COLORADO
Department of Corrections

MOSES "ANDRE" STANCIL
EXECUTIVE DIRECTOR

OVERVIEW OF EDUCATIONAL AND VOCATIONAL PROGRAMS REPORT

FISCAL YEAR 2024

DUE BY JANUARY 31, 2025, 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) 2024. 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 be released 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 which 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 to be appropriated to the education program for High School Equivalency (HSE) 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 ended in 2023 and was replaced by the Prison Education Program (PEP). PEP has provided higher education opportunities to justice-involved individuals who have previously been unable to access federal need-based financial aid. Through the PEP program, CDOC hosts three higher education institutions, with an additional two planned for FY 2026. Currently, the department works with Trinidad State College, Adams State University, and Pueblo Community College. Classes are offered through several modalities including virtual synchronous, asynchronous, in-person, and hybrid (in-person and virtual). To date, the program has enrolled 433 individuals to work towards an Associate of Applied Science (AAS) an Associate of Arts (AA) degree, or the PELL certificate program. 70 individuals earned an AAS, an AA degree, or a PELL certificate in FY 2024.

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 institutions and industry trade organizations to provide alternative college and industry certificate programming. These offerings include: Infrastructure Technician, Heating Ventilation and Air Conditioning (HVAC), Hazardous Waste Certification, Mobile Electrical and Mechanical labs, Ironworkers Training, 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.
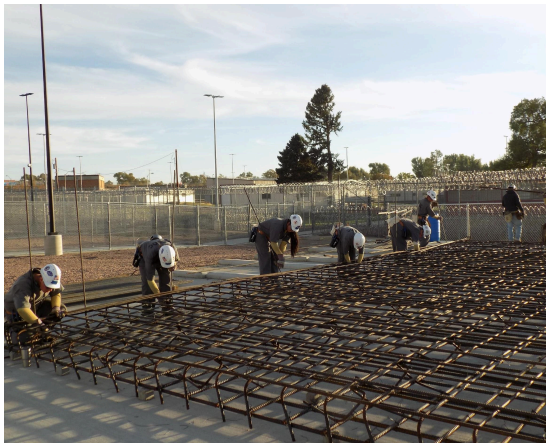
The Gladiator program provides female inmates the opportunity to receive industry specific skills in safety, rebar tying, bar identification, torch and carrying requirements. The female inmates from La Vista Correctional Facility are demonstrating their skills in rebar tying.

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.

Pueblo Community College also delivers mobile learning labs to aid in other certificate programs. The learning labs provide inmates with industry sponsored training in electrical and mechanical applications with an emphasis on OSHA 10 skills. These labs take approximately 80 hours to complete, and they 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 2023, 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, which 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 basic skills attainment and assigns a scale score based on the National Reporting System (NRS) platform to indicate functional literacy levels. An inmate receives three separate TABE scores for reading, math, and language and diagnostic information is available for education guidance. 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. The CDOC uses the HSE exam to fulfill this need. 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 adult education 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), or who pose a security risk, receive a lower priority flag which 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, 2024, there were 17,361 inmates incarcerated in Colorado's state and private prisons. Of this population, approximately 71.6% 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 4,927 inmates who need placement in an adult educational skills 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 (page 7)** identifies the programs offered at each facility as of June 30, 2024 (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, IT Essentials, Welding, Construction, Machining, Electrical, Automotive Technician, Automotive Collision, Graphic Design, Greenhouse Management, 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. All programs require students to have completed their high school credential or equivalent to matriculate into the college based programs.

There are several courses which 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 1 facility, along with A+ and Cisco Certified Entry Level Technician (CCENT).

Inmates have access to various apprenticeships to earn certificates in most of the CTE pathways. These apprenticeships are administered through the Prison Programs office and in alignment with the Colorado Department of Labor. Apprenticeships offer a pathway to develop basic entry level skills through time based work or to take CTE training to the next level of skills development in a trade. For example, students may complete the Culinary Arts Level 1 certificate and go on to complete a 2000 hour certified apprenticeship as a Chef's Assistant. The particular apprenticeship is in alignment with the National Restaurant Associate program.

Industry Certificates prepare inmates for possible work in the Colorado Correctional Industries (CCi) program. CCi is a division within the CDOC 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. Programs supervised and that offer classroom and workbased learning by a credentialed instructor may also qualify for community college credits. The current CCi programs can be found at http://www.coloradoci.com.

The academic courses are designed to prepare inmates for their HSE and to take the GED exam. To obtain the HSE, inmates are placed in appropriate level education courses designed to improve literacy and basic skills, increase content knowledge, and develop life skills. Courses are offered at every state and private facility in Colorado (at DRDC, minimal services are provided because it is a diagnostic facility).

Social Science/Cognitive Education courses assist inmates in identifying criminal thinking and behavioral patterns, developing resilience, managing emotions, conflict resolution, and identifying personal triggers. Students are encouraged to develop and try strategies to cope with triggers, resistance, and conflict in constructive and pro social ways.   (CDOC Administrative Regulation (AR) 500-01). The SSE curriculum consists of programming developed for facility needs.

TABLE 1
Programs by Facility

PROGRAMS	STATE																PRIVATE	
	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCC	SCF	TCF	BCCF	CCCF
CTE																		
Accounting Technology																		
Business Fundamentals																		
Business Technology																		
CCNA Discovery							•											
Collision Repair Technology		•																
Computer Aided Drafting																		
Cosmetology								•				•						
Culinary Arts	•	•				•					•				•			
Custodial Training	•									•								
Customer Service Specialist	•	•	•	•		•		•		•	•	•			•	•		
Electronics Engineering Technology																		
Electronics Technology	•																	•
Food Production Management	•	•				•					•				•			
Foundations of CTE	•	•				•		•		•	•				•	•		•
Graphics Design																		
Home Builders																	•	
Intro to Construction	•	•				•	•				•	•			•	•		•
Intro to Computer Info Systems	•	•		•		•	•	•		•	•	•			•	•	•	
Intro to Machine Tech		•								•								
Intro to Welding	•	•									•	•			•			
IT Essentials (Cisco Level 1)							•											
Machine Shop																		
Nursery and Greenhouse Mgt																		•
Personal Achieving Strategies	•	•	•	•		•	•	•	•	•	•	•		•	•	•		
Transportation Technology				•														
Wildland Firefighting		no		x														
Canine Behavior Certificates						•		•							•			
Forklift Certificate						•				•					•			
Trade Certificates	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Work Skills	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ACADEMIC/HSE																		
English as a Second Language	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
GED	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
COLLEGE PARTNER																		
College Certificate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
CU - Denver																		
Pueblo Community College Certificate	•	•	•	•	•	•		•		•	•	•	•		•			•
Second Chance Pell	•	•				•		•			•	•	•		•	•		
SOCIAL SCIENCE EDUCATION																		
Development of Ethics					•													
Independent Living Phase I										•								
Independent Living Phase II																		
Maximum Comprehensive Custody															•			
Moral Reconation Therapy		•		•	•						•	•		•	•	•		
Thinking for a Change	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Thinking for a Change - Aftercare																		
Why Try	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

* Provided on an as needed basis

INSTRUCTORS

As of June 30, 2024, there were 156 full-time equivalent staffed education positions at CDOC state facilities: 67 CTE instructors, 56.5 HSE instructors, 4.5 SSE instructors, 27 library personnel, and 1 administrative assistant.

According to the CDOC AR 500-01, HSE 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, 2024, there were 13 full-time equivalent staffed education positions at private correctional facilities; 5 CTE instructors and 7 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	SCC	SCF	TCF
State Teacher II															
STATE TEACHER SUB-TOTAL	-	-	-	-	-	-	-	-	-	-	-	-		-	-
CIS Teacher											1			2	
HSE/SPED Instructor	2		1						3					1	
SPED Instructor			1		1				1					1	
AAA Instructor														1	1
FCTE Teacher		0.5									1			1	
Teacher I Machine Shop		1							1						
Customer Service										1					1
Culinary Arts Teacher										1				1.5	
Welding Teacher														1	
Construction Teacher							1								
FCTE Trainee														1	
CTE SUB-TOTAL	2	1.5	2	-	1	-	-	1	5	2	2	-		9.5	2
GED	2		1						3					1	
ACADEMIC/HSE SUB-TOTAL	2	-	1	-			-	-	3	-	-	-		1	-
TOTAL	4	1.5	3	-	1	-	-	1	8	2	2	-		10.5	2

Note: Staff Hiring in Process

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

PROGRAMS	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCC	SCF	TCF	STATE TOTAL	BCCF	CCCF	PRIVATE TOTAL	GRAND TOTAL
CTE																					
Accounting Technology																	-			-	-
Business Fundamentals																	-			-	-
Business Technology																	-			-	-
CCNA Discovery																	-			-	-
Collision Repair Technology		1															1			-	1
Computer Aided Drafting																	-			-	-
Computer Information Systems																	-	1		1	1
Cosmetology								1				2					3			-	3
Culinary Arts	1	1				1		1			1				1.5		6.5			-	6.5
Custodial Training										1					1		2	1		1	3
Customer Service Specialist	1	2	1		1			2		1	1	1			2	1	13			-	13
Electronics Engineering Technology																	-			-	-
Electronics Technology	1																1		0.5	0.5	1.5
Food Production Management																	-			-	-
Foundations of CTE	1	0.5					1	1			1				2	1	7.5		0.5	0.5	8
Graphics Design																	-			-	-
Home Builders																	-			-	-
Intro to Construction		1									1	1			2	1	6			-	6
Intro to Computer Info Systems	1	1		1		1	1	1			1	1			3	1	12			-	12
Intro to Machine Tech																	-			-	-
Intro to Welding	1	1									1	1			1		5	1		1	6
IT Essentials (Cisco Level 1)																	-			-	-
Machine Shop										1							1			-	1
Nursery and Greenhouse Mgt																	-		1	1	1
Personal Achieving Strategies		2			1	1		1				1			2	1	9			-	9
Transportation Technology																	-			-	-
Wildland Firefighting																	-			-	-
CTE TOTAL	6	9.5	1	1	2	3	2	7	-	5	5	6	-		15	5	67.0	3	2	5	72
ACADEMIC/HSE																					
English as a Second Language	*		*	*	*	*	*	*	*	*	*	*	*	*	*		-	*	*	-	-
GED	3	3.5	5	3	4	3	2	3		5	4	3	2	1	13	2	56.5	3	4	7	63.5
ACADEMIC/HSE TOTAL	3	3.5	5	3	4	3	2	3	-	5	4	3	2		13	2	56.5	3	4	7	63.5
SOCIAL SCIENCE EDUCATION																					
Development of Ethics					0.5												0.5			-	0.5
Independent Living Aftercare			*														-			-	-
Independent Living Phase I										*							-			-	-
Independent Living Phase II																	-			-	-
Maximum Comprehensive Custody					1										3		4			-	4
Moral Reconation Therapy	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*			-	-
Thinking for a Change							*	*		*					*		*	*	*	-	-
Thinking for a Change - Aftercare							*	*		*					*		*	*	*	-	-
Transition Orientation					*										*		*			-	-
Why Try	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	-	-
SOCIAL SCIENCE EDUCATION TOTAL	-	-	-	-	1.5	-	-	-	-	-	-	-	-		3	-	4.5	-	-	-	4.5

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 2024 was Customer Service Specialist.

Table 4 shows the annual capacity for CTE and Industry Certificates programs across each facility. 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	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCC	SCF	TCF	STATE TOTAL	BCCF	CCCF	PRIVATE TOTAL	GRAND TOTAL
CTE																					
Accounting Technology																	-			-	-
Business Fundamentals																	-			-	-
Business Technology																	-			-	-
CCNA Discovery																	-			-	-
Collision Repair Technology		30															30			-	30
Computer Aided Drafting																	-			-	-
Computer Information Systems																	-	60		60	60
Cosmetology								30				60					90			-	90
Culinary Arts	45	30				45		45			45				45		255			-	255
Custodial Training										75					75		150			-	150
Customer Service Specialist	75	150	40	40		75		150		75	75	75			150	75	980			-	980
Electronics Engineering Technology																	-			-	-
Electronics Technology	30																30		15	15	45
Food Production Management																	-			-	-
Foundations of CTE	45	45				45		45			60	45			90	45	420		45	45	465
Graphics Design																	-			-	-
Home Builders																	-			-	-
Intro to Carpentry	30											30			30	30	120			-	120
Intro to Computer Info Systems	45	45		45		45	45	45		45	45	45			135	45	585			-	585
Intro to Machine Tech		30								30							60			-	60
Intro to Welding	30	30								30	45				30		165	45		45	210
IT Essentials (Cisco Level 1)						15											15			-	15
Machine Shop																	-			-	-
Nursery and Greenhouse Mgt																	-		40	40	40
Personal Achieving Strategies		90			45	45		75				45			45	45	390			-	390
Transportation Technology													30				30			-	30
Wildland Firefighting			**									**					-			-	-
CTE TOTAL	300	450	40	45	-	210	105	390	-	255	270	300	-		600	240	3,320	105	100	205	3,525
INDUSTRY CERTIFICATES																					
Canine Behavior Certificates				*		*		*				*			*	*	-			-	-
Forklift Certificate		*		*		*	*			*					*		-			-	-
Trade Certificates	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	-	*	*	-	-
Work Skills		*	*			*	*	*		*	*	*			*		-			-	-
INDUSTRY CERTIFICATES TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

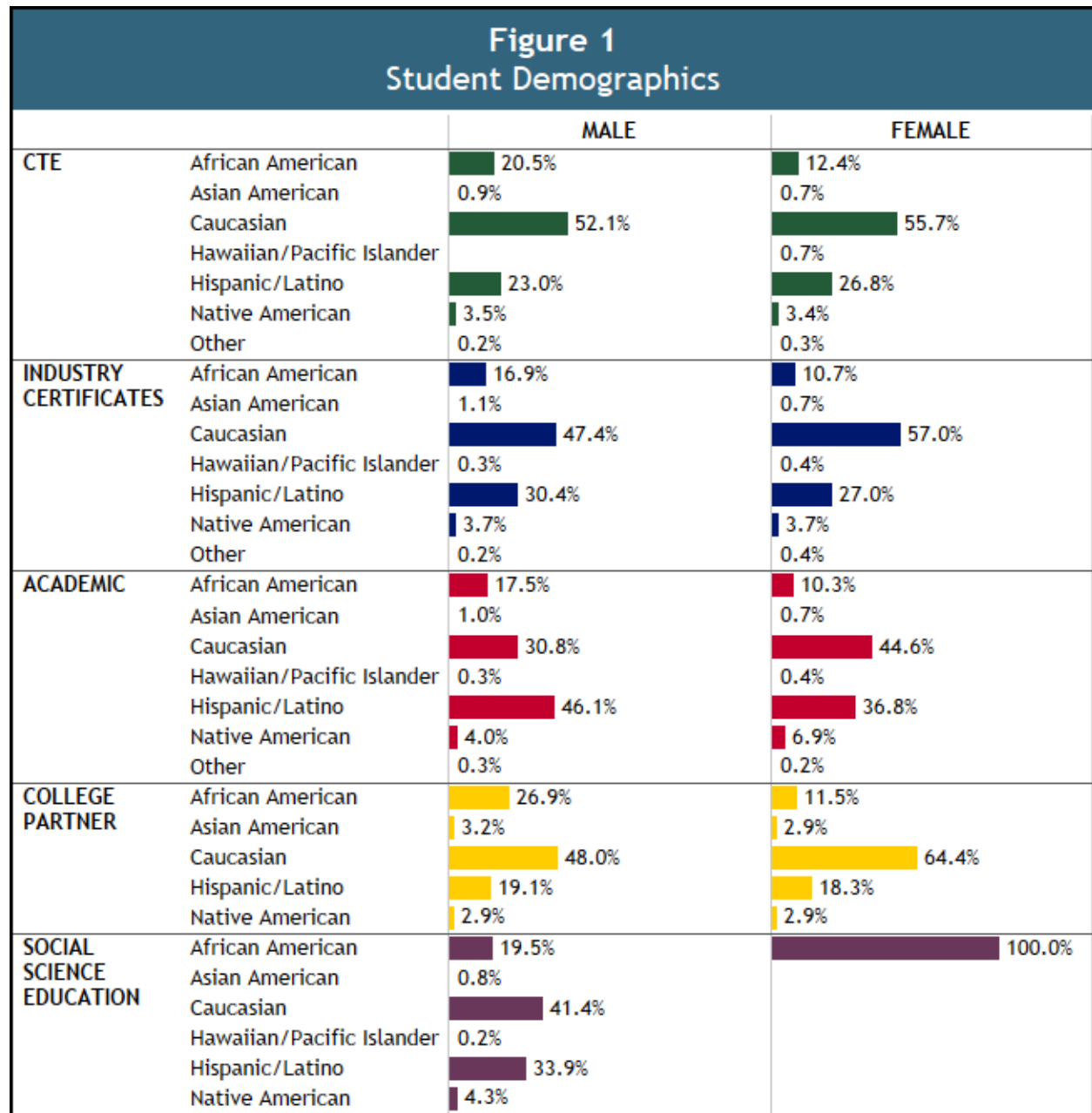* Provided on an as-needed basis by facility staff   ** Seasonal course

For HSE courses, inmates enter into programming at different levels and complete courses at their own pace. HSE courses are offered as open entry (inmates may enter classes at any time as space becomes available). With SSE programs, annual capacities vary among facilities and inmates due to 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, 2024.

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

PROGRAMS	STATE																STATE TOTAL	PRIVATE		PRIVATE TOTAL	GRAND TOTAL
	AVCF	BVCC	CCF	CMC	CSP	CTCF	DCC	DWCF	DRDC	FCF	LCF	LVCF	RCC	SCC	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		*		*		*		*		*					*		-			-	-
CU - Denver																					
Pueblo Community College Certificate			*			*		*		*					*		-			-	-
Second Chance Pell	*	*		*	*	*		*		*	*	*			*	*	-			-	-
COLLEGE PARTNER SUB-TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
SOCIAL SCIENCE EDUCATION																					
Development of Ethics				*													-			-	-
Independent Living Phase I										*							-			-	-
Independent Living Phase II																	-			-	-
Maximum Comprehensive Custody				*											*		-			-	-
Moral Reconation Therapy		*		*	*	*		*		*	*		*		*	*	-			-	-
Thinking for a Change						*				*					*		-			-	-
Transition Orientation				*											*		-			-	-
Why Try	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	-			-	-
SOCIAL SCIENCE EDUCATION SUB-TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-

TABLE 5
Seat Capacity Potential by Facility for Academic, College Partner, and Cognitive Education Programs

Note: SCCF, CCF, and CSP teaches with a combination of classroom and individual in-cell instruction.
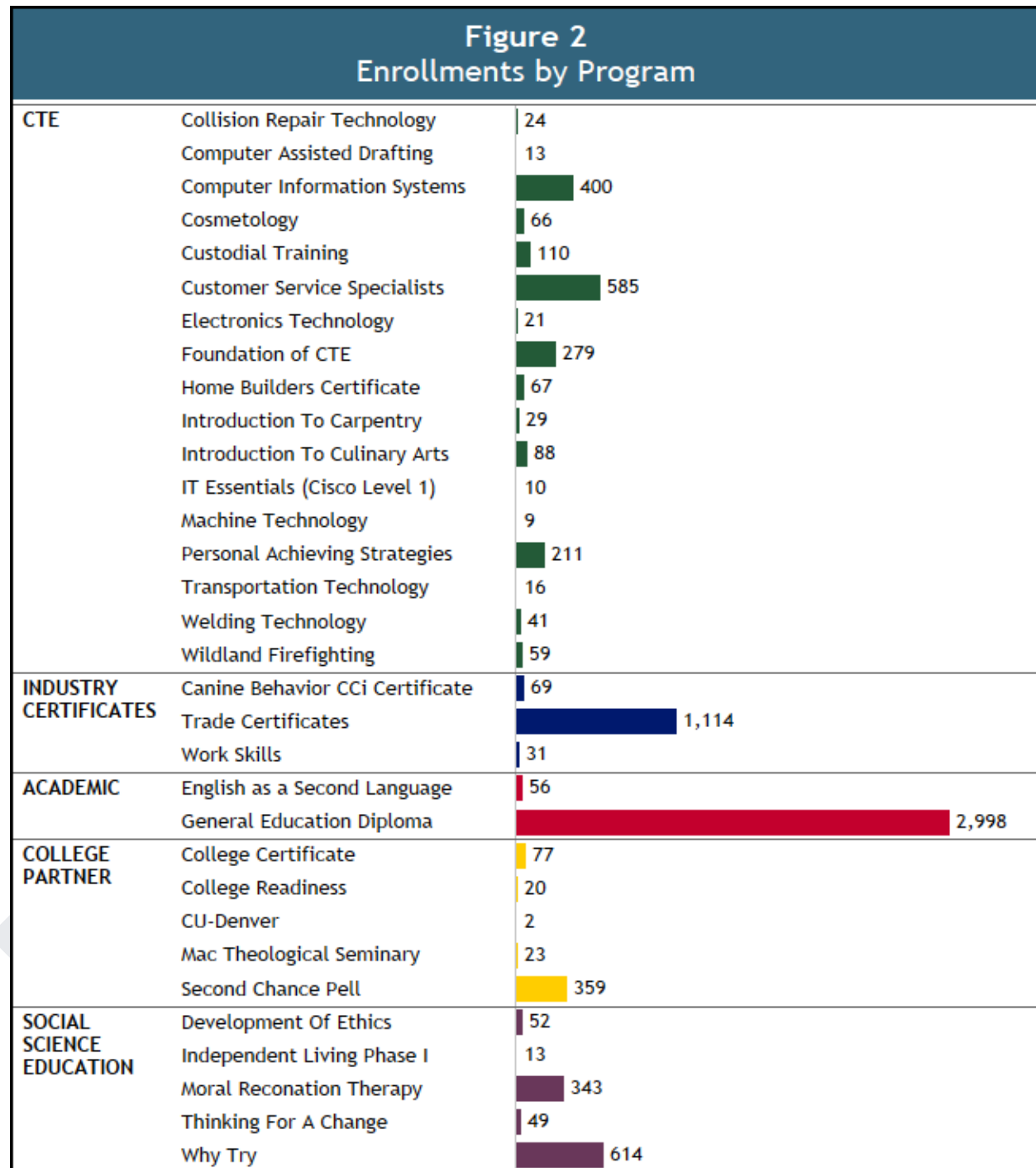* Provided on an as-needed basis by facility staff

ENROLLMENT

During FY 2024, there were 6,665 distinct enrolled inmates. **Figure 1** shows the demographic breakdown for inmates enrolled in five program categories in FY 2024. Caucasians were most prevalent in CTE, Industry Certificates, College Partner programs; caucasians were also the most prevalent for males in SSE and for females in Academic programs. Hispanic / Latinos were most prevalent for males in Academic programs and for females in SSE programs.

Figure 1
Student Demographics

		MALE	FEMALE
CTE	African American	20.5%	12.4%
	Asian American	0.9%	0.7%
	Caucasian	52.1%	55.7%
	Hawaiian/Pacific Islander		0.7%
	Hispanic/Latino	23.0%	26.8%
	Native American	3.5%	3.4%
	Other	0.2%	0.3%
INDUSTRY CERTIFICATES	African American	16.9%	10.7%
	Asian American	1.1%	0.7%
	Caucasian	47.4%	57.0%
	Hawaiian/Pacific Islander	0.3%	0.4%
	Hispanic/Latino	30.4%	27.0%
	Native American	3.7%	3.7%
	Other	0.2%	0.4%
ACADEMIC	African American	17.5%	10.3%
	Asian American	1.0%	0.7%
	Caucasian	30.8%	44.6%
	Hawaiian/Pacific Islander	0.3%	0.4%
	Hispanic/Latino	46.1%	36.8%
	Native American	4.0%	6.9%
	Other	0.3%	0.2%
COLLEGE PARTNER	African American	26.9%	11.5%
	Asian American	3.2%	2.9%
	Caucasian	48.0%	64.4%
	Hispanic/Latino	19.1%	18.3%
	Native American	2.9%	2.9%
SOCIAL SCIENCE EDUCATION	African American	19.5%	100.0%
	Asian American	0.8%	
	Caucasian	41.4%	
	Hawaiian/Pacific Islander	0.2%	
	Hispanic/Latino	33.9%	
	Native American	4.3%	

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

Figure 2 shows the number of inmates enrolled in each program during FY 2024. The highest enrolled programs for each of the five different program categories during FY 2024 were as follows: "Customer Service Specialists" in CTE, "Trade Certificates" in Industry Certificates, "General Education Diploma" in Academic, the "Second Chance Pell" in College Partner programs, and "Why Try" in SSE.

Figure 2
Enrollments by Program

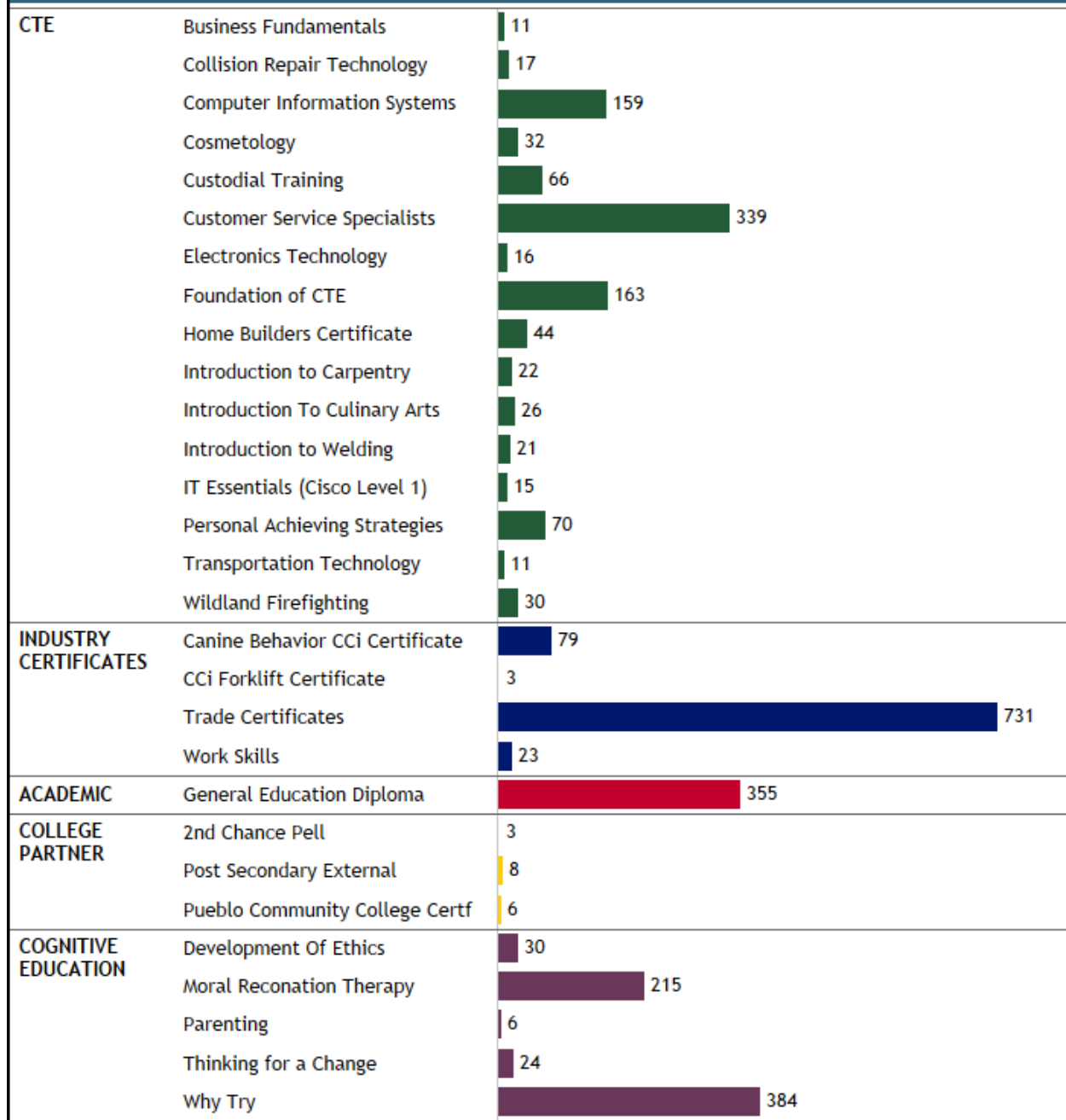| Category	Program	Enrollment
CTE	Collision Repair Technology	24
	Computer Assisted Drafting	13
	Computer Information Systems	400
	Cosmetology	66
	Custodial Training	110
	Customer Service Specialists	585
	Electronics Technology	21
	Foundation of CTE	279
	Home Builders Certificate	67
	Introduction To Carpentry	29
	Introduction To Culinary Arts	88
	IT Essentials (Cisco Level 1)	10
	Machine Technology	9
	Personal Achieving Strategies	211
	Transportation Technology	16
	Welding Technology	41
	Wildland Firefighting	59
INDUSTRY CERTIFICATES	Canine Behavior CCi Certificate	69
	Trade Certificates	1,114
	Work Skills	31
ACADEMIC	English as a Second Language	56
	General Education Diploma	2,998
COLLEGE PARTNER	College Certificate	77
	College Readiness	20
	CU-Denver	2
	Mac Theological Seminary	23
	Second Chance Pell	359
SOCIAL SCIENCE EDUCATION	Development Of Ethics	52
	Independent Living Phase I	13
	Moral Reconation Therapy	343
	Thinking For A Change	49
	Why Try	614

PROGRAM COMPLETION

CERTIFICATES

In FY 2024, 6,665 inmates were enrolled in an education program. Of these, 2,395 inmates completed 2,851 certificates and 352 HSE. **Figure 3** (next page) lists the number of inmates who earned certificates in each program. There were 373 inmates who obtained more than one certificate. The Trade Certificates 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), where they assist inmates with instructions, assignments, or various 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 a training certification through the CDLE. There were 14 inmates who completed an apprenticeship within FY 2024. Prison Programs worked collaboratively to review and evaluate its existing apprenticeships to bring them into compliance and determine how to get them back on track after the pandemic lockdown. As a result, our completions were exceptionally low; however, the new fiscal year already has more completions, and enrollments are beginning again. Apprenticeships are also expanding with the building and addition of a laundry apprenticeship, a Chef's assistant apprenticeship, and two additional apprenticeships which are pending approval.

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, of 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 2,202 inmates who were still enrolled in at least one course on June 30, 2024. 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

CTE	Program	Count
CTE	Business Fundamentals	11
	Collision Repair Technology	17
	Computer Information Systems	159
	Cosmetology	32
	Custodial Training	66
	Customer Service Specialists	339
	Electronics Technology	16
	Foundation of CTE	163
	Home Builders Certificate	44
	Introduction to Carpentry	22
	Introduction To Culinary Arts	26
	Introduction to Welding	21
	IT Essentials (Cisco Level 1)	15
	Personal Achieving Strategies	70
	Transportation Technology	11
	Wildland Firefighting	30
INDUSTRY CERTIFICATES	Canine Behavior CCi Certificate	79
	CCi Forklift Certificate	3
	Trade Certificates	731
	Work Skills	23
ACADEMIC	General Education Diploma	355
COLLEGE PARTNER	2nd Chance Pell	3
	Post Secondary External	8
	Pueblo Community College Certf	6
COGNITIVE EDUCATION	Development Of Ethics	30
	Moral Reconation Therapy	215
	Parenting	6
	Thinking for a Change	24
	Why Try	384

UNSUCCESSFUL PROGRAM COMPLETIONS

ABOUT THE DATA

During FY 2023, CDOC the programs and education data transitioned over to the new electronic Offender Management Information System (eOMIS). While this system provides some of the same abilities as the original system, such as coding how and why an inmate exits a program, there have also been issues identified with tracking offenders through multiple programs and how program data may interact with other modules / applications related to managing and tracking offenders' educational needs. For this reason, Prison Programs has committed to working closely with the eOMIS vendor to rebuild parts of the system and develop a tool which more closely aligns with how offenders participate and complete multiple programs, how they are assessed in their academic and vocational needs, and how it all interacts with the earned time offenders can receive from program participation or achievement. Until then, data is reviewed by staff to ensure accuracy and offenders' continued progress.

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 does complete the course due to transfer out of the facility[1] or due to having an ongoing legal or healthcare condition. The reasons for noncompletion may be outside of the inmate's control. This section details the 3,331 inmates who did not earn a certificate, did not successfully complete any courses during the fiscal year, and are not enrolled in their course. To begin, all inmates will be discussed collectively 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 resulting in a course failure may include disruptive behavior, such as failure to attend the class. The inmate may have also failed the class due to poor work or failure to make progress. Another reason for program non-completion 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 as they will not be able to meet the required seat hours for a college-credit bearing class; HSE / HSE students will be reassigned as soon as possible. Some of these inmates can continue their education; however, it will depend on whether or not the teacher can accommodate the inmate within the constraints of the facility. Finally, some inmates do not complete a class due to an extended healthcare or legal issue. For FY 2024, 804 inmates who began a class did not complete the class. Of these, 127

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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.

were removed for behaviors in the classroom, 33 were removed for institutional behavior, 19 no longer qualified, 0 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 625 were incomplete for unknown reasons. The 625 unknown reasons include those individuals released due to the resignation of a teacher and difficulty refilling the teacher positions. In these cases, it is felt that it would be better to release the students to pursue employment elsewhere or to be able to participate in an operational program.

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, may have their sentence discharged, or may be moved to another facility. There were 2,527 inmates who did not complete a program because they were transferred out of the program or facility or were released from prison.

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 2024 as some inmates were counted more than once if they were enrolled in multiple programs.

TABLE 6 Students by Category	
PROGRAM COMPLETIONS	3,104
STILL ENROLLED	2,202
PROGRAM INCOMPLETIONS	804
TRANSFERS	2,527
Facility Change	604
Release	1,923
TOTAL STUDENTS ENROLLED	8,637

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 2032. 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	Sales and Related
2	Office and Administrative Support
3	Business and Financial Operations
4	Food Preparation and Serving Related
5	Transportation and Material Moving
6	Management
7	Educational Instruction and Library
8	Construction and Extraction
9	Healthcare Practitioners and Technical
10	Computer and Mathematical

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 9/26/2023.

As of June 30, 2024, there were 5,937 offenders[2] on regular or intensive supervision parole in Colorado. Shown in **Figure 4 (page 19)**, 64.4% of the parole population were employed either full- or part-time, and 35.6% were unemployed or their employment status was unknown as of June 30, 2024. 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, Interstate and some "Other" parolees as reported in CDOC's Monthly Population Report as of June 30, 2024.

Figure 4
PERCENT OF PAROLEES EMPLOYED

Employed Full-Time	54.7%
Employed Part-Time	9.7%
Unemployed	35.6%
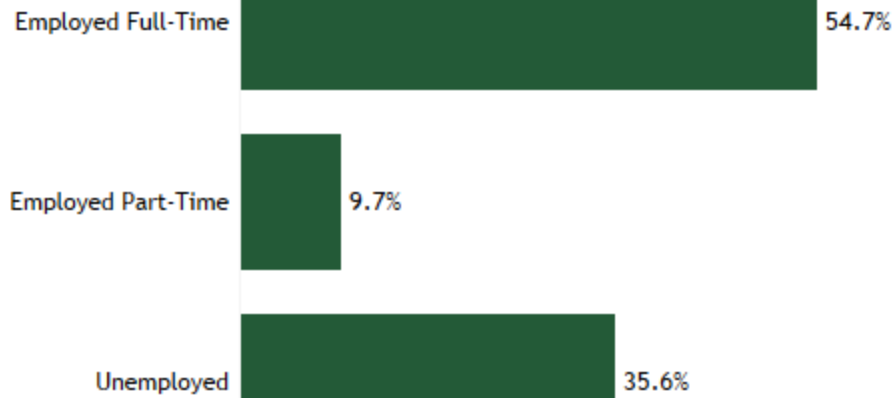
Employed Full-Time	2,830
Employed Part-Time	501
Not in the Labor Force	543
Unemployed	1,842

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 are 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, Essential Education software for HSE preparation, Computer Information Systems classroom software, typing assistance programs, computer-based career interest and exploration software, financial literacy, and many other computer-based exercises.

With the continued success of computer-based educational labs, many facilities are finding 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. Now, with the significant increase in the use of technology, the need for greater bandwidth in facilities has become apparent.

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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 which 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 2024.

TABLE 8 Education Summary Supplemental Long Bill Appropriations by Fund				
	GENERAL	**CASH**	**RE-APPROPRIATED/ FEDERAL**	**TOTAL**
Personal Services*	$14,751,589	$0	$0	$14,751,589
Operating Expenses	$3,118,746	$1,197,770	$288,915	$4,605,431
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	$278,000	$0	$0	$278,000
Total	**$18,385,463**	**$1,207,770**	**$358,975**	**$19,952,208**

*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 2024. 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*	$13,724,945	$0	$0	$13,724,945
Operating Expenses	$470,052	$188,127	$0	$658,179
Contract Services	$151,983	$0	$0	$151,983
Education Grants	$0	$0	$0	$0
ACADEMIC SUB-TOTAL	**$14,346,980**	**$188,127**	**$0**	**$14,535,107**
VOCATIONAL				
Personal Services*	$3,288,173	$0	$0	$3,288,173
Operating Expenses	$2,534,463	($22,709)	$138,395	$2,650,149
Education Grants	$0	$0	$0	$0
VOCATIONAL SUB-TOTAL	**$5,822,636**	**($22,709)**	**$138,395**	**$5,938,322**
GRAND TOTAL	**$20,169,616**	**$165,418**	**$138,395**	**$20,473,429**

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