COLORADO
Department of Corrections

Dean Williams
Executive Director

OVERVIEW OF EDUCATIONAL AND VOCATIONAL PROGRAMS

FISCAL YEAR 2018

PURSUANT TO HOUSE BILL 10-1112 AND

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

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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.) 17-32-105. This report presents information about the Colorado Department of Corrections (CDOC) facilities during fiscal year (FY) 2018.

The statute 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 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 a division of education within the CDOC and defined a correctional education program as a "comprehensive competency-based education program for persons in custody of the department." This act called for the CDOC to establish a program that would address illiteracy among incarcerated offender, increase educational and career technical proficiency and support re-entry into society. The statute specifies that offenders who are expected to release within five years will receive first priority for placement in the education programs to increase their chances of successful reentry into society and reduce recidivism. Additionally, the statute recognizes the need for offender and staff safety, allowing offenders who pose a security risk to be excluded from participating in the program.

In FY 2010, additions were made to the statute that encouraged the development of career and technical education to provide all eligible offenders with marketable re-entry skills that are relevant and in-demand. The correctional education statute also requires the CDOC to

utilize the Colorado Department of Labor and Employment (CDLE) Labor Trend Report to determine career and technical education programming, and mandates an annual report from the CDOC summarizing the activities of the education program.

During the FY 2012 legislative session, HB 12-1223 was passed which addressed Achievement Earned Time (AET) for offenders. A key provision of this bill established AET for any offender who successfully completes a milestone or phase of an educational, career and technical educational, 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 program for General Education Diplomas (GED) and Career Technical Education (CTE) programs, and a parole subprogram for wrap-around services. The CDOC's Division of Education has utilized this funding to develop exciting and innovative advancements in the field of offender education. With AET funds the education program has been able to make significant progress in providing additional opportunities in CTE programs.

The education program is fortunate to have entered into a number 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 with two and four year academic institutions and industry trade organizations to provide alternative college and industry certificate programming. These offerings include: Infrastructure Technician, Heating Ventilation and Air Conditioning (HVAC), Oil and Gas, Hazardous Waste Certification, Mobile Electrical and Mechanical labs, Veterinarian Technician, Ironworkers Training, Office Administration, Small Business Management, Entrepreneurship, and Business Processes.

The education program also instituted the Colorado Department of Transportation's (CDOT) updated Highway Flagging program and contracts on the delivery of a revamped Occupational Safety and Health Administration (OSHA) curriculum. The CDOC contracted with the CDLE 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 also expanded non-traditional programs and contracted with Red Rocks Community College (RRCC) for their Infrastructure Technician program. This 80 hour program is currently being offered at correctional facilities and provides four industry recognized certifications. In FY 2018, the Safety Specialist Program was also included.

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, La Vista Correctional Facility, the Youthful Offender System (YOS), and Arrowhead Correctional Center. Following

this union-certified 40 hour program, the Ironworkers Union participates in employment interviews with program completers.

The Gladiator program provides offenders the opportunity to receive industry specific skills in safety, re-bar tying, bar identification, torch and carrying requirements.

Other certificate programs include: Oil and Gas, Office Technician, Veterinarian Assistant, and Mobile Learning Labs delivered by Pueblo Community College. These Learning Labs provide offenders with industry sponsored training in electrical and mechanical applications with an emphasis in OSHA 10 skills. These labs are approximately two and a half weeks long and utilize advanced technology and learning resources recommended by the

industry. Other opportunities are offered through Adams State University, Colorado State University – Pueblo, Colorado Mountain College, and Trinidad State Junior College.

In partnership with the CDOC, Colorado College and Pueblo Community College have completed a pilot project to offer humanities and general education courses to YOS offenders with the intent to provide an opportunity to complete related degrees. After the successful completion of the pilot, Colorado College has agreed to continue to offer college courses in Applied Mathematics, Writing and Sociology at YOS.

Offenders from Skyline Correctional Center pose for a photo at the Cañon Minimum Centers after graduating from the Gladiator program on 10/6/2017.

PROGRAMS OFFERED

This section explains how the educational needs of offenders are assessed and the policies set by the CDOC to determine educational priorities and programs offered.

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 at intake. The assessment tool used 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. Offenders who cannot speak English are provided the opportunity to develop English language skills in each facility.

Academic program referrals are automatically generated using academic TABE scores. Referrals are maintained and remain in effect until an offender has successfully completed their GED. Offenders remain in GED 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, 2018, there were 18,035 offenders incarcerated in Colorado's state and private prisons. Of this population, approximately 76% have a GED or high school diploma. This population would be directed to CTE programs for marketable re-entry skills. This leaves a remaining population of approximately 4,200 offenders who need placement in a GED program.

The population of offenders needing GED programming varies greatly in their last grade level completed. The 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 a GED.

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: GED, CTE, Social and Behavioral Sciences, Colorado Correctional Industries (CCi), and Industry Based Education. **Table 1** identifies the programs offered at each facility as of June 30, 2018 (see Appendix A for a definition of facility acronyms).

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).

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

TABLE 1
PROGRAMS BY FACILITY

PROGRAMS	STATE																	PRIVATE		
	AVCF	BVCC	CCC	CCF	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCCF	SCF	TCF	YOS	BCCF	CCCF	CMRC
CTE																				
ACHIEVING SUCCESS								●												
BUSINESS FUNDAMENTALS															●	●				
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	●	●								●	●				●		●			
WORK SKILLS				●				●						●	●	●	●			
CCi																				
AUTOMOBILE REPAIR																				
CANINE BEHAVIOR CERTIFICATES		●				●	●	●				●			●	●				
HEAVY EQUIPMENT															●					
FOUNDATIONS OF CTE																				
PRINT TECHNOLOGY								●												
WILDLAND FIREFIGHTING		●											●							
ACADEMIC																				
ENGLISH AS A SECOND LANGUAGE	●	●			●														●	●
GED	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SBS																				
CONFLICT MANAGEMENT PROGRAM					●															
HEALTH											●			●	●					
MORAL RECONATION THERAPY	●		●	●				●		●	●				●					
PARENTING											●				●					
THINKING FOR A CHANGE	●	●		●	●	●	●	●		●	●	●	●	●	●	●	●			
THINKING FOR A CHANGE AFTERCARE						●								●						
TRANSITION ORIENTATION					●										●					
WHY TRY		●	●		●	●					●				●	●	●			

INSTRUCTORS

As of June 30, 2018, there were 183 education positions at CDOC facilities, including 80 CTE instructors, 68 GED instructors, 28 Library Personnel and 7 administrative assistants. According to the CDOC AR 500-01, GED and CTE educators are required to be licensed or credentialed through either the Colorado Department of Education (CDE) or the Colorado Community College System. All instructors at private correctional facilities are required to meet the same educational standards. During FY 2018 there were 13 educator positions at private correctional facilities.

As of June 30, 2018, the CDOC listed 18 vacant educational positions, which included 6 GED positions, 11 CTE positions, and a State Teacher II position.

Table 2 lists the number of educational staff vacancies at each facility. There were no reported educational vacancies at the private correctional facilities.

TABLE 2 NUMBER OF STAFF VACANCIES								
PROGRAMS	AVCF	BVCF	FCF	LCF	LVCF	SCCF	RCC	SCF
STATE TEACHER II	0	0	1	0	0	0	0	0
CTE								
CIS	1	0	1*	0	0	0	0	0
CUSTOMER SERVICE	0	1	1*	0	1*	0	0	0
CARPENTRY	0	0	0	0	0	0	0	0
CUSTODIAL	0	0	1*	1*	0	0	0	0
FOUNDATIONS OF CTE	0	1	0	0	0	0	0	0
SPECIALIZED PROGRAM FOR JUVENILES CONVICTED AS ADULTS (JCAP)	0	0	1*	0	0	0	0	0
MACHINING	0	0	1*	0	0	0	0	0
WELDING TECHNOLOGY	0	0	0	0	0	0	0	0
CTE SUB-TOTAL	**1**	**2**	**6**	**1**	**1**	**0**	**0**	**0**
ACADEMIC								
GED	1*	1*	0	0	0	1*	1*	2*
ACADEMIC SUB-TOTAL	**1***	**1***	**0**	**0**	**0**	**1***	**1***	**2***

*Staff hiring in process

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

	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		
TABLE 3 — NUMBER OF INSTRUCTORS BY FACILITY																						
CTE																						
ACHIEVING SUCCESS									1			0					1				0	1
BUSINESS FUNDAMENTALS																	0				0	0
CCENT DISCOVERY												0			1		1				0	1
COLLISION REPAIR TECHNOLOGY		2															2				0	2
COMPUTER INFORMATION SYSTEMS	0.5	1				0.5	0.50	0.5	1	1	1	1			3	0.5	10.5	1			1	11.5
COSMETOLOGY						1.00		1				2					4				0	4
CUSTODIAL TRAINING		1				1	1.00			1	1	0			2		7	1			1	8
CUSTOMER SERVICE SPECIALIST	2	2				0.5		0.5	2	0.5	1	0.5			1.3	0.5	10.8			1	1	11.8
ELECTRICAL TECHNOLOGY	0.5	0.5										0.5			1		2.5		0.5		0.5	3
FLORAL DESIGN												0					0				0	0
FOOD PRODUCTION MANAGEMENT	1	1					1.00		1		1				2	1	8				0	8
FOUNDATIONS OF CTE	1	1						1	1	1	1	1.5			2	1	10.5		0.5		0.5	11
INTRODUCTION TO CARPENTRY	0.5	0.5								0.5		0.5			1	1	4				0	4
IT ESSENTIALS	0.5	1				0.5	0.50	0.5	1	2		1			1	1	9				0	9
MACHINE TECHNOLOGY		1								1							2				0	2
NURSERY AND GREENHOUSE MGT												0					0		1		1	1
RENEWABLE ENERGY		0.5															0.5				0	0.5
TRADE CERTIFICATES						0					0.2						0.2				0	0.2
UPHOLSTERY TECHNOLOGY															1		1				0	1
WELDING TECHNOLOGY	1	1								1	1	1			1		6				0	6
WORK SKILLS												0					0				0	0
CTE SUB-TOTAL	**7**	**12.50**	**0**	**0**	**0**	**2.5**	**4**	**2.5**	**9**	**8**	**6.2**	**7.0**	**0**	**0**	**16.3**	**5**	**80**	**2**	**2**	**1**	**5**	**85**
ACADEMIC																						
GED	4	4	1	1	7	4	3	4	4	5	4	5	2	1	16	3	68	3	3	2	8	76
ACADEMIC SUB-TOTAL	**4**	**4**	**1**	**1**	**7**	**4**	**3**	**4**	**4**	**5**	**4**	**5**	**2**	**1**	**16**	**3**	**68**	**3**	**3**	**2**	**8**	**76**

Annual capacity for CTE and CCi programs are 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 2018 was Customer Service.

Table 4 shows the annual capacity for GED, CTE, and CCi programs across all facilities. Annual capacity is difficult to measure for GED

	STATE													STATE TOTAL	PRIVATE			PRIVATE TOTAL	GRAND TOTAL
PROGRAMS	AVCF	BVCC	CMC	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCF	TCF	YOS		BCCF	CCCF	CMRC		
CTE																			
BUSINESS FUNDAMENTALS													30	**30**				0	**30**
CCENT DISCOVERY											152	12		**164**				0	**164**
COLLISION REPAIR TECHNOLOGY		40												**40**				0	**40**
COMPUTER INFORMATION SYSTEMS	42	90	23	36	25	70	54	72	50		371	32		**865**	80			80	**945**
COSMETOLOGY				30		30			50				30	**140**				0	**140**
CUSTODIAL TRAINING		90	75	75			53	**	121		302			**716**				0	**716**
CUSTOMER SERVICE SPECIALIST	132	150	90	107	90	180	100	144	96		168	32	30	**1319**			75	75	**1394**
ELECTRICAL ENGINEERING TECH	30								25		40			**95**		40		40	**135**
ENTREPRENEURSHIP													30	**30**				0	**30**
FLORAL DESIGN									94					**94**				0	**94**
FOOD PRODUCTION MANAGEMENT	37			30		40		26			47	30		**210**				0	**210**
FOUNDATIONS OF CTE	100	120			150	90	30	120	90		160	75	60	**995**		60		60	**1055**
INTRODUCTION TO CARPENTRY	30	21				30			30		75	75		**261**				0	**261**
IT ESSENTIALS			23	15		78	60		45		135	24		**380**				0	**380**
MACHINE TECHNOLOGY		30				30								**60**				0	**60**
NURSERY AND GREENHOUSE MGT									63					**63**		40		40	**103**
RENEWABLE ENERGY		28												**28**				0	**28**
TRADE CERTIFICATES	*	*	*	*	*	*	*	*	*	*	*	*	*	**0**		*		0	**0**
TRANSPORTATION			3										30	**33**				0	**33**
UPHOLSTERY TECHNOLOGY											33			**33**				0	**33**
WELDING TECHNOLOGY	30	25				32	30	96			60		20	**293**				0	**293**
CTE SUB-TOTAL	**401**	**594**	**214**	**293**	**265**	**520**	**387**	**458**	**664**	**0**	**1543**	**280**	**230**	**5849**	**80**	**140**	**75**	**295**	**6144**
CCi																			
HEAVY EQUIPMENT		0	2								15	15	15	**47**				0	**47**
PRINT TECHNOLOGY						103								**103**				0	**103**
TRANSPORTATION			3											**3**				0	**3**
WILDLAND FIREFIGHTING**		27	21							29				**77**				0	**77**
CCi SUB-TOTAL	**0**	**27**	**26**	**0**	**0**	**103**	**0**	**0**	**0**	**29**	**15**	**15**	**15**	**230**	**0**	**0**	**0**	**0**	**230**

*Provided on an as-needed basis by facility staff   **Seasonal course

and SBS courses due to variations in offender education level. For GED courses, offenders enter into programming at different levels and complete courses at their own pace. 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 GED and SBS programs, the seat capacity is reported for each class as of June 30, 2018.

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

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	YOS		BCCF	CCCF	CMRC		
ACADEMIC																							
ENGLISH AS A SECOND LANGUAGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	0	**0**	**0**
GED	133	104	38	14	60	110	45	70	135	100	83	150	30	20	450	48	55	**1590**	90	160	80	**330**	**1920**
ACADEMIC SUB-TOTAL	**133**	**104**	**38**	**14**	**60**	**110**	**45**	**70**	**135**	**100**	**83**	**150**	**30**	**20**	**450**	**48**	**55**	**1590**	**90**	**160**	**80**	**330**	**1920**
SBS																							
SOCIAL SCIENCE EDUCATION	*	*	*	*	140	*	*	*	*	*	*	*	*	*	100	*	*	**240**	*	*	*	**0**	**240**
SBS SUB-TOTAL	**0**	**0**	**0**	**0**	**140**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**100**	**0**	**0**	**240**	**0**	**0**	**0**	**0**	**240**

*Intermittent course taught as needed

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

ENROLLMENT

During FY 2018, there were 11,474 enrolled offenders. **Figure 1** shows the demographic breakdown for offenders enrolled in GED programs and CTE during FY 2018. Hispanic and white males were the most prevalent in GED programs and CTE programs.

enrollments, and Foundation of CTE with 980 enrollments. In CTE programs the highest enrolled programs in FY 2018 included Customer Service, Foundation of CTE, and Trade Certificates. Offenders may be enrolled in multiple programs per fiscal year.
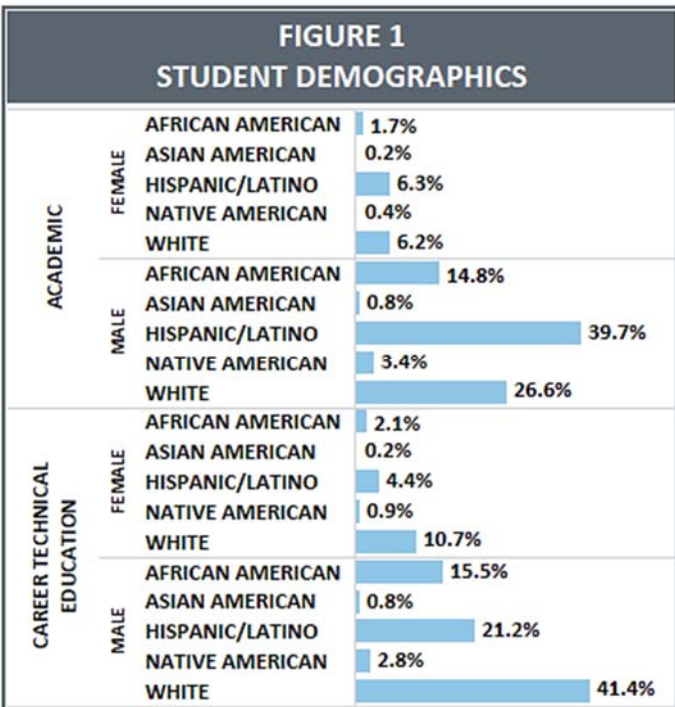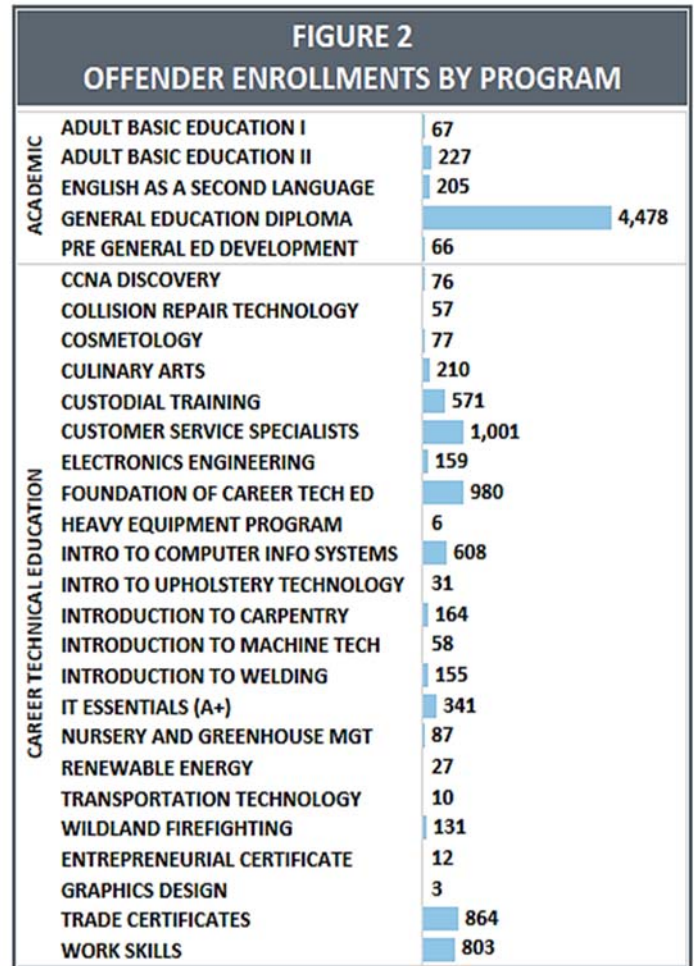

FIGURE 1
STUDENT DEMOGRAPHICS

ACADEMIC	FEMALE	AFRICAN AMERICAN	1.7%
		ASIAN AMERICAN	0.2%
		HISPANIC/LATINO	6.3%
		NATIVE AMERICAN	0.4%
		WHITE	6.2%
	MALE	AFRICAN AMERICAN	14.8%
		ASIAN AMERICAN	0.8%
		HISPANIC/LATINO	39.7%
		NATIVE AMERICAN	3.4%
		WHITE	26.6%
CAREER TECHNICAL EDUCATION	FEMALE	AFRICAN AMERICAN	2.1%
		ASIAN AMERICAN	0.2%
		HISPANIC/LATINO	4.4%
		NATIVE AMERICAN	0.9%
		WHITE	10.7%
	MALE	AFRICAN AMERICAN	15.5%
		ASIAN AMERICAN	0.8%
		HISPANIC/LATINO	21.2%
		NATIVE AMERICAN	2.8%
		WHITE	41.4%

Figure 2 shows the number of offenders enrolled in each program during FY 2018. With 4,478 offenders, the GED course had the largest number of enrollments, followed by Customer Service Specialists with 1,001

FIGURE 2
OFFENDER ENROLLMENTS BY PROGRAM

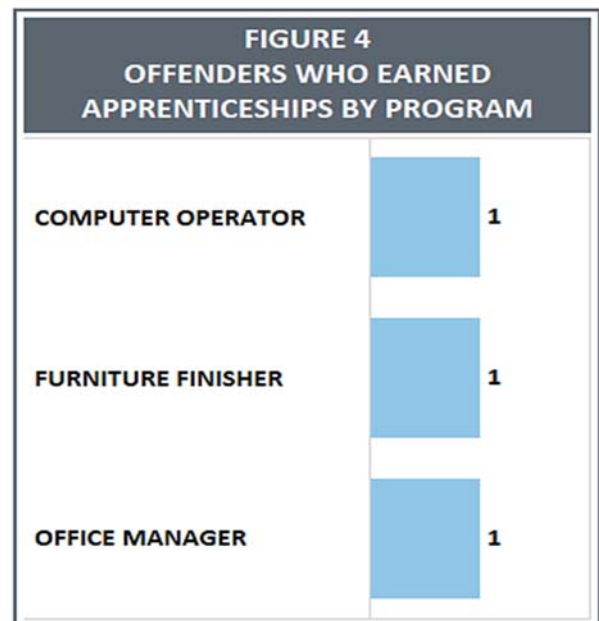|		
ACADEMIC	ADULT BASIC EDUCATION I	67
	ADULT BASIC EDUCATION II	227
	ENGLISH AS A SECOND LANGUAGE	205
	GENERAL EDUCATION DIPLOMA	4,478
	PRE GENERAL ED DEVELOPMENT	66
CAREER TECHNICAL EDUCATION	CCNA DISCOVERY	76
	COLLISION REPAIR TECHNOLOGY	57
	COSMETOLOGY	77
	CULINARY ARTS	210
	CUSTODIAL TRAINING	571
	CUSTOMER SERVICE SPECIALISTS	1,001
	ELECTRONICS ENGINEERING	159
	FOUNDATION OF CAREER TECH ED	980
	HEAVY EQUIPMENT PROGRAM	6
	INTRO TO COMPUTER INFO SYSTEMS	608
	INTRO TO UPHOLSTERY TECHNOLOGY	31
	INTRODUCTION TO CARPENTRY	164
	INTRODUCTION TO MACHINE TECH	58
	INTRODUCTION TO WELDING	155
	IT ESSENTIALS (A+)	341
	NURSERY AND GREENHOUSE MGT	87
	RENEWABLE ENERGY	27
	TRANSPORTATION TECHNOLOGY	10
	WILDLAND FIREFIGHTING	131
	ENTREPRENEURIAL CERTIFICATE	12
	GRAPHICS DESIGN	3
	TRADE CERTIFICATES	864
	WORK SKILLS	803

PROGRAM COMPLETION

CERTIFICATES

In FY 2018, 11,474 offenders were enrolled in an education program. Of these, 2,285 offenders completed 3,582 certificates and 842 GEDs. Another 78 offenders completed GED programs that do not offer diplomas (i.e. English as a Second Language, Adult Basic Education I, Adult Basic Education II, and Pre-General Educational Development).

Figure 3 lists the number of offenders who earned certificates in each program. There were 2,285 offenders who obtained a certificate in more than one program. The Trade certificate courses awarded the largest number of successful program completions.
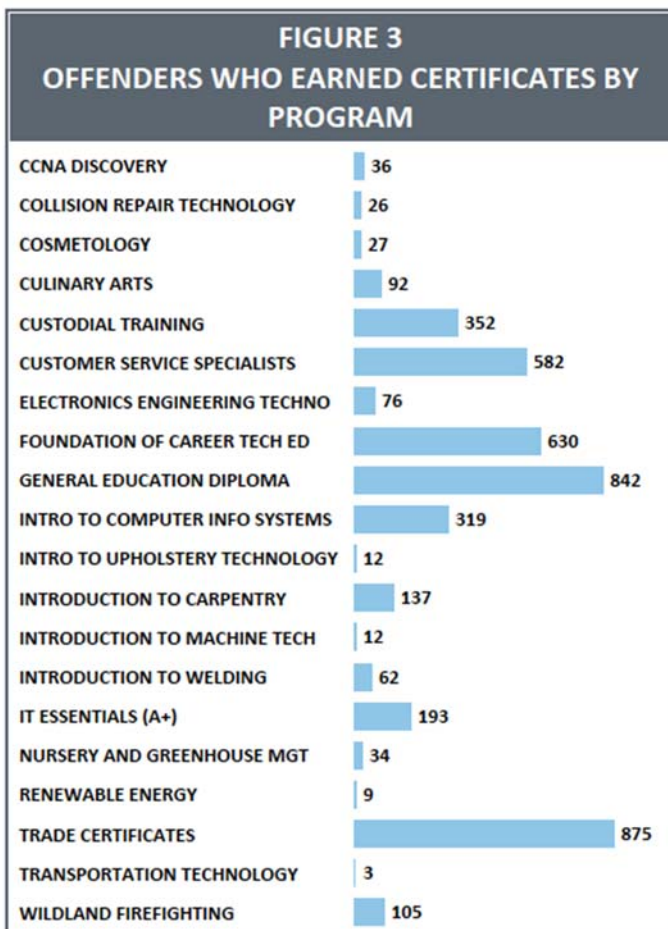
Once an offender has earned a GED, he or she may attend classes as a para-professional, (i.e. a position that functions as an aide to the instructor), assisting offenders with instructions, assignments, and other classroom needs. In addition, an offender who obtains a CTE certificate within a program 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 CDLE. **Figure 4** lists the number of offenders who completed apprenticeships during FY 2018.

FIGURE 3
OFFENDERS WHO EARNED CERTIFICATES BY PROGRAM

Program	Count
CCNA DISCOVERY	36
COLLISION REPAIR TECHNOLOGY	26
COSMETOLOGY	27
CULINARY ARTS	92
CUSTODIAL TRAINING	352
CUSTOMER SERVICE SPECIALISTS	582
ELECTRONICS ENGINEERING TECHNO	76
FOUNDATION OF CAREER TECH ED	630
GENERAL EDUCATION DIPLOMA	842
INTRO TO COMPUTER INFO SYSTEMS	319
INTRO TO UPHOLSTERY TECHNOLOGY	12
INTRODUCTION TO CARPENTRY	137
INTRODUCTION TO MACHINE TECH	12
INTRODUCTION TO WELDING	62
IT ESSENTIALS (A+)	193
NURSERY AND GREENHOUSE MGT	34
RENEWABLE ENERGY	9
TRADE CERTIFICATES	875
TRANSPORTATION TECHNOLOGY	3
WILDLAND FIREFIGHTING	105

FIGURE 4
OFFENDERS WHO EARNED APPRENTICESHIPS BY PROGRAM

Program	Count
COMPUTER OPERATOR	1
FURNITURE FINISHER	1
OFFICE MANAGER	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 2,931 offenders who were still enrolled in a course or courses on June 30, 2018. There were 77 offenders who discharged from a 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 are 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 review of the data showed that comments explaining the reason the offender left the class was required in addition to the codes. 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 discharge reason. There were no records where the reason for discharge was omitted. Finally, because an offender could potentially have several discharges in a single year, 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[1] or having an ongoing legal or healthcare condition. The reasons for non-completion may be outside of the offender's control. This section details the 5,531 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 movements, this offender will not be able to attend class and may be discharged. Some of these offenders can continue their education,

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

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 healthcare or legal issue. For FY 2018, 2,216 offenders did not complete classes. Of these, 809 were removed for behaviors in the classroom, 417 were removed for institutional behavior, 911 no longer qualified, and 79 were discharged due to an extended healthcare or legal issue, which could mean the offender was away from the facility for an indefinite amount of time.

An offender may also 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 3,284 offenders who did not complete a program because they were transferred out of the program or facility, discharged their sentence, or were released to parole or community corrections.

TABLE 6 STUDENTS BY CATEGORY	
PROGRAM COMPLETIONS	3,215
STILL ENROLLED	2,890
PROGRAM INCOMPLETES	2,216
TRANSFERS[a]	3,315
Prison	1,051
Parole/Community	1,311
Discharged Sentence	953
TOTAL STUDENTS ENROLLED	14,951

[a]Transfers include offenders paroled, discharged, or transferred from facility, or transferred from the program before completion.

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 2018 because some offenders were counted more than once if they were enrolled in multiple programs.

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.

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

Note. Modified from the Careers: On-The-Job Training, Short-Term Training table on the CDLE website, https://www.colorado.gov/pacific/cdle/careers-job-training.

Table 7 ranks the top occupational fields in Colorado requiring short-term training projected through FY 2022. The education program strives to provide relevant and applicable career technical training to offenders and many of the certificates and CTE programs correspond to the top 10 industry jobs as categorized by the CDLE.

As of June 30, 2018, there were 7,024 offenders[2] on regular or intensive supervision parole in Colorado. Shown in **Figure 5**, 51.1% of the parole population were employed either full- or part-time, and 48.9% were unemployed or their employment status was unknown. Individuals who were unable to work due to disability, retirement, healthcare condition, residential treatment or death are not included in these percentages. It is important to note that parolees in the employed category may have full-time or part-time jobs.
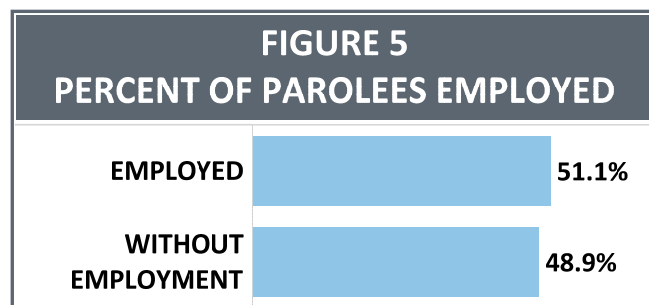
FIGURE 5 PERCENT OF PAROLEES EMPLOYED

EMPLOYED 51.1%
WITHOUT EMPLOYMENT 48.9%

[2] Excludes Residential Transition, County Jail, Absconders, Other and Interstate parolees as reported in CDOC's Monthly Population Report as of June 30, 2018.

RESEARCH

Studies consistently find that education programs in prison are successful in reducing recidivism and increasing future employment success. A recent meta-analysis research study 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[3]).

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 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 CTE. 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 FY 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 2018 Chromebooks continued to be utilized in all academic classrooms.

[3] 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, but a larger portion offsets the cost of education. **Table 8** presents funding appropriated to the education program by the Long Bill for FY 2018.

Table 9 shows all GED and CTE expenditures in state facilities for FY 2018. 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]	$13,289,402	$0	$0	$13,289,402
OPERATING EXPENSES	$2,835,358	$1,293,402	$411,015	$4,539,775
CONTRACT SERVICES	$237,128	$0	$0	$237,128
EDUCATION GRANTS	$0	$0	$133,958	$133,958
INDIRECT COSTS	$0	$0	$311	$311
TOTAL	**$16,361,888**	**$1,293,402**	**$545,284**	**$18,200,574**

[a]Personal services appropriated by the Long Bill do not include all associated payroll expenses such as shift, health, life, dental and short-term disability.

TABLE 9				
EDUCATION SUMMARY EXPENDITURES BY FUND				
	GENERAL	**CASH**	**RE-APPROPRIATED/ FEDERAL**	**TOTAL**
ACADEMIC				
PERSONAL SERVICES*	$12,535,822	$0	$0	$12,535,822
OPERATING EXPENSES	$1,083,561	$463,751	$0	$1,547,312
CONTRACT SERVICES	$237,128	$0	$0	$237,128
EDUCATION GRANTS**	$0	$0	$17,089	$17,089
ACADEMIC SUB-TOTAL	**$13,856,511**	**$463,751**	**$17,089**	**$14,337,351**
VOCATIONAL				
PERSONAL SERVICES*	$2,797,177	$0	$0	$2,797,177
OPERATING EXPENSES	$1,748,898	$796,330	$213,876	$2,759,104
EDUCATION GRANTS	$0	$0	$60,000	$60,000
VOCATIONAL SUB-TOTAL	**$4,546,075**	**$796,330**	**$273,876**	**$5,616,281**
GRAND TOTAL	**$18,402,586**	**$1,260,081**	**$290,965**	**$19,953,632**

*Note: Fund splits between General Fund and cash funds were based upon ratios of the total expenses of 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
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
YOS	YOUTHFUL OFFENDER SYSTEM

*PRIVATE CORRECTIONAL FACILITY