COLORADO
Department of Corrections

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OVERVIEW OF EDUCATIONAL AND VOCATIONAL PROGRAMS REPORT

FISCAL YEAR 2022

DUE BY JANUARY 31, 2023, PURSUANT TO HOUSE BILL 10-1112 AND

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

PREPARED BY
THE OFFICE OF PLANNING AND ANALYSIS
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INTRODUCTION

The annual Overview of Educational and Vocational Programs report provides information on the educational programs pursuant to House Bill (HB) 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) 2022. C.R.S 17-32-105 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 the custody of the department." This act called for the CDOC to establish a program that would address illiteracy among incarcerated inmates, increase educational and career technical proficiency, and support reentry into society. The statute specifies that inmates who are expected to release within 5 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 inmate and staff safety, allowing inmates who pose a security risk to be excluded from participating in the program.

Additions to the statute in FY 2010 encouraged the development of career and technical education to provide all eligible inmates with marketable reentry 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 programs 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 inmates. A key provision of this bill established AET for any inmate who successfully completes a milestone or phase of an educational, career and technical educational, therapeutic, or reentry 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, as well as to a parole subprogram for wrap-around services. The CDOC's Division of Education has utilized this funding to develop exciting and innovative advancements in inmate education. With AET funds, the education program has made significant progress in providing additional opportunities in CTE programs.

The U.S. Department of Education's Second Chance Pell Experimental program was awarded to Trinidad State College in 2020. The Second Chance Pell Experimental program reinstated Pell Grant eligibility for incarcerated students. The Second Chance Pell experiment has provided higher education opportunities to justice-involved individuals who have previously been unable to access federal need-based financial aid. This program was offered in a synchronous virtual modality and has provided opportunities for our justice-involved individuals throughout the CDOC to access higher education. To date, the program has enrolled 176 individuals to work towards an Associate of Applied Science (AAS) and Associate of Arts (AA) degree. 45 individuals earned an AAS or AA degree in FY 2021/2022.

The education program is fortunate to have entered into several collaborative college and industry training programs offered to inmates utilizing AET funding. The education program has successfully offered classes and industry training opportunities through collaboration with 2-year and 4-year academic institution 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 to deliver a revamped Occupational Safety and Health Administration (OSHA) curriculum. The CDOC contracted with the CDLE to continue to offer this nationally accepted safety program. Receiving this training and accompanying certificate is instrumental in preparing inmates for employment in construction and related

industries.

In addition, the education program expanded non-traditional programs and contracted with Red Rocks Community College (RRCC) for its Infrastructure Technician program. This 80-hour program is currently offered at correctional facilities and provides four industry-recognized certifications. In FY 2018, the Safety Specialist program was also added.
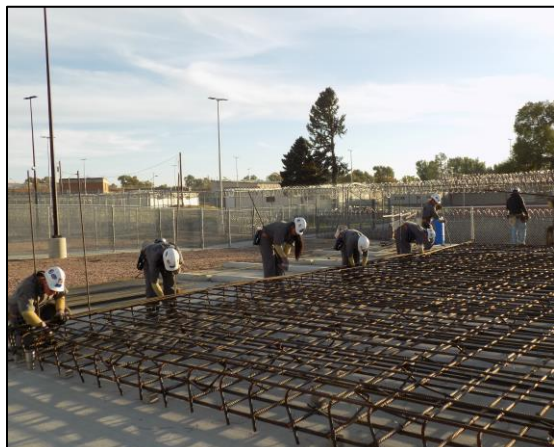
The Gladiator program provides female inmates the opportunity to receive industry specific skills in safety, rebar tying, bar identification, torch and carrying requirements. The female inmates from La Vista Correctional Facility are demonstrating their skills in rebar tying.

The Gladiator program, sponsored by the Ironworkers Union, offers a 40-hour skill-based training to inmates at several CDOC minimum centers: Four Mile Correctional Center (FMCC), La Vista Correctional Facility (LVCF), the Youthful Offender System (YOS), and Arrowhead Correctional Center (ACC). Following this union-certified program, the Ironworkers Union participates in employment interviews with program completers.

Other certificate programs include: Oil and Gas, Office Technician, Veterinarian Assistant, and mobile learning labs delivered by Pueblo Community College. These learning labs provide inmates with industry sponsored training in electrical and mechanical applications with an emphasis on OSHA 10 skills. These labs are approximately 80 hours 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.

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

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, Political Science, World History, and Sociology at YOS.

*** COVID-19 NOTE ***

Due to the COVID-19 pandemic which continued into FY 2022, several academic and vocational programs had to be modified and/or suspended to protect the safety of CDOC inmates. As a consequence, a variety of participation-related figures in this year's report were impacted and made less directly comparable to baseline or to figures from FY 2019.

PROGRAMS OFFERED

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

ASSESSMENT AND REFERRAL

All adult inmates enter the CDOC through the Denver Reception and Diagnostic Center (DRDC). Staff assess the medical, mental health, and educational needs of inmates through several standardized assessments that the inmates complete at intake. The assessment tool used to determine education level is the Test of Adult Basic Education (TABE). This timed, multiple-choice assessment measures reading, math, and language skills, which provide an indication of educational grade levels. For example, a 4.2 on the TABE reading portion indicates a fourth grade, second-month reading level. An inmate receives three separate TABE scores for reading, math, and language. Inmates who cannot speak English are provided the opportunity to develop English language skills in each facility. In addition to formal assessments, inmates are interviewed and prior educational records are obtained to complete the picture of skills and needs of each inmate to include applicable special education involvement.

High School Equivalency (HSE) is academic programming leading to an HSE diploma administered through numerous vendors, such as GED and the High School Equivalency Test (HiSET). Academic program referrals are automatically triggered based on whether or not the inmate has earned a high school diploma or equivalency credential. Referrals are maintained and remain in effect until an inmate has successfully completed their HSE. Inmates remain in HSE classes until they obtain their HSE; however, inmates have the option of declining HSE classes by submitting a written refusal. Inmates serving a life sentence (with or without parole), have been sentenced to death, or who pose a security risk, receive a lower priority flag that determines program participation requirements. Incarcerated individuals under the age of 22 are prioritized based on current FERPA regulations (Family Educational Rights and Privacy Act) and IDEA (Individuals with Disabilities Education Act).

POPULATION NEEDS

As of June 30, 2022, there were 16,594 inmates incarcerated in Colorado's state and private prisons. Of this population, approximately 61% have an HSE or high school diploma. This population would be directed to CTE programs for marketable reentry skills. This leaves a remaining population of approximately 6,391 inmates who need placement in an HSE program.

The population of inmates needing HSE programming varies greatly in their last grade level completed. The majority function within the 5th to 7th-grade-level span. All inmates, regardless of academic grade level, will be placed in the HSE pathway and provided the appropriate education to achieve an HSE.

PROGRAM CATEGORIES

The education program offers individual academic, career and technical, and social science-based education programming to help inmates obtain marketable job skills. These programs fall into five categories: Academic/HSE, CTE, Social Science Education (SSE), Industry Certificates, and College Partner. **Table 1** identifies the programs offered at each facility as of June 30, 2022 (see Appendix A for a definition of facility acronyms).

In CTE courses, inmates 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, Culinary Art, Computer Information System, Machining, 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 inmate. 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 4 facilities, along with A+ and Cisco Certified Entry Level Technician (CCENT). Inmates can also work in apprenticeships to earn certificates from the United States Department of Labor.

Industry Certificates prepare inmates for possible work in the Colorado Correctional Industries (CCi) program. 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. Inmates 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 inmates for their HSE. To obtain the HSE, inmates 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).

SSE courses assist inmates in identifying criminal thinking and behavioral patterns by dealing with societal and personal awareness (CDOC Administrative Regulation (AR) 500-01). SSE curriculum consists of programming developed based on facility needs.

TABLE 1
Programs by Facility

PROGRAMS	STATE															PRIVATE	
	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCF	TCF	BCCF	CCCF
CTE																	
Business Fundamentals																	
Collision Repair Technology		•															
Computer Information Systems	•	•		•		•	•	•		•	•	•		•	•	•	
Computer Aided Drafting								•		•							
Cosmetology												•					
Custodial Training	•					•				•				•			
Customer Service Specialist	•	•	•	•		•		•			•	•		•	•		
Electronics Technology	•																•
Foundations of CTE	•	•		•		•	•			•	•	•		•	•		•
Graphics Design																	
Heavy Equipment		•		•													
Introduction to Carpentry								•				•		•	•		•
Introduction to Culinary Arts	•	•				•		•						•			
IT Essentials (Cisco Level 1)							•	•						•	•		
Machine Technology		•								•							
Nursery and Greenhouse Mgt																	•
Personal Achieving Strategies			•					•				•		•			
Welding Technology	•	•								•	•						
Wildland Firefighting		•															
INDUSTRY CERTIFICATES																	
Canine Behavior Certificates						•		•						•			
Forklift Certificate						•		•									
Trade Certificates	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Work Skills	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ACADEMIC/HSE																	
English as a Second Language	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GED	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
COLLEGE PARTNER																	
College Certificate		•		•		•		•		•				•			
Pueblo Community College Certificate			•			•		•		•				•			•
Second Chance Pell	•	•		•	•	•		•		•	•	•		•	•		•
SOCIAL SCIENCE EDUCATION																	
Conflict Management Program																	
Development of Ethics					•												
Health																	
Independent Living Aftercare																	
Independent Living Phase I										•							
Independent Living Phase III				•													
Independent Living Phase IV				•													
Maximum Comprehensive Custody														•			
Juveniles Convicted as Adults										•							
Moral Reconation Therapy		•		•	•	•		•		•	•		•	•	•		
Thinking for a Change						•				•					•		
Transition Orientation																	
Why Try	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* Provided on an as needed basis

INSTRUCTORS

As of June 30, 2022, there were 142.0 full-time equivalent staffed education positions at CDOC state facilities: 54.5 CTE instructors, 53.0 HSE instructors, 6.5 SSE instructors, 23.0 library personnel, and 5.0 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. As of June 30, 2022, there were 12.0 full-time equivalent staffed education positions at private correctional facilities; 5.0 CTE instructors and 7.0 HSE instructors.

Table 2 lists the number of educational staff vacancies at each facility.

TABLE 2 Number of Staff Vacancies													
PROGRAMS	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	FCF	LCF	LVCF	RCC	SCF	TCF
State Teacher II				1										
STATE TEACHER SUB-TOTAL	-	-	-	1	-	-	-	-	-	-	-	-	-	-
AAA		1					1							
Business													1	
Cosmetology								1						
Computer Information Systems													3	
Culinary	1									1			2	
Customer Service Specialist				1										
Foundations of CTE											1			
Foundations of CTE Trainee		1											1	
Liaison II		1				1			1					
Library	1	2		2				2				1	1	
SB 180									1					
Welding		1							1	1			1	
COG Trainee					1									
CTE SUB-TOTAL	2	6	-	3	1	1	1	3	3	2	1	1	9	-
GED	2	1	1		2			1	2		2		5	1
ACADEMIC/HSE SUB-TOTAL	2	1	1	-	2	-	-	1	2	-	2	-	5	1
TOTAL	4	7	1	4	3	1	1	4	5	2	3	1	14	1

Note: Staff Hiring in Process

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

PROGRAMS	STATE															STATE TOTAL	PRIVATE		PRIVATE TOTAL	GRAND TOTAL
	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCF	TCF		BCCF	CCCF		
CTE																				
Business Fundamentals														1		1			-	1
Collision Repair Technology		1														1			-	1
Computer Information Systems	1	0.5		1		1	0.5	1		1	1	1		4	0.5	12.5	1		1	13.5
Computer Aided Drafting																-			-	-
Cosmetology						1						2				3			-	3
Custodial Training										1				1		2	1		1	3
Customer Service Specialist	0.5	1	1	1		1		1		0.5	0.5	1		1	0.5	9			-	9
Electronics Technology	0.5											0.5				1		0.5	0.5	1.5
Foundations of CTE	1	1		0.5			1	1		0.5	1	1		2	0.5	9.5		0.5	0.5	10
Graphics Design																-			-	-
Heavy Equipment																-			-	-
Introduction to Carpentry	0.5			0.5								0.5				1.5			-	1.5
Introduction to Culinary Arts	1	1			1			1			1			2		7			-	7
IT Essentials (Cisco Level 1)		0.5			0.5										0.5	1.5			-	1.5
Machine Technology		1								1						2			-	2
Nursery and Greenhouse Mgt																-		1	1	1
Personal Achieving Strategies																-			-	-
Welding Technology		1								0.5	1			1		3.5	1		1	4.5
Wildland Firefighting																-			-	-
CTE TOTAL	4.5	7	1	3	-	3	2	5	-	4.5	4.5	6	-	12	2	54.5	3	2	5	59.5
ACADEMIC/HSE																				
English as a Second Language	*	*	*	*	*	*	*	*	*	*	*	*	*	*		-	*	*	-	-
GED	2.5	3	4	3	3	3	2	2.5		4.5	4	3.5	2	14	2	53	3	4	7	60
ACADEMIC/HSE TOTAL	2.5	3	4	3	3	3	2	2.5	-	4.5	4	3.5	2	14	2	53	3	4	7	60
SOCIAL SCIENCE EDUCATION																				
Conflict Management Program					0.5											0.5			-	0.5
Development of Ethics					0.5											0.5			-	0.5
Health														*		-			-	-
Independent Living Aftercare				*												-			-	-
Independent Living Phase I										*						-			-	-
Independent Living Phase III										*						-			-	-
Independent Living Phase IV										*						-			-	-
Maximum Comprehensive Custody					1									3		4			-	4
Juveniles Convicted as Adults				*						1		*				1			-	1
Moral Reconation Therapy	*	*	*	*	*	*	*	*	*	0.5	*	*	*	*	*	0.5			-	0.5
Thinking for a Change							*	*		*				*		-	*	*	-	-
Transition Orientation					*									*		-			-	-
Why Try	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*	-	-
SOCIAL SCIENCE EDUCATION TOTAL	-	-	-	-	2	-	-	-	-	1.5	-	-	-	3	-	6.5	-	-	-	6.5

* Provided on an as needed basis

Note: Industry Certificates and College Partner classes are taught by instructors not employed by the CDOC.

ANNUAL PROGRAM CAPACITY

Annual capacity for CTE and Industry Certificates programs is determined by multiplying the class seat capacity by the number of contact hours and the estimated number of 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 2022 was Customer Service Specialist.

Table 4 shows the annual capacity for CTE and Industry Certificates programs across all facilities. Annual capacity is difficult to measure for HSE and SSE courses due to variations in inmates' education levels.

TABLE 4
Annual Program Capacity Potential by Facility

PROGRAMS	STATE AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCF	TCF	STATE TOTAL	PRIVATE BCCF	CCCF	PRIVATE TOTAL	GRAND TOTAL
CTE																				
Business Fundamentals														30		30			-	30
Collision Repair Technology		40														40			-	40
Computer Information Systems	60	60		45		60	45	60		60	60	60		120	60	690	60		60	750
Computer Aided Drafting								60		60						120			-	120
Cosmetology								30				60				90			-	90
Custodial Training	80					80				80	80			80		400			-	400
Customer Service Specialist	75	150	75	75		75	75	150		75	75	75		150	75	1,125			-	1,125
Electronics Technology	30											30		45		105		15	15	120
Foundations of CTE	100	60		45		45		60		45	60	60		120	120	715		45	45	760
Graphics Design												45		45		90			-	90
Heavy Equipment				30												30			-	30
Introduction to Carpentry	15		15			15				15		15		45	45	165			-	165
Introduction to Culinary Arts	45					45		45			45			90	45	315			-	315
IT Essentials (Cisco Level 1)						15								60	15	90			-	90
Machine Technology		30								30						60			-	60
Nursery and Greenhouse Mgt																-		40	40	40
Personal Achieving Strategies								75		*		30		45		150			-	150
Welding Technology	30	30						45		30	45			30		210	45		45	255
Wildland Firefighting *			**										**			-			-	-
CTE TOTAL	435	370	75	210	-	260	195	525	-	395	365	375	-	860	360	4,425	105	100	205	4,630
INDUSTRY CERTIFICATES																				
Canine Behavior Certificates				*		*		*				*		*	*	-			-	-
Forklift Certificate		*		*		*	*			*				*		-			-	-
Trade Certificates	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*	-	-
Work Skills		*	*			*	*	*		*	*	*		*		-			-	-
INDUSTRY CERTIFICATES TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

For HSE courses, inmates enter into programming at different levels and complete courses at their own pace. HSE courses are offered as open entry, which means inmates may enter classes at any time as space becomes available. With SSE programs, annual capacities vary among facilities and inmates because of course components, instructional hours, and program length. Considering the difficulty in reporting annual capacity for HSE and SSE programs, the seat capacity is reported for each class as of June 30, 2022.

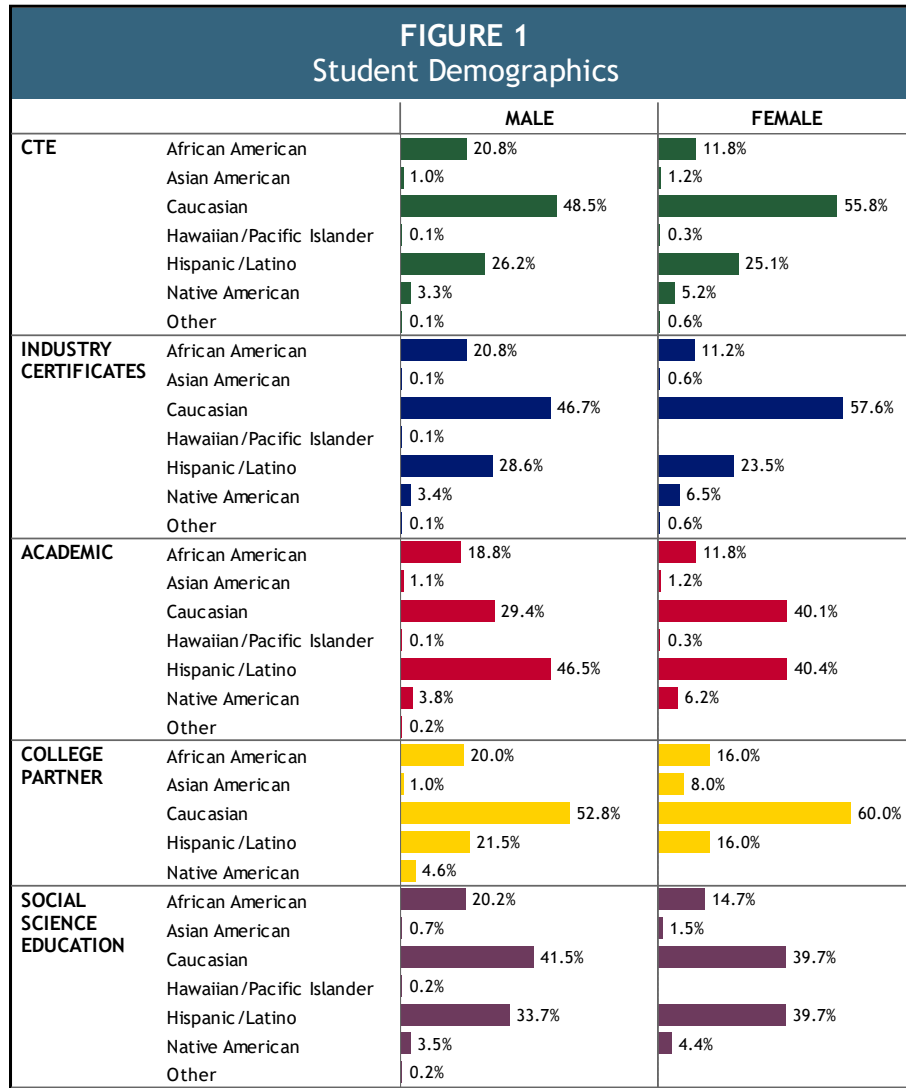Table 5 shows the average number of classroom seats available for each HSE and SSE program per facility.

	STATE															STATE TOTAL	PRIVATE		PRIVATE TOTAL	GRAND TOTAL
PROGRAMS	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCF	TCF		BCCF	CCCF		
ACADEMIC/HSE																				-
English as a Second Language	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	*	*	-	
GED	120	150	150	90	60	90	60	120	30	150	100	150	60	450	60	**1,840**	90	160	**250**	**2,090**
ACADEMIC/HSE SUBTOTAL	120	150	150	90	60	90	60	120	30	150	100	150	60	450	60	**1,840**	90	160	**250**	**2,090**
COLLEGE PARTNER																				
College Certificate		*		*		*		*		*				*		-			-	-
Pueblo Community College Certificate			*			*		*		*				*		-			-	-
Second Chance Pell	*	*		*	*	*		*		*	*	*		*	*	-			-	-
COLLEGE PARTNER SUB-TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SOCIAL SCIENCE EDUCATION																				
Conflict Management Program					*											-			-	-
Development of Ethics					*											-			-	-
Health																-			-	-
Independent Living Aftercare				*												-			-	-
Independent Living Phase I										*						-			-	-
Independent Living Phase III				*												-			-	-
Independent Living Phase IV				*						*						-			-	-
Maximum Comprehensive Custody					*									*		-			-	-
Juveniles Convicted as Adults										*		*				-			-	-
Moral Reconation Therapy		*		*	*	*		*		*	*		*	*	*	-			-	-
Thinking for a Change						*				*				*		-			-	-
Transition Orientation					*									*		-			-	-
Why Try	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-			-	-
SOCIAL SCIENCE EDUCATION SUB-TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

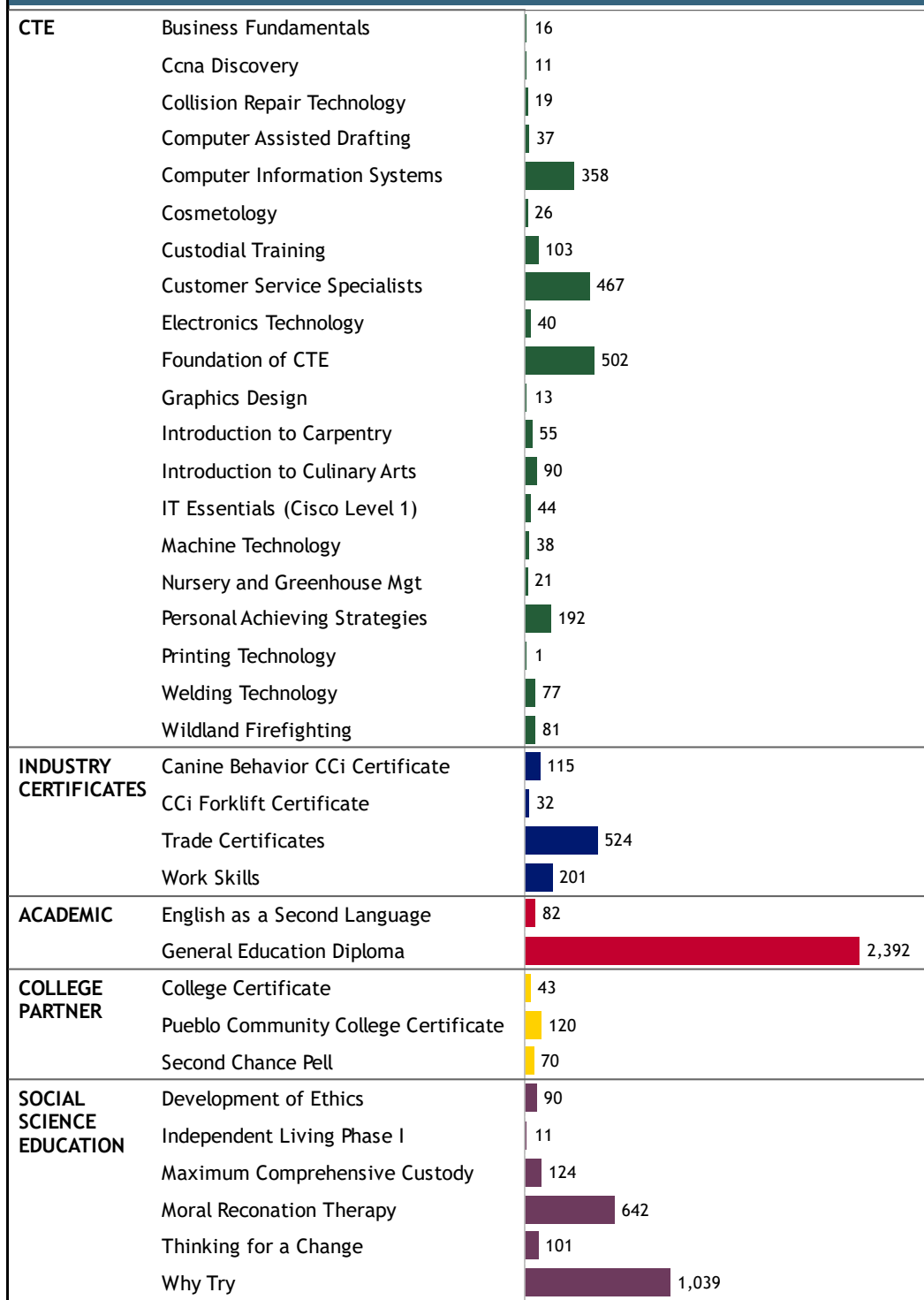* Provided on an as-needed basis by facility staff

ENROLLMENT

During FY 2022, there were 5,799 distinct enrolled inmates. **Figure 1** shows the demographic breakdown for inmates enrolled in five program categories in FY 2022. Caucasians were most prevalent in CTE, Industry Certificates, College Partner programs, and for males in SSE. Hispanic/Latinos were most prevalent in Academic programs and for females in SSE programs.

FIGURE 1 Student Demographics				
		MALE		**FEMALE**
CTE	African American	20.8%		11.8%
	Asian American	1.0%		1.2%
	Caucasian	48.5%		55.8%
	Hawaiian/Pacific Islander	0.1%		0.3%
	Hispanic/Latino	26.2%		25.1%
	Native American	3.3%		5.2%
	Other	0.1%		0.6%
INDUSTRY CERTIFICATES	African American	20.8%		11.2%
	Asian American	0.1%		0.6%
	Caucasian	46.7%		57.6%
	Hawaiian/Pacific Islander	0.1%		
	Hispanic/Latino	28.6%		23.5%
	Native American	3.4%		6.5%
	Other	0.1%		0.6%
ACADEMIC	African American	18.8%		11.8%
	Asian American	1.1%		1.2%
	Caucasian	29.4%		40.1%
	Hawaiian/Pacific Islander	0.1%		0.3%
	Hispanic/Latino	46.5%		40.4%
	Native American	3.8%		6.2%
	Other	0.2%		
COLLEGE PARTNER	African American	20.0%		16.0%
	Asian American	1.0%		8.0%
	Caucasian	52.8%		60.0%
	Hispanic/Latino	21.5%		16.0%
	Native American	4.6%		
SOCIAL SCIENCE EDUCATION	African American	20.2%		14.7%
	Asian American	0.7%		1.5%
	Caucasian	41.5%		39.7%
	Hawaiian/Pacific Islander	0.2%		
	Hispanic/Latino	33.7%		39.7%
	Native American	3.5%		4.4%
	Other	0.2%		

Note: Percentages may not total 100% due to rounding.

Figure 2 shows the number of inmates enrolled in each program during FY 2022. The highest enrolled programs for each of the five different program categories during FY 2022 were as follows: "Foundation of CTE" in CTE, "Trade Certificates" in Industry Certificates, "General Education Diploma" in Academic, the "Pueblo Community College Certificate" in College Partner programs, and "Why Try" in SSE.

FIGURE 2
Enrollments by Program

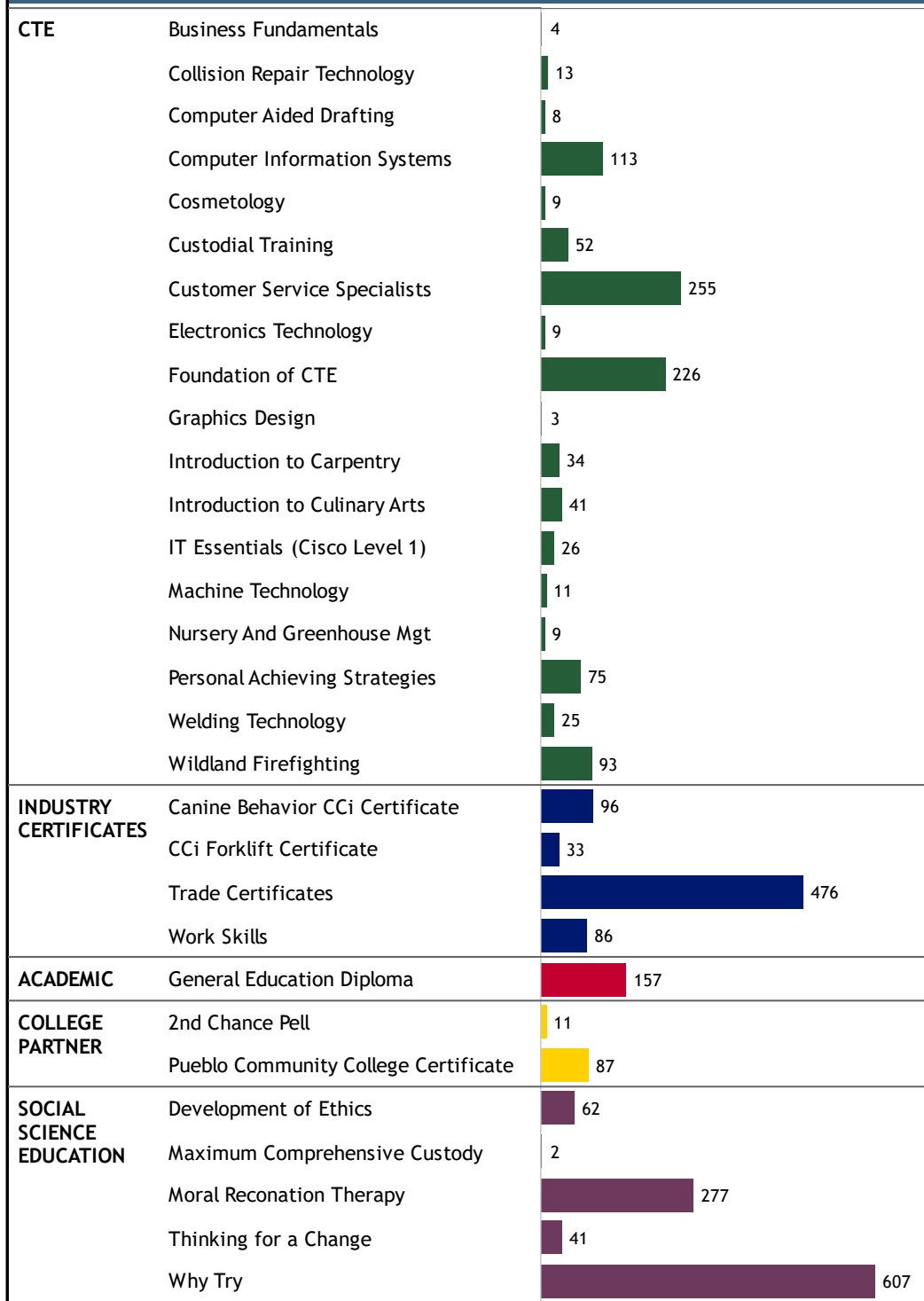| Category	Program	Enrollments
CTE	Business Fundamentals	16
	Ccna Discovery	11
	Collision Repair Technology	19
	Computer Assisted Drafting	37
	Computer Information Systems	358
	Cosmetology	26
	Custodial Training	103
	Customer Service Specialists	467
	Electronics Technology	40
	Foundation of CTE	502
	Graphics Design	13
	Introduction to Carpentry	55
	Introduction to Culinary Arts	90
	IT Essentials (Cisco Level 1)	44
	Machine Technology	38
	Nursery and Greenhouse Mgt	21
	Personal Achieving Strategies	192
	Printing Technology	1
	Welding Technology	77
	Wildland Firefighting	81
INDUSTRY CERTIFICATES	Canine Behavior CCi Certificate	115
	CCi Forklift Certificate	32
	Trade Certificates	524
	Work Skills	201
ACADEMIC	English as a Second Language	82
	General Education Diploma	2,392
COLLEGE PARTNER	College Certificate	43
	Pueblo Community College Certificate	120
	Second Chance Pell	70
SOCIAL SCIENCE EDUCATION	Development of Ethics	90
	Independent Living Phase I	11
	Maximum Comprehensive Custody	124
	Moral Reconation Therapy	642
	Thinking for a Change	101
	Why Try	1,039

PROGRAM COMPLETION

CERTIFICATES

In FY 2022, 5,799 inmates were enrolled in an education program. Of these, 2,214 inmates completed 2,941 certificates and 1 HSE. **Figure 3** (next page) lists the number of inmates who earned certificates in each program. There were 532 inmates who obtained more than one certificate. The Why Try courses awarded the largest number of successful program completions.

Once an inmate has earned an HSE, they may attend classes as a paraprofessional (i.e. a position that functions as an aide to the instructor), assisting inmates with instructions, assignments, or other classroom needs. In addition, an inmate 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. There were nine inmates, that completed an apprenticeship within FY 2022.

MAKING PROGRESS

An inmate who completed a program and received a certificate would be considered successful. However, an inmate might have begun a program and successfully completed some but not all the courses required for a certificate during the fiscal year. Although these inmates did not complete a certificate program, they successfully made progress toward that goal. Many inmates who have not obtained a certificate are either still enrolled in courses or have been successful in classes so far. There were 1,724 inmates who were still enrolled in at least one course on June 30, 2022. The remaining inmates who did not successfully complete or make progress in a program are discussed in the next section.

FIGURE 3
Certificates Earned by Program

		Certificates Earned
CTE	Business Fundamentals	4
	Collision Repair Technology	13
	Computer Aided Drafting	8
	Computer Information Systems	113
	Cosmetology	9
	Custodial Training	52
	Customer Service Specialists	255
	Electronics Technology	9
	Foundation of CTE	226
	Graphics Design	3
	Introduction to Carpentry	34
	Introduction to Culinary Arts	41
	IT Essentials (Cisco Level 1)	26
	Machine Technology	11
	Nursery And Greenhouse Mgt	9
	Personal Achieving Strategies	75
	Welding Technology	25
	Wildland Firefighting	93
INDUSTRY CERTIFICATES	Canine Behavior CCi Certificate	96
	CCi Forklift Certificate	33
	Trade Certificates	476
	Work Skills	86
ACADEMIC	General Education Diploma	157
COLLEGE PARTNER	2nd Chance Pell	11
	Pueblo Community College Certificate	87
SOCIAL SCIENCE EDUCATION	Development of Ethics	62
	Maximum Comprehensive Custody	2
	Moral Reconation Therapy	277
	Thinking for a Change	41
	Why Try	607

UNSUCCESSFUL PROGRAM COMPLETIONS

ABOUT THE DATA

When an inmate leaves a course of instruction, the instructor assigns a code identifying the reason for the inmate's exit. This coding system gives managers and researchers the ability to analyze discharge reasons. For example, a code of "1" means the inmate was successful in the class and a code of "3" means the inmate was 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 inmate was successful in the course. A review of the data showed that comments explaining the reason the inmate left the class were required in addition to the codes. Furthermore, an inter-transfer code was used both to transfer inmates to the next class (a progressive move) and to move an inmate 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. Finally, because an inmate could potentially have several discharges in a single year, the discharge reason for the last assignment during the FY was used.

PROGRAM DISCHARGES

In order to discuss inmates who were unsuccessful, it is important to clarify the possible reasons why an inmate may have left a course without completing it. First, program failures could be directly related to the inmate's behavior, either within the course or the facility. Second, an inmate 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 noncompletion may be outside of the inmate's control. This section details the 2,700 inmates who did not earn a certificate and did not successfully complete any courses during the fiscal year and are not still enrolled in their course. All inmates 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 inmate'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 inmate also may have failed the class because of poor work or failure to make progress. Another reason for program noncompletion can be misbehavior within the institution. For example, if an inmate breaks a facility rule and is placed on restricted movements, this inmate will not be able to attend class and may be discharged. Some of these inmates can continue their education, but it will depend on whether the teacher can accommodate the inmate within

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

the constraints of the facility. Finally, some inmates do not complete a class due to an extended healthcare or legal issue. For FY 2022, 1,191 inmates who began a class did not complete the class. Of these, 262 were removed for behaviors in the classroom, 77 were removed for institutional behavior, 458 no longer qualified, 3 were discharged due to an extended healthcare or legal issue, which could mean the inmate was away from the facility for an indefinite amount of time, and 391 were incomplete for unknown reasons.

An inmate may not complete a class due to being transferred out of the facility or program. The inmate may be released to parole or community corrections, their sentence discharged or moved to another facility. There were 1,509 inmates 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 lists the enrollments and discharge reasons. The total number of inmates enrolled in this table does not equal the number of inmates enrolled in FY 2022 because some inmates were counted more than once if they were enrolled in multiple programs.

TABLE 6 Students by Category	
PROGRAM COMPLETIONS	3,237
STILL ENROLLED	1,724
PROGRAM INCOMPLETIONS	1,191
TRANSFERS	1,509
Facility Change	351
Parole/Community	720
Discharge	438
TOTAL STUDENTS ENROLLED	7,661

Note: Inmates may be duplicated.

REENTRY

OCCUPATIONAL EMPLOYMENT

Obtaining regular employment upon reentry is a crucial step for inmate success. The education program aims to provide inmates with the skills necessary to successfully reintegrate into the local workforce.
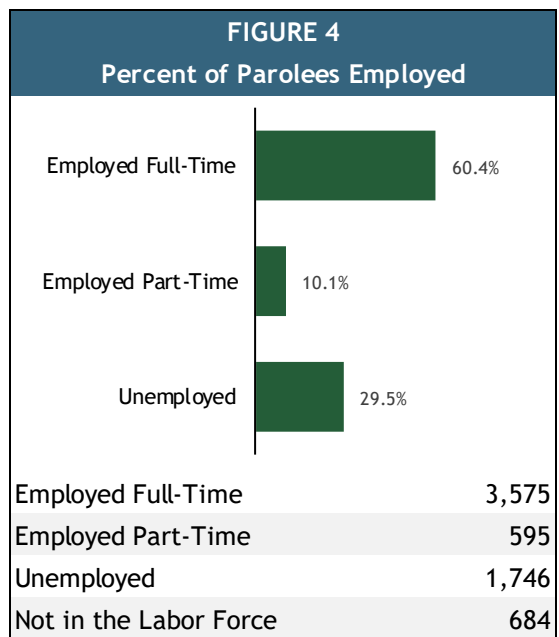
Table 7 ranks the top occupational fields in Colorado requiring short-term training projected through the year 2030. The education program strives to provide relevant and applicable career technical training to inmates and many of the certificates and CTE programs correspond to the top 10 industry jobs as categorized by the CDLE.

TABLE 7	
Ocupational Employment Projections	
RANK	OCCUPATION GROUP
1	Office and Administrative Support
2	Sales and Related
3	Business and Financial Operations
4	Food Preparation and Serving Related
5	Transportation and Material Moving
6	Computer and Mathematical
7	Construction and Extraction
8	Healthcare Practitioners and Technical
9	Management
10	Educational Instruction and Library

Note: Modified from Occupational Projections (Long-term) for Multiple Occupations in Colorado from Colorado Department of Labor and Employment 2031 Projected Employed. www.colmigateway.com. Pulled 10/5/2022.

As of June 30, 2022, there were 6,600 inmates[2] on regular or intensive supervision parole in Colorado. Shown in **Figure 4**, 70.5% of the parole population were employed either full- or part-time, and 29.5% were unemployed or their employment status was unknown on June 30, 2022. Individuals who were unable to work due to disability, retirement, health condition, residential treatment, family obligations, schooling, death, or other conditions are not included in these percentages.

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[2] Excludes Residential Transition, County Jail, Absconders, Other and Interstate parolees as reported in CDOC's Monthly Population Report as of June 30, 2022.

FIGURE 4
Percent of Parolees Employed

Employed Full-Time ▬▬▬▬▬▬ 60.4%

Employed Part-Time ▬ 10.1%

Unemployed ▬▬▬ 29.5%

Employed Full-Time	3,575
Employed Part-Time	595
Unemployed	1,746
Not in the Labor Force	684

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, inmates 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]).

The CDOC is currently focused on ensuring that education programs are valid and offer marketable job skills and 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 inmates' 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. Due to 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 gained due to the implementation of computer-based labs include electronic versions of TABE testing, state-mandated cosmetology exams, electrician license renewal testing, Essential Education software for HSE preparation, Computer Information Systems classroom software, typing assistance programs, computer-based career interest and exploration software, 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 2021, Chromebooks continued to be utilized in all academic classrooms.

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[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 education 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 inmates 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 inmates.

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 2022.

TABLE 8 Education Summary Supplemental Long Bill Appropriations by Fund				
	GENERAL	**CASH**	**RE-APPROPRIATED/ FEDERAL**	**TOTAL**
Personal Services*	$14,332,166	$0	$0	$14,332,166
Operating Expenses	$2,816,746	$1,173,669	$288,915	$4,279,330
Contract Services	$237,128	$0	$0	$237,128
Education Grants	$0	$10,000	$70,060	$80,060
Indirect Costs	$0	$0	$0	$0
Start-up Costs	$0	$0	$0	$0
Total	**$17,386,040**	**$1,183,669**	**$358,975**	**$18,928,684**

*Personal services appropriated by the Long Bill does not include all associated payroll expenses, such as shift differential, health/life/dental insurance, and short term disability.

Table 9 shows all HSE and CTE expenditures in state facilities for FY 2022. By contract, private prisons are required to provide some level of services as part of facility per diem.

TABLE 9 Education Summary Expenditures by Fund				
	GENERAL	**CASH**	**RE-APPROPRIATED/ FEDERAL**	**TOTAL**
ACADEMIC				
Personal Services*	$11,940,671	$0	$0	$11,940,671
Operating Expenses	$1,279,233	$150,440	$0	$1,429,673
Contract Services	$187,264	$0	$0	$187,264
Education Grants	$0	$0	$93,411	$93,411
ACADEMIC SUB-TOTAL	**$13,407,168**	**$150,440**	**$93,411**	**$13,651,019**
VOCATIONAL				
Personal Services*	$3,052,719	$0	$0	$3,052,719
Operating Expenses	$1,537,513	$476,974	$166,785	$2,181,272
Education Grants	$0	$0	$327,371	$327,371
VOCATIONAL SUB-TOTAL	**$4,590,231**	**$476,974**	**$494,156**	**$5,561,362**
GRAND TOTAL	**$17,997,400**	**$627,414**	**$587,567**	**$19,212,381**

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.

APPENDIX

ACRONYM	FACILITY
ACC	Arrowhead Correctional Center
AVCF	Arkansas Valley Correctional Facility
BCCF*	Bent County Correctional Facility
BVCC	Buena Vista Correctional Complex
BVMC	Buena Vista Minimum Center
CCCF*	Crowley County Correctional Facility
CCF	Centennial Correctional Facility
CMC	Canon Minimum Centers (Includes 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 Correctional Facility