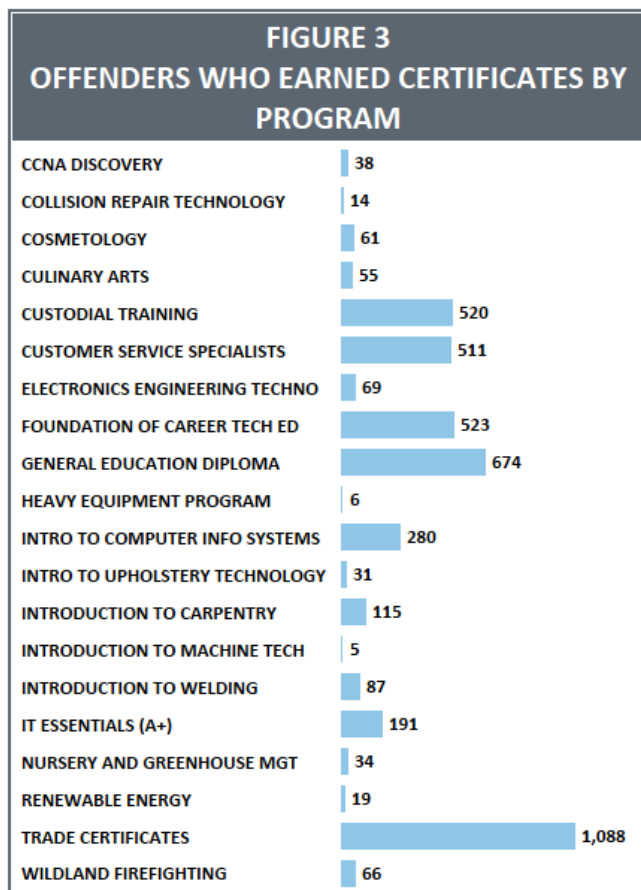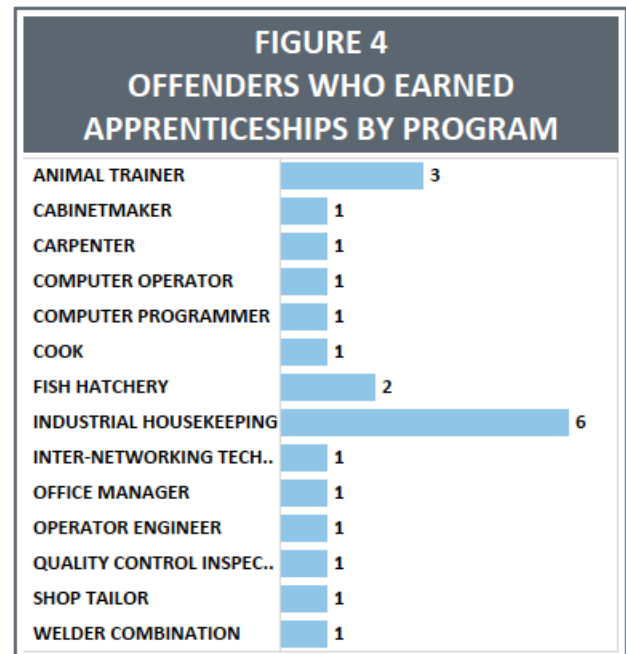
FIGURE 3
OFFENDERS WHO EARNED CERTIFICATES BY PROGRAM

Program	Count
CCNA DISCOVERY	38
COLLISION REPAIR TECHNOLOGY	14
COSMETOLOGY	61
CULINARY ARTS	55
CUSTODIAL TRAINING	520
CUSTOMER SERVICE SPECIALISTS	511
ELECTRONICS ENGINEERING TECHNO	69
FOUNDATION OF CAREER TECH ED	523
GENERAL EDUCATION DIPLOMA	674
HEAVY EQUIPMENT PROGRAM	6
INTRO TO COMPUTER INFO SYSTEMS	280
INTRO TO UPHOLSTERY TECHNOLOGY	31
INTRODUCTION TO CARPENTRY	115
INTRODUCTION TO MACHINE TECH	5
INTRODUCTION TO WELDING	87
IT ESSENTIALS (A+)	191
NURSERY AND GREENHOUSE MGT	34
RENEWABLE ENERGY	19
TRADE CERTIFICATES	1,088
WILDLAND FIREFIGHTING	66

Figure 3 lists the number of offenders who earned certificates in each program. There were 2,121 offenders who obtained a certificate in more than one program. The Trade certificate courses awarded the largest number of successful program completions. Once an offender has earned a GED certificate, he or she may attend as a para-professional,

(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 4** lists the number of offenders who earned apprenticeships during FY 2017. Industrial Housekeeping, Animal Trainer and Fish Hatchery apprenticeships were earned the most frequently in FY 2017.

FIGURE 4
OFFENDERS WHO EARNED APPRENTICESHIPS BY PROGRAM

Program	Count
ANIMAL TRAINER	3
CABINETMAKER	1
CARPENTER	1
COMPUTER OPERATOR	1
COMPUTER PROGRAMMER	1
COOK	1
FISH HATCHERY	2
INDUSTRIAL HOUSEKEEPING	6
INTER-NETWORKING TECH..	1
OFFICE MANAGER	1
OPERATOR ENGINEER	1
QUALITY CONTROL INSPEC..	1
SHOP TAILOR	1
WELDER COMBINATION	1

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 fiscal year. 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 2,897 offenders who were still enrolled in a course or courses on June 30, 2017. There were 28 offenders who discharged from an Academic-GED course because their GED or high school diploma was verified. 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. 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[2] 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 5,147 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

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[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.

can continue their education, but it will depend on whether the teacher can 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 2017, 1,829 offenders did not complete classes. Of these, 566 were removed for behaviors in the classroom, 421 were removed for institutional behavior, 769 were no longer qualified, and 46 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 3,318 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 STUDENTS BY CATEGORY	
PROGRAM COMPLETIONS	4,387
STILL ENROLLED	2,897
PROGRAM INCOMPLETES	1,829
TRANSFERS[a]	3,318
Prison	1,606
Parole/Community	996
Discharged Sentence	716
TOTAL STUDENTS ENROLLED	12,431

[a]Transfers includes: offenders paroled/discharged/transferred from facility, transferred from program, and offender transfer/paroled before completing program.

Note: Offenders may be duplicated.

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 2017 because some offenders were counted more than once if they were enrolled in multiple programs.

RE-ENTRY

OCCUPATIONAL EMPLOYMENT

Obtaining regular employment upon reentry is a crucial step for offender success. The education program aims to provide offenders with the skills necessary to successfully reintegrate into the local workforce.

| RANK	OCCUPATION GROUP
	TABLE 7 OCCUPATIONAL EMPLOYMENT PROJECTIONS
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.

Table 7 ranks the occupations in Colorado requiring short-term training projected through 2022. The education program strives to provide relevant and applicable career technical training to offenders and many of the certificates and Career Technical Education programs correspond to the top 10 industry jobs as categorized by the Colorado Department of Labor and Employment.

As of June 30, 2017, there were 10,577 offenders[3] on parole in Colorado. Shown in **Figure 5**, approximately 67% of the parole population were employed either full- or part-time. The remaining 33 % were absent from the employment system and most likely were without employment at that time. It is important to note that parolees in the part-time category may have multiple part-time jobs.

FIGURE 5 PERCENT OF PAROLEES EMPLOYED
FULL TIME 57.0%
PART TIME 10.3%
WITHOUT EMPLOYMENT 32.6%
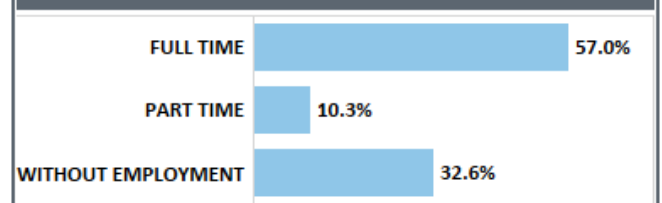
[3] Includes all parolees serving their sentence in Colorado except absconders as reported in CDOC's Monthly Population Report as of June 30, 2016.

RESEARCH

Studies consistently find that education programs in prison are successful in reducing recidivism and increasing future employment success. 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 far more likely to find a job after their release, and the social stability that comes with it. (Davis, Bozick, Steele, Saunders, & Miles, 2016[4]).

Currently, the CDOC is focused on ensuring that education programs are valid and offer marketable job skills, and on improving the accuracy of data collection. To assist with the delivery of programs and data collection, the CDOC's Division of Education piloted the use of computers in the classroom. This technology has become an integral part of improving the quality of programs and the department's ability to track offenders' progress. In FY 2014, computer-based assessment labs were created at each correctional facility. These assessment labs provide numerous computer-based testing and educational learning opportunities to students. Because of the security and versatility of these computer-based learning labs, technology has become the model of student success in CDOC Education. The CDOC has implemented a Learning Management System and computer-based instructional programs for Academic programming and Career and Technical Education. These systems are being used to streamline curriculum offerings; more readily evaluate and assess student progression, improve consistency in curriculum delivery and greatly improve the process of transferring grades to the Colorado Community College System.

Virtual welders and corresponding training for welding and machining programs have been implemented. These technologically advanced machines not only allow for more practice time for students but also generate cost avoidance for these programs by vastly reducing the number of materials necessary for instruction.

Additional technology opportunities that have been gained due to the implementation of computer-based labs include electronic versions of TABE testing, state-mandated Cosmetology exams, Electrician license renewal testing, AZTEC educational software for GED preparation, Computer Information Systems classroom software, typing assistance programs and many other computer-based exercises.

With the continued success of computer-based educational labs, many facilities are finding that the need for technology is greater than the available resources. In 2016, CDOC piloted the first Chromebook education program in four facilities. With strong security and infrastructure support, this pilot was deemed successful and in FY 2017 Chromebooks were utilized in all academic classrooms.

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[4] Davis, L. M., Bozick, R., Steele, J. L., Saunders, J., & Miles, J. (2016). The Case for Correctional Education in U.S. Prisons. A meta-analysis of programs that provide education to incarcerated adults. Santa Monica, CA: RAND Corporation.

FUNDING

The majority of the funding for the education program comes from the Long Bill, which appropriates general funds for educational and career technical educational 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 the 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 the education program by the Long Bill for FY 2017.

Table 9 shows all Academic-GED and Career Technical Education expenditures in state facilities for FY 2017. 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]	$13,171,752	$0	$0	$13,171,752
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	$225,749	$235,749
INDIRECT COSTS	$0	$0	$377	$377
TOTAL	**$16,223,626**	**$1,303,402**	**$637,141**	**$18,164,169**

[a]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/ FEDERAL**	**TOTAL**
ACADEMIC				
PERSONAL SERVICES*	$13,171,752	$0	$0	$13,171,752
OPERATING EXPENSES	$1,084,332	$330,006	$0	$1,414,338
CONTRACT SERVICES	$237,128	$0	$0	$237,128
EDUCATION GRANTS**	$0	$0	$9,600	$9,600
ACADEMIC SUB-TOTAL	**$13,057,150**	**$330,006**	**$9,600**	**$14,832,818**
VOCATIONAL				
PERSONAL SERVICES*	$15,331,096	$0	$0	$15,331,096
OPERATING EXPENSES	$2,815,615	$917,613	$165,480	$3,898,708
EDUCATION GRANTS	$0	$0	$91,865	$91,865
VOCATIONAL SUB-TOTAL	**$18,146,711**	**$917,613**	**$257,345**	**$19,321,669**
GRAND TOTAL	**$31,203,861**	**$1,247,619**	**$266,945**	**$34,154,487**

*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 A

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
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

*PRIVATE PRISON