

STATE OF WASHINGTON

Department of Corrections



ALTERNATIVES FOR OFFENDER ACCESS TO POSTSECONDARY ACADEMIC EDUCATION AND VOCATIONAL OPPORTUNITIES

Report to the Legislature
December 1, 1998



STATE OF WASHINGTON
DEPARTMENT OF CORRECTIONS

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December 17, 1998

The Honorable Harold Hochstatter
Washington State Senator
115B Irv Newhouse Building
Olympia, Washington 98504-0482


The Honorable Peggy Johnson
Washington State Representative
334 John L. O'Brien Building
Olympia, Washington 98504-0600

Dear Senator Hochstatter and Representative Johnson:

Pursuant to and in compliance with the legislative directive of chapter 261 laws of 1998 (Engrossed Substitute Senate Bill 5936), the Department of Corrections submits to you the "Report on Offender Access to Postsecondary Academic Education and Vocations Opportunities."

If you have questions regarding this report, please contact Ms. Jean Stewart, Educational Services Administrator at (360) 407-0849.

Sincerely,



Joseph D. Lehman
Secretary

JDL:ecr

Enclosure

cc: The Honorable Jeanine Long, Senate Human Services and Corrections Committee
The Honorable Jeanne Kohl, Senate Human Services and Corrections Committee
The Honorable Rosemary McAuliffe, Senate Education Committee
The Honorable Ida Ballasiotes, House Criminal Justice and Corrections Committee
The Honorable Al O'Brien, House Criminal Justice and Corrections Committee
The Honorable David Quall, House Education Committee
The Honorable Gigi Talcott, Chair, House Education Committee
The Honorable James Hargrove, Senate Human Services and Corrections Committee
The Honorable Rosa Franklin, Senate Human Services and Corrections Committee
The Honorable Albert Bauer, Senate Higher Education committee
The Honorable Marilyn Rasmussen, Senate Education Committee

Executive Summary

Introduction

Chapter 261 laws of 1998 directs the Department of Corrections to submit a report on alternatives for increasing offender access to postsecondary academic education and vocational opportunities. The Department gathered information from a wide variety of stakeholders and examined offender interests, offender education records, offender trust fund accounts, and current education program offerings. In addition, the Department reviewed pertinent information regarding distance education, technology, and the K-20 Telecommunications Network. Prior to this report, the Department responded to the educational and work mandate of chapter 19 laws of 1995 (House Bill 2010), by prioritizing educational resources to emphasize Basic Skills instruction and Vocational Skills training programs related to work. Contracted postsecondary academic programs were eliminated.

Findings

There are over 50 vocational programs available to offenders in Department facilities today, with a limited number of motivated offenders enrolling in courses via correspondence education and video-telecourses. The staff time and resources to support these methods of instruction have an impact on current education budgets and implementation of services.

Those offenders who have completed basic skills requirements and who have more than two years to serve of their sentence, would be the most likely candidates to participate in a one or two year postsecondary or vocational program. Offenders with adequate resources in their trust fund accounts, or those with family support, would have the greatest potential to pay for additional educational services; those facilities with the highest number of offenders with trust fund accounts over \$100 have the greatest potential to support an on-site pilot program. Many offenders reported they were interested in pursuing and would be willing to pay for part or all of the costs of additional education.

The use of technology options in the corrections setting is limited by the security concerns of the Department for the safety of the staff, the community, and the offenders. While it is feasible to connect Department facilities to the K-20 Telecommunications Network, questions remain to be resolved about the timing, specific facilities, and associated costs.

Recommendations

Five pilot projects have been recommended for fee-based postsecondary academic and vocational programs. No recommendations for the pilot projects to be located at specific facilities were made; however, the recommendation was made to support targeted populations at three potential facilities.

Seven alternatives were selected to increase offender access within existing funds. Four additional alternatives were selected to increase offender access with additional funding. These alternatives would assist offenders in gaining additional education opportunities or student services not currently available.

Report on Alternatives for Offender Access To Postsecondary Academic Education And Vocational Opportunities

Legislative Direction

Through chapter 261 laws of 1998 (Engrossed Substitute Senate Bill 5936), the legislature directed the Department to submit a report on alternatives for increasing offender access to postsecondary academic education and vocational opportunities. The Department was asked to consult with representatives from community colleges and other educational service providers.

Specifically, the Department was asked to present alternatives for increasing access within existing resources as well as alternatives that may require additional funding. At a minimum, the report was to include the following:

- a. A plan, to be implemented within existing resources, for pilot projects utilizing fee-based programs for postsecondary academic and vocational study. The pilot projects were to offer instruction in academic subjects and employment skills not presently available at the pilot facilities.
- b. Recommendations on approaches to facilitate offender access to postsecondary academic correspondence courses and video telecourses.
- c. Recommendations on the feasibility and desirability of connecting Department facilities to the K-20 Telecommunications Network.

Methodology

This analysis and plan draws from the following sources:

- Meetings, findings and recommendations of the Engrossed Substitute Senate Bill 5936 Work Group. This committee included representatives of the Department, the contracting community colleges, Employment Security's Corrections Clearinghouse, Correctional Industries, and the State Board for Community and Technical Colleges (Appendix A). Activities of the Work Group are detailed in Appendix B.
- Study questions formulated to define the issues involved (Appendix C)
- An offender survey (Appendix D) distributed to all offenders to help determine the willingness of offenders to contribute to the cost of academic and vocational educational programs not currently available to them. Survey results are reflected in Appendix E.
- Verified records of offender trust fund accounts (listed on page 11)
- Information listing current vocational program offerings at correctional facilities throughout the state for fiscal year 1998 (listed on page 7)
- Verified records of offenders who achieved either a high school diploma or a General Educational Development (GED) certificate (grid, page 9)
- Technology education data and analysis

Introduction and Background

The law requiring this report amends RCW 72.09.480 and creates a new section, chapter 261 laws of 1998. This report includes a plan, to be implemented within existing resources, for pilot projects utilizing fee-based programs for postsecondary academic and vocational study, offering instruction in academic subjects and employment skills not presently available at the pilot facilities. It further includes recommendations on approaches to facilitate offender access to postsecondary academic correspondence courses and video telecourses, as well as recommendations on the feasibility and desirability of connecting Department facilities to the K-20 Telecommunications Network.

Goals and Duties of Correctional Education

The Department's education mission is to operate a system that makes the best use of scarce resources, yet provides quality education. The Department has the responsibility to meet the needs of the offender population by providing them with effective educational services. These services prepare offenders for employment in prison work programs and the labor market when they are released. Correctional education is expected to produce outcomes that are beneficial to offenders, the corrections system, and taxpayers of the State of Washington.

The Department currently provides offender educational opportunities, primarily Basic Skills and Vocational Skills Training necessary for work. Basic Skills education includes: Adult Basic Education for those with a grade level score less than 9th grade; General Educational Development (GED) certificate preparation for those between 9th grade and 12th grade; instruction in English as a Second Language for those whose native language is other than English; and courses in Job Readiness and work-related training, which are often incorporated into many of the above courses. Vocational Skills Training includes hands-on instruction in both the general skills needed in many Department and community employment positions, and specific vocational course training in skills which are directly related to an occupation or job either in Correctional Industries or the community.

These educational services are provided through contracts with ten local community colleges at fourteen correctional facilities. Each facility is staffed with on-site community college faculty who provides program services. The Washington State Employment Security Department's Corrections Clearinghouse provides specialized pre-employment and transition employment services at several correctional facilities.

Previous Legislative Changes

In order to address Basic Skills, as required by chapter 19 laws of 1995 (House Bill 2010), the Department responded to the educational and work mandate by prioritizing educational resources to emphasize Basic Skills instruction and Vocational Skills training programs linking to employment in prison and in the community. Contracted postsecondary academic programs were eliminated. Six percent of the Department's educational resources, previously spent on academic postsecondary education, were shifted to provide Basic Skills. Seven percent of the total educational resources allocated for vocational programs not clearly linked with obtaining jobs, within and outside prison, were redirected to Basic Skills and crime-related educational programs.

Since the directive was to prioritize resources to address Basic Skills, contracted academic postsecondary education programs were eliminated. Offenders are now only able to access these programs on a case-by-case basis by paying all costs to an education provider.

During the same time as resources were being shifted to address Basic Skills, the Department planned and made improvements to the computerized information system, the Offender Based Tracking System (OBTS). Changes in Basic Skill levels are being tracked and recorded in the system. Consequently, the new information will help the Department to determine what portion of the offenders who need Basic Skills are enrolled in classes.

The development of the Resource and Program Management tool, which is a new enhancement to OBTS, is expected to help the Department identify any current program services that may be underutilized. The Resource and Program Management tool may increase the efficiency of the current services or help identify where resources could be better utilized for other program services, such as the pilot options suggested by this report.

Effective Education for Offenders

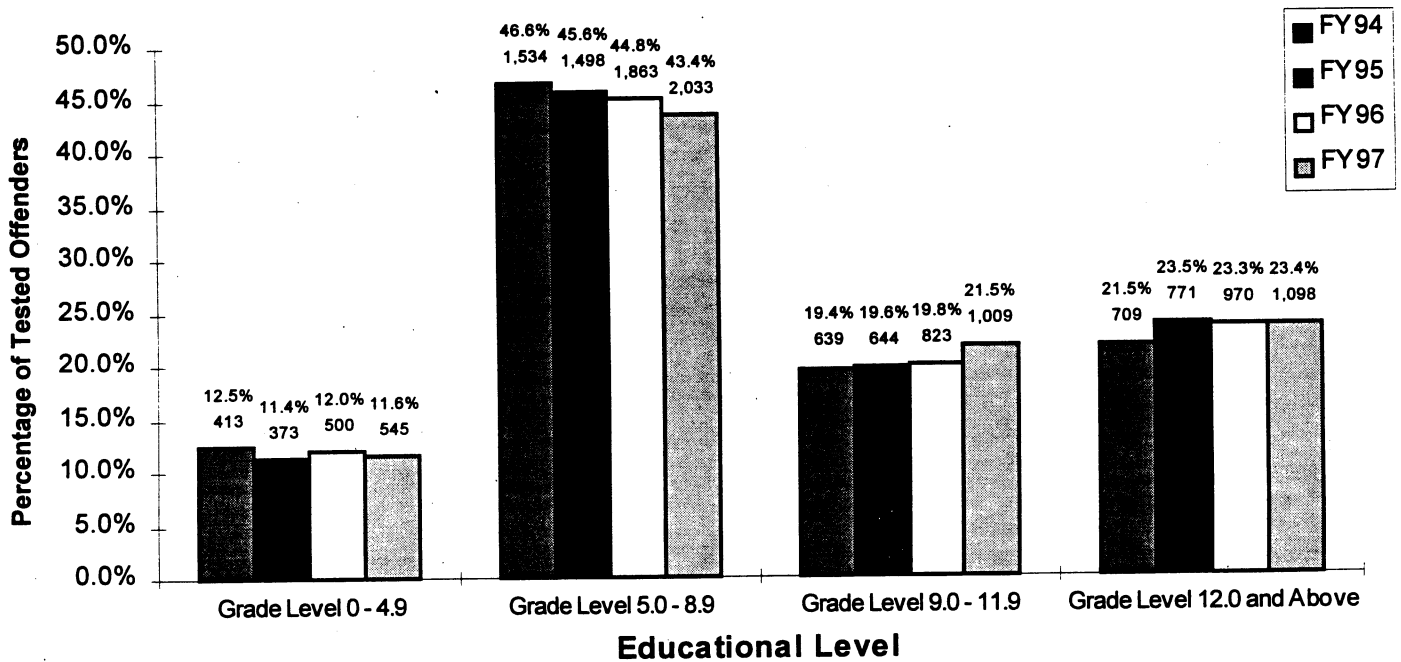
When determining the offender's need for educational services, there are a number of considerations taken into account: an offender's education history, basic academic skill level, release date and custody level, along with an offender's prior performance in Department-approved education and work programs.

The experience of many correctional educators suggests that some offenders lack self-discipline and motivation when it comes to education, but they agree that many offenders make progress and can be successful under supervision. Most offenders have had negative experiences and dropped out or failed in traditional classroom situations prior to their incarceration. Many correctional educators believe an important factor in student progress is understanding the student's particular learning style and interests. For the greatest success, it is important that instruction methods and materials fit the individual student.

Offender Educational Levels

Offenders are first assessed for their educational needs at the reception centers upon admission to prison. Data for fiscal years 1994 through 1997 shows more than half the offenders admitted to prison test at education levels lower than the 9th grade. Offenders of this skill level are referred to and may enroll in Adult Basic Education or are placed on waiting lists for service. Those with skill levels above the 9th grade without a completed GED or high school diploma have the opportunity to enroll in GED preparation while incarcerated.

Admission Grade Level Scores for Offenders in FY94 - FY97



Within this population, there are 1,027 offenders under the age of 21 years (as of April 1998) in Department facilities. Chapter 338 laws of 1997 (House Bill 3900) revised the Juvenile Justice Act and required the Department to provide separate housing within adult correctional facilities for offenders under the age of eighteen years. Those offenders under the age of 18 years are either housed at Clallam Bay Corrections Center, where education services are provided by Cape Flattery School District, or at the Washington Corrections Center for Women, where education services are provided by Peninsula School District. Under current Department policy, those offenders 18 through 21 years old, who do not have either high school diplomas or GEDs, are required to be enrolled in education services. The contracted community colleges currently provide GED preparation courses for these offenders.

Department Facilities and Education Programs

The number and type of educational programs available at a particular correctional facility depends on several factors. These factors include the size of the facility, custody levels of the facility, space available for programming, length of stay of offenders, the number of offenders needing Basic Skills, and availability of work opportunities.

Each correctional facility is capable of housing offenders having certain custody levels. Based on risk factors, the Department classifies offenders in a range from minimum to maximum custody levels. Correctional facilities that primarily house maximum, close, and medium custody offenders are referred to as major facilities. Offenders in major facilities typically progress to a minimum security facility at the time of their review (either at six months or one year), when their behavior and release date warrants the change in custody level.

Major correctional facilities emphasize education, vocational training, work assignments, and employment within the correctional facility. Offenders primarily participate in Basic Skills and Vocational Skills Training programs. Minimum security and pre-release facilities offer short-term Basic Skills and Vocational Skills Training programs, in addition to transition and employment services, anger/stress management, victim awareness, and parenting.

A limited number of motivated offenders currently enroll in scheduled postsecondary academic courses via correspondence and video-telecourses. Typical providers of both correspondence and video-telecourses include some of the same community colleges currently contracting with the Department, as well as a variety of other educational providers throughout the United States. Correspondence courses are available to those in the general population as well as the intensive management units. Standards for delivery vary for both methods, depending upon the education service provider and support services available at the facility where the offender is located. An offender can benefit from these methods of instruction in that the courses are accessible at any facility, can be worked on at any hour, and one year's time is generally allowed to complete course work.

Vocational Programs

There are currently over 50 on-site vocational programs available to offenders in Department facilities throughout the state. These programs are offered quarterly at the correctional facilities, with the student attending classes for a scheduled number of hours per week. Not all programs are available at all facilities. The following list shows which programs were offered in fiscal year 1998 at the individual facilities:

FY1998 Vocational Programs at Department Facilities

Applied Basic Skills (CCCC)	Custodial Services Program (WSP)
Applied Computer Skills (TPR)	Customer Service (CBCC)
Automotive Repair Technology (WSP)	Data Entry (CBCC)
Barbering (WCC)	Dept of Natural Resources Training (WCC)
Barbering (WSP)	Desktop Publishing (CRCC)
Blueprint Reading (WCC)	Drafting (WCCW)
Building Construction (MICC)	Drafting (MCC)
Building Maintenance (CCCC)	Electronics Repair Technology (CBCC)
Building Maintenance (MICC)	Food Service (WCC)
Building Maintenance/Janitorial (WCC)	Industries Linkages (AHCC)
Business (WCC)	Industries Linkages (WCCW)
Business Basics/Production Scheduling (MICC)	Interactive Media (MCC)
Business Computers (MICC)	Janitorial Upholstery (CBCC)
Business/Bookkeeping Technology (WSP)	Media/Communications Technology (WSP)
Carpentry (WSP)	Office Technology (WSP)
Computer Applications (CCCC)	Office Technology/Admin (MCC)
Computer Applications Technology (CBCC)	Office Training (WCCW)
Computer Basics (PLPR)	Optical Production/Training (AHCC)
Computer Literacy (AHCC)	Printing (MCC)
Computer Office Admin (MCC)	Prison Manufacturing Technology (WSP)
Computer Refurbishing (AHCC)	Shop Readiness (MICC)
Computer Science (CRCC)	Upholstery (AHCC)
Computer Service Technology (MCC)	Video Production (CBCC)
Computer Support Specialist (MCC)	Welding (WCC)
Computer Technology (WSP)	Welding (MCC)
Construction Skills Training (AHCC)	Welding Repair/Fabrication (MICC)
Correctional Industries Certification (WCC)	Woodworking (CBCC)

Legend – Facility Acronyms

AHCC = Airway Heights Corrections Center
CCCC = Cedar Creek Corrections Center
CBCC = Clallam Bay Corrections Center
CRCC = Coyote Ridge Corrections Center
LCC = Larch Corrections Center
MICC = McNeil Island Corrections Center
MCC = Monroe Correctional Complex

OCC = Olympic Corrections Center
PLPR = Pine Lodge Pre-Release
TPR = Tacoma Pre-Release
WCC = Washington Corrections Center
WCCW = Washington Corrections Center for Women
WSP = Washington State Penitentiary

Grant Funds for Vocational Education and Transition to the Community

In 1997, funding was provided to the Department of Education to offer "Grants to States for Workplace and Community Transition Training for Incarcerated Youth Offenders". The State Board for Community and Technical Colleges, as the Washington State Correctional Education Agency, working with the Department and the contracted community colleges, submitted a request for \$184,000 to be utilized by Peninsula College at Olympic Corrections Center and Clallam Bay Corrections Center.

The grant funds provide postsecondary education, vocational training and transition education for youthful offenders up to age 25 incarcerated in a state prison and eligible for release within five years. The grant funds are intended to reduce recidivism by assisting and encouraging incarcerated youth to acquire literacy, life, and job skills through the pursuit of a postsecondary education certificate or an associate of arts degree. These funds are available to the eligible offenders during incarceration as well as after their release, for the life of the grant. The grant funding requires evaluation methods and outcome measures, including recidivism, be used to evaluate the extent to which the goals and objectives of the program are met. Under the grant, the Department is currently working with Department field services to support offenders who have been released with their transition into the community, by assisting them with registrations and supportive services needed for continuing their education in the community.

Correspondence Courses

Offenders wanting to take a correspondence course must go through a set process at the correctional facility, where security issues play a large part. These requests are decided on a case-by-case basis. An offender must first receive approval from his or her case manager to take a college course. The approval is then documented in the offender's case plan and the facility Education Director is notified of the course selection and the provider of services. The offender provides the Education Director a property request form to review, listing all necessary course materials. The mailroom staff catalogue all videos received. The Education Director will provide a supervised room and arrange for a test proctor, teacher consultation, and access to a TV/VCR unit, computer, and telephone, as needed.

There are security constraints on material allowed into facilities for each course the offender selects. The materials for each class must be reviewed and designated as allowed or not allowed items, according to Department guidelines. Some items may be only allowed in a supervised area, while others may be allowed in the offender's cell. Once these issues are addressed, the offender pays the course fee through his or her case manager. The fee is paid either through Offender Banking (if the offender has funds in his or her trust fund account) or sent directly to the education service provider from an offender's friend or family member.

Under current law, an offender who receives funds from another source for the purpose of paying for one fee-based education or vocational program is not subject to deductions for the cost of corrections. Otherwise, any income an offender receives is subject to a 35 percent mandatory deduction.

Individual education providers are responsible to support and track correspondence education; however, the Department does not track the number of students enrolled in and completing correspondence courses. Contracted education providers are expending staff time supporting correspondence studies. Therefore, the cost of the involvement by education and security staff for these services and resources at the facilities is difficult to calculate. These costs have an impact on the education budgets and the staff time required to implement services.

Analysis of Offender Education Levels, Interest in Enrolling, And Available Resources

In order to support additional on-site academic or vocational programs, there needs to be not only a proven need for the courses but enough interested students at the facility with available offender resources and necessary education levels to support such fee-based offerings. In order to determine where to pilot additional programs, the Department must first examine the educational levels of the offenders; secondly, his or her interest and ability to pay for fee-based services.

Location of Offenders Most Likely to Participate

Of the total offender population, outside of those in work release, 31 percent (4,337 offenders) have verified high school diplomas or GEDs. These offenders, by virtue of having completed their basic skills requirements, are the most appropriate candidates for postsecondary academic or additional vocational educational opportunities as outlined by chapter 261 laws of 1998.

Offenders With A Verified High School Diploma or GED Certificate*

Facility	Total Population In Residence*	Years Remaining to Serve				Number With HSD or GED
		0-2	2 - 5	5 - 10	+ 10	
Major Facilities:						
AHCC	2,041	380	354	180	114	1,028
CBCC	893	116	88	64	139	407
MICC	1,557	113	105	76	31	325
MCC	2,121	207	114	61	100	482
WCC	726	99	58	34	17	208
WCCW	667	94	30	13	15	152
WSP	2,338	286	163	124	300	873
Minimum Security Facilities:						
AVCC	111	21	6	0	0	27
PLPR	332	128	0	0	0	128
TPR	173	57	0	0	0	57
CCCC	344	67	16	0	0	83
CRCC	401	85	19	0	0	104
LCC	197	34	8	0	0	42
OCC	361	46	22	0	0	68

*Total excludes Work Release, WCC Reception Center, and offenders held out of state

**Population in residence on August 6, 1998

The above diagram reveals there would be a number of facilities with enough offenders who have completed their GED or high school diploma to complete short-term programs. Those facilities with the greatest number of offenders who have completed either GEDs or high school diplomas are Airway Heights Corrections Center, the Monroe Correctional Complex, Clallam Bay Corrections Center, and the Washington State Penitentiary. Because many programs require more than one year to complete, offenders with at least two years of their sentence remaining should be targeted.

Ability to Pay for Additional Programs

All Basic Skills programs and the first vocational program are provided to offenders at no cost. All second and subsequent vocational programs associated with an offender's work program are expected to be paid for either in full or in part by the offender, according to the statutory requirements of chapter 19 laws of 1995. An offender is required to pay all costs and tuition for programs not associated with his or her work program and all postsecondary academic programs.

Most offenders are not able to pay the full cost of educational services due to lack of funds. Not all offenders have adequate income from work and may not receive funds from their families. Generally, when an offender receives any funds in addition to his or her wages or gratuities, the funds are subject to legislatively mandated deductions (maximum of 35 percent) which are used for offender financial debts, restitution, and the cost of incarceration (RCW 72.09.111). The deductions are withdrawn from the offender's trust fund account.

However, chapter 261 laws of 1998 allows an exemption to the 35 percent mandatory deduction requirement. This exemption would apply to funds received by the Department on behalf of an offender for payment of one fee-based education or vocational program associated with an offender's work program or a placement decision made by the Department to prepare an offender for work upon release. This would mean if an offender received funds from a family member to pay for education services, no deductions would be taken.

Therefore, offenders with adequate resources in their trust fund accounts, or those with family support, would have the greatest potential to pay for additional educational services.

Location of Offenders with Sufficient Resources

Current balances of offender trust fund accounts were examined to determine if there are enough offenders with funds to pay the full costs for additional postsecondary education, if there are enough offenders to pay on a sliding scale, and where these offenders are currently housed.

Due to the current community college cost of tuition and fees, averaging \$277 for one five-credit course *, those accounts with balances lower than \$100 were not considered. Therefore, the following diagram reflects data for all trust fund accounts at the major facilities having an average balance of more than \$100. This represents 12 percent of the offender accounts; 88 percent have less than \$100.

The diagram breaks these accounts into three segments, those with balances between \$101 and \$300, \$301 and \$500, and those with balances greater than \$500. It gives the total number of accounts existing at each facility under these dollar designations and the average balances in these accounts.

* Per State Board for Community and Technical Colleges

**OFFENDER TRUST FUND ACCOUNTS
GREATER THAN \$100***

MAJOR FACILITIES	\$101 - 300		\$301 - 500		\$501+	
	# Accts	Avg Bal	# Accts	Avg Bal	# Accts	Avg Bal
Airway Heights Corrections Center	273	\$168	46	\$377	79	\$1,376
Clallam Bay Corrections Center **Olympic Corrections Center	140	\$156	21	\$379	11	\$ 919
McNeil Island Corrections Center	97	\$167	15	\$375	9	\$1,386
Monroe Correctional Complex: WA State Reformatory Twin Rivers Corrections Center	280	\$172	59	\$389	106	\$1,975
WA Corrections Center	213	\$174	35	\$374	57	\$1,225
WA Corrections Center for Women	99	\$173	30	\$385	19	\$1,253
WA State Penitentiary	253	\$168	40	\$372	36	\$1,025

**This represents twelve percent of the total offender trust fund accounts.*

*** OCC accounts are included with CBCC in Department banking*

The offender savings accounts were also examined. However, the funds in these offender accounts are only available to an offender at the time of his or her release from confinement. Therefore, acknowledging that these dollars were not accessible to offenders for educational purposes, there are no totals shown here.

The diagram above reflects the number of offenders that have some resources available to purchase academic or vocational programs with their own funds. The facilities showing the highest number of offenders with available funds would seem to have the greatest potential to support an on-site pilot program.

Current Offender Interest

A survey was distributed to all offenders regarding educational services. The goal of the survey was to determine if offenders would be willing and able to pay the costs of postsecondary education and/or additional vocational programs not currently available.

Surveys were returned from 2,113 offenders at 13 facilities. Their self-reported responses indicated:

- * Over 18 percent (400) were currently attending vocational programs
- * The top two choices for vocational programs: Computer Technology and Computer Repair
- * The top two choices for academic courses: Psychology and Sociology
- * Over 50 percent (1,497) indicated they were willing to pay part or all of the costs
- * Their sources of funds: their own funds, funds from family, or other sources
- * Over 50 percent (1,715) indicated they would be willing to fill out scholarship and grant applications for financial assistance

Appendix E is a summary of all responses. The table below shows the number of responses at each of the major facilities.

Recommendation

The following table shows the concentration of offenders at the major prison facilities and their education levels, interest, and resources to pay; those facilities with the highest numbers should be considered for on-site pilot training programs (AHCC, MCC, and WSP).

Offender Information	AHCC	CBCC	MICC	MCC	WCC	WCCW	WSP
Number of Offenders With A High School Diploma or GED (with at least two years left to serve)	648	291	212	275	109	58	587
Number of Offenders Interested in Paying (self-reported)	292	55	207	175	132	160	231
Number of Offender Trust Fund Accounts (with a balance of at least \$101)	398	172	121	445	305	148	329

Additional Assistance Available

Those offenders who are low-income (defined as income below 175 percent of the poverty level) would be able to access educational opportunities by paying tuition on the sliding-scale determined by the Department. This scale can be found on the second page of Appendix D.

In addition, some offenders could apply for Work Based Learning Tuition Assistance dollars, currently available through the State Board for Community and Technical Colleges. These funds are available for paying the tuition of low income, working parents, in order that they may gain income through wage progression.

Pre-employment Training dollars are also available for short-term training leading to jobs with local employers, and Workplace Basic Skills project dollars are available for employers to employ, maintain, and promote employees with skill-gaps. Each of these funding sources has their own set of criteria and requirements for access to the funds.

Scholarship and grant funding is also available for students from many college and private foundations worldwide. Work could be done with the community college financial aid offices to access additional funding directed towards assisting offenders with the cost of higher education.

Other funding sources aimed at education providers and community colleges include Welfare-to-Work grants available from the U.S. Department of Justice. These grants provide agencies an opportunity to collaborate in helping eligible people enter or re-enter the labor market, obtain the services needed to remain employed, access wage progression opportunities, and build a foundation for a productive career. They are accessible through the local Private Industry Councils.

Technology and Education

Each correctional facility in the Department has at least one computer lab for offenders' use as an essential learning tool. In addition, the major facilities, as well as many of the minimum-security facilities, offer a variety of Vocational Skills Training programs using some form of computer technology as an integrated part of their instruction.

In October of 1997, the Department surveyed the community colleges serving Department correctional facilities on their use of distance education for classes. The chart below shows that each facility has access to some form of distance education, with videotapes as the most widely used method of providing educational services.

DISTANCE LEARNING TECHNOLOGY

Video Tapes	Closed Circuit TV	Correspondence Courses	Audio Cassettes	Satellite	Microwave	Facility
X	X	X	X	X	X	Airway Heights Corrections Center
X		X	X			Cedar Creek Corrections Center
X	X					Clallam Bay Corrections Center
X		X	X			Coyote Ridge Corrections Center
X		X	X			Larch Corrections Center
X		X	X			McNeil Island Corrections Center
X			X			Pine Lodge Pre-Release
X			X			Tacoma Pre-Release
X	X	X	X			Twin Rivers Corrections Center
X		X				Washington Corrections Center
X	X		X			Washington Corrections Center for Women
X	X	X	X			Washington State Penitentiary
X	X		X			Washington State Reformatory

This diagram shows the progressive use of distance learning technology to serve offenders in Department facilities. Between 1995 and 1997, a variety of educational pilot programs were tested at correctional facilities. As a result of these pilots, some potential barriers to providing education via technology in a correctional facility were identified: logistical issues such as television ownership and cell or dayroom space, learning styles, ability to concentrate, and motivation. Student services and staff support needs, such as test proctoring, and review of materials for offender population, were also identified.

Technology options are limited by facility security concerns. Examples include such methods of instruction as interactive Internet courses that would allow the offender to freely communicate with others, telecourses that require instructors or correctional officers to supervise during all conversations, and review of property and use of computers in a supervised room for correspondence courses.

In the fall of 1998, Educational Service District 101 in Spokane began a pilot program with STEP Star, an Adult Literacy service provider for GED preparation and workplace skills, in four correctional facilities, utilizing satellite transmission. Pilot sites include Clallam Bay Corrections

Center, Olympic Corrections Center, Washington Corrections Center, and the Washington Corrections Center for Women. These pilots will continue through the 1998-99 academic year. The STEP Star programming course descriptions also include a limited amount of postsecondary classes which could be accessed at these facilities. Through these pilots, the Department hopes to gain more insight on the use of satellite transmission for other educational purposes as well as basic education.

Through this and other projects, many existing facilities have upgraded their technology capabilities. Designs for all new correctional facilities include infrastructure planning necessary for delivery of a variety of educational technologies.

Many distance education courses are now available throughout the community college system and their numbers are growing rapidly in Washington State. According to the State Board for Community and Technical Colleges, in 1997-98, the community colleges provided 300 distance education courses and they estimated that more than 11,000 students took at least one distance education course that school year. These courses were delivered with the aid of distance education methods, via the Internet, email, video-based, and through a combination of technologies. The colleges have begun working together by sending classroom instruction between sites as well as sharing instruction between colleges. Some universities are now broadcasting classes to community college sites in order to accommodate place-bound students. In order to expand access to student services, kiosks have been set up at many colleges. These kiosks contain advising, academic planning information, financial aid, and application information. An estimated 50,000 students will receive information from a kiosk on a college campus this year.

In both the community college and the four-year college system, there are entire degree and certificate programs accessible now via some form of technology. A student in a non-corrections setting can register and obtain an entire Associates Degree via videocassettes or correspondence, sending assignments and reports through the mail. Students can obtain a degree or certificate via the Internet. These degrees are fully accepted transferable credits at the universities.

K-20 Telecommunications Network

Through chapter 261 laws of 1998, the legislature directed the Department to submit recommendations on the feasibility and desirability of connecting Department facilities to the K-20 Telecommunications Network. Through the process of gathering information regarding this connectivity, the complexity of this issue surfaced.

The following information includes an introduction of the K-20 Telecommunication Network; followed by a definition of services and costs, an outline of security issues, and Department conclusions.

Introduction

Chapter 137 laws of 1996 established the K-20 Telecommunications Network with an authorization of \$42.3 million. Legislators recognized that distance learning and other technological applications may be a cost-effective way to provide quality educational services to students who, given the demand on limited resources, might miss them otherwise. The K-20 Telecommunications Network was then coordinated by the State Department of Information Services. Through the creation of the K-20 Telecommunications Network, the State's education policy makers are addressing the challenges posed by increased enrollments and changing educational needs of Washington's citizens. The K-20 Telecommunications Network is intended to provide schools at every level of education in Washington with access to the learning tools of the twenty-first century. These learning tools include Internet and Intranet, videoconferencing, and satellite-delivered video services. The K-20 Telecommunication Network's first phase was completed in September 1997, connecting 57 university and college campuses and K-12 service districts. Phase Two covers 301 K-12 sites and the college and university branch campuses not connected in Phase One. The expected completion of Phase Two is July 1999. Phase Three, connecting the Washington State Library and a variety of community-based organizations, is planned for the next biennium.

The State Board for Community and Technical Colleges has been studying the issues related to distance education and the K-20 Telecommunications Network. Their report, *Expanding Access and Improving Education Via the K-20 Telecommunications Network*, dated April 1998, outlines the strategic planning efforts for the system. The plan is to determine how the colleges can use technology to deliver effective, accessible educational programs. The State Board for Community and Technical Colleges, through a consortium of college providers called Washington Online, is currently offering nine community college courses via the Internet. Students enroll through their local community college for credit in the ten-week quarterly classes. The plan is to continue to expand these offerings each year, culminating with a basic, transferable Associate Degree.

In order to address the requirements of chapter 261 laws of 1998, there have been a variety of discussions regarding connecting Department facilities to the K-20 Telecommunications Network. Communications between the Department, the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, the Department of Information Services, and the Washington State Library have contributed to the Department's analysis and recommendations. It has become clear that the connectivity with the K-20 Telecommunications Network is extremely complex for the corrections setting, particularly given the range of infrastructure of the various correctional facilities and the security concerns regarding use of technology in a corrections setting.

Defining Services

The key question is defining what services the Department wants delivered through the K-20 Telecommunication Network connection. With technology, everything is interconnected; therefore, each decision effects all other decisions. Since the cost is based upon what type of service is delivered, the distance the service is delivered, the length of time, and the number of participants, then clearly defining the need will help define the cost. Once the need is defined, the next step is to specify the service, location, participant numbers, and program. Site infrastructures at the facilities involved are the next consideration. When these factors have been clarified, then a *potential* cost can be determined. The technical hardware and software necessary for implementation of these kind of services are a cost factor as well, but are minimal considerations compared with the infrastructure and the definition of services desired.

Infrastructure

The infrastructure in place today includes connectivity for most management staff for e-mail, file sharing, and other administrative functions, as well as for computer labs in education units for offenders. At the Department, every facility has not been connected to the administrative services due to their remote location. In order to maintain security, the need for separate local area networks for administration and educational services for offenders at the correctional facilities is vital. The Department's current use of technology to provide services such as e-mail, file sharing, and training throughout the state, is rapidly growing and continually upgraded. The infrastructure required to implement technology services must be in place before additional educational services for offenders can be added. Infrastructure includes basic wiring of the building and each classroom, as well as the fiber-optic cables and lines necessary for transmission of data to each facility.

Two Methods of Service

Basic cost estimates can be outlined for educational technology services; however, given the number of service and price variables, cost estimates would not represent distinct facility needs. In order to determine costs which are more clearly representative of services using the K-20 Telecommunications Network, the Department's Information Technology Section developed information on cost comparisons for two technology scenarios. The first was for interactive videoconferencing between one community college and one correctional facility and the second was for Internet services through the local community college for one facility with each location potentially facilitating twenty-five students. These comparisons would allow the Department to identify costs associated with a single service for a typical filled class at one facility. **However, it is to be noted that the costs for each of these scenarios will vary considerably, based upon the wide variety of infrastructures in place throughout the statewide correctional facilities.** Therefore, for planning purposes, if the same services were duplicated at additional facilities, the reoccurring costs would be defined, however, depending on the facility, modifications would need to be made to all non-reoccurring costs, according to each facility infrastructure. It is not possible to define costs for services without clarifying all details necessary at a particular facility for a particular service.

Cost Comparison #1: Estimated costs for interactive videoconferencing between one community college and one correctional facility are:

- Installation costs \$165,680
- Yearly reoccurring charges \$127,676

These cost figures were for video equipment connecting one correctional facility with one community college. The equipment was chosen as being the industry standard for providing interactive videoconferencing. The connection would require additional interfacing if it were provided through the K-20 Telecommunications Network. Security issues were not addressed in this comparison. Installation costs included circuits, infrastructure, modem lines, and equipment. The yearly reoccurring charges included monthly connection fees, network connections, equipment maintenance, and upkeep.

Interactive videoconferencing brings with it assumptions, with strengths and drawbacks:

- Assumes that multiple students are located at one facility or multiple facilities with access to videoconferencing equipment
- Assumes that all students are receiving information at the same time at all facilities
- Assumes that students can interact in "real time" with students at all other facilities
- Assumes that 15-20 students would be needed to fill a given course

Cost Comparison #2: This scenario is for Internet services through the local community college to one facility, which would potentially serve twenty-five offenders:

- Non-reoccurring charges \$200,596
- Yearly reoccurring charges \$83,298

This connection would allow access to the educational server at the designated community college facility. The costs outlined were for infrastructure and Internet connection to the college only and do not include connection costs beyond the college. Security issues for this connection were not addressed in the cost comparison. The total non-reoccurring charges included such items as lines, routers, firewall, outlets, fiber backbone, software, and hardware for twenty-five users. The yearly reoccurring charges include the Department of Information Services' charges, equipment maintenance, and upkeep. **Note: Current Department policy does not allow offender access to the Department's Internet capabilities.** Also, when Department employees are using the Internet near where offenders are present or are working, the computers are secured or shut down.

Internet services provided through community college K-20 Telecommunications Network also bring certain assumptions, with both strengths and drawbacks:

- Assumes that individual students have access to properly equipped personal computers
- Assumes that students registering have sufficient computer literacy skills necessary to be successful
- Assumes that students would have access to adequate time on computer stations to complete coursework
- Assumes that access would be within required security parameters through use of technology (filters, caching, proxy servers, or use of routers)

Security

Much of the complexity surrounding the connectivity to the K-20 Telecommunications Network deals with barriers of security. Whether the delivery of services is Internet-based or interactive video-based, security concerns are a significant constraint. The issue is how to provide security while maintaining Department standards for safety. Concerns include offenders' potential access to information regarding victims, names and telephone numbers or addresses of the public, pornography, technical information regarding weapons and security, or other sensitive information on the Internet. In addition, offender access to videoconferencing can be a security risk. Therefore, the cost of security goes beyond the needs for technology software. It must

also include staff hours necessary to implement the diverse methods of distance education instruction, staff training on basic use of computer equipment for educational purposes, as well as staff training on technology safeguards.

Some technology providers for the K-12 school system are making use of current technology to provide information for offenders while maintaining security. Some of the practices include downloading selected Internet sites as needed (using a cache file), using computer servers as screening devices to prevent additional access (proxy servers) and adding routers and filters to screen sensitive information. Tumwater School District has currently upgraded their technology used for educating youthful offenders. They have set up and opened a computer lab at the new Thurston County Juvenile Detention Center, where they are making use of proxy servers, routers, and filters to maintain security between sensitive information and offenders. Along with other components, the instructors will be accessing Internet information to supplement offender curriculum, allowing access to Internet information for youthful offenders, while not allowing them direct access.

In addition, there are software programs today which provide some security solutions, however additional software is in the development stages which may better fit the needs of the Department.

Linking Department Facilities to the K-20 Telecommunications Network

All community colleges currently contracting with the Department are, or will eventually be, connected with the K-20 Telecommunications Network at their main campus sites. They are still determining how they will each use the technology, at what locations, and how the Department might access this new technology. The Washington State Library currently houses eight branch sites within Department facilities. The goal of the Washington State Library, giving access to materials, is tempered by the need for security within the corrections setting. The Washington State Library plans to be connected at its main branch to the K-20 Telecommunications Network in the next biennium allowing access to the Internet, use of one-way satellite, two-way video, and other data networks. However, Washington State Library management has yet to decide about implementation of these services at the correctional facilities branches. Since these are complex issues, discussions with both the Washington State Library and the community college providers need to continue to determine how the Department could gain access to these services through either entity.

Adding to the complexity, in order to provide postsecondary educational services through the K-20 Telecommunications Network, the following student services are additional considerations: student advising, academic planning, schedules/course-listings, library services and searches, and admission and records services. Placing web servers or kiosks in Washington State Library branches with some of this student service information downloaded and kept current would be one solution.

There are benefits to the Department of connecting with the K-20 Telecommunications Network, once the infrastructure and adequate security safeguards are put in place. The connectivity would allow greater access for offenders to academic postsecondary and vocational training, thereby increasing the number of offenders who complete courses. For example, planning for the Stafford Creek Corrections Center includes the use of video networking for a number of purposes including offender education programs. Grays Harbor College, who will contract with the Department to provide educational services at the facility, has expressed an interest in providing postsecondary instruction using the K-20 Telecommunications Network, if possible.

Connecting via one-way satellite with the University of Washington and Washington State University for courses currently available would also be possible through this technology. Many first and second-year college courses that offenders have an interest in are currently available via Washington Online (<http://www.WashingtonOnline.org>). It would also be possible to connect a selected population (as a pilot) with the Internet, utilizing all available network security capabilities.

Other potential advantages of participating in the K-20 Telecommunications Network may include staff use of teleconferencing to save travel time and expenses, providing public information, book ordering, reporting, conducting institutional research, and using library and interlibrary services. Additional benefits may include training and development activities for faculty and staff, subject area training, program planning and meetings via teleconferencing with other facilities, Internet training, online research, and linking faculty through listserves.

Conclusion

The Department recognizes that correctional facilities are not currently all equally suited to access educational services via technology. Those facilities with the best infrastructure in place will be the best place to begin pilot projects. While it is feasible to connect Department facilities to the K-20 Telecommunications Network, questions remain to be resolved about the timing, the infrastructure of specific facilities, and associated costs. But until the security issues are resolved, the Department does not allow and would not recommend the use of the Internet in a correctional setting. Interactive video instruction offers great opportunities for educational instruction and other uses, however it is not yet desirable in a correctional setting. Given the current resources, the Department needs to continue discussions with the community colleges, the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction, and the Washington State Library. As technology becomes more refined, the Department may want to put forth a proposal and budget request for a modest education project in collaboration with other stakeholders. Given what is known about costs and security today, more information needs to be gathered to further determine the feasibility of using technology. A study is recommended to clarify both desired methods and costs, taking the need for security measures into consideration.

Recommendations for Pilots and Alternatives For Offender Access

Plan for Pilot Projects

These pilot projects are to be implemented within existing resources, utilizing fee-based programs for postsecondary academic and vocational study. The projects will offer instruction in academic subjects and employment skills not presently available at the pilot facilities.

In order to determine offender needs throughout correctional facilities, the Department annually conducts an assessment. Each correctional facility, working with contracted education providers, submits a proposal for services and funding for the subsequent year. The process results in local recommendations to either retain current programs or shift resources to address emerging needs.

The pilot project recommendations listed below, supporting targeted populations, will be suggested for consideration in the upcoming needs assessment process. Specific correctional facilities, working with contracted educational providers, will have the option to propose a pilot project, provided the project is consistent with the needs of the offenders at the facility and conforms to local and Department priorities.

Option 1: Academic and Vocational Core Offerings

Offer Communication, Human Relations, Vocational Mathematics and English courses at facilities where they are presently not available. Offer in traditional classroom or in distance education methods, allowing greater offender access to the four core classes included in all vocational and academic programs.

Target population: Offenders in medium and close facilities.

Option 2: Modular Business Services Program

Create a Business Services vocational certificate and degree program that is standardized across facilities. Include computer technology and a full range of occupational skills offered in module form, mixing traditional classroom activities with distance education. Courses would focus upon a wide variety of employment skills for the current market standard for a business environment.

Target population: Offenders in medium facilities with Class 1, 2, and 3 industries.

Option 3: Pre-Manufacturing Program

Create a short-term (compressed training) vocational certificate in Pre-Manufacturing. These courses would tie into Correctional Industry positions as well as community jobs. Include intro to manufacturing, diversity, teamwork, safety, tools/measurement, quality assurance, applied manufacturing and job readiness, and an introduction to computers.

Target population: Offenders in minimum or medium security facilities where both manufacturing industries and Correctional Industries are present.

Option 4: Labor Union Introduction to Apprenticeship Programs

Work with representatives from labor to create a short-term Pre-Apprenticeship program to explore the trades. Using a work-based learning model, include employability basics, tools and equipment, occupational hazards and prevention, teamwork and hands-on practice of job specific skills in various industries.

Target population: Youth (18-25 years)/adults with no work experience within 18-24 months of release and those offenders with disabilities. Target minimum or medium facilities where Union shop industries are located within employable distances.

Option 5: Offer a Request For Proposals (subject and site specific) to community and 4-year colleges to provide postsecondary courses for offender self-pay

The Department would provide space and administrative support while the college would offer traditional and alternative methods of delivery and establish a progressive financial aid/foundation campaign. The offenders would pay the full costs directly to the college provider, who would collect the FTE and state support dollars.

Target population: Long-term offenders (5 years or greater left to serve)

Potential Facilities:

Potential facilities were identified based on the highest concentration of offenders with a high school diploma or GED, trust fund accounts with greater than \$100, and an interest in paying for programs. Airway Heights Corrections Center, Monroe Correctional Complex, and the Washington State Penitentiary should be considered for on-site pilot training programs.

Alternatives for Increasing Offender Access within Existing Funds

- **Expand the use of students in work-study or cooperative education positions** within the correctional facilities.
To provide facilitation and support services to offenders taking correspondence, distance education courses, or other individualized study courses
- **Determine utilization of the existing Basic Skills and vocational programs** throughout the corrections system
To consider, within the priorities for funding, if funds can be made available for additional vocational skills and postsecondary academic programs
- **Form a workgroup to focus on expanding the use of labor market information in correctional education.** Include the Department, Correctional Industries, Employment Security, Worker Retraining, the community colleges, and others.
To make clear linkages between vocational programs, work inside facilities, and jobs in the community
- **Strengthen correctional education's relationship with Employment Security by partnering with Worker Retraining co-location offices for services housed at college main campus sites**
To inform programs of local labor market trends and provide offenders access to information on career training and options for employment
- **Track all correspondence and telecourses, now accessed by offenders.**

To help coordinate distance education and validate workload by education staff

- **Catalogue all video instructional material** throughout the corrections system.
To create a cost-efficient system for video usage and checkout
- **Create a list of all externally available vocational and academic post secondary coursework** for offenders (include traditional, correspondence, telecourses, and distance education). The list would also include information on how to access these courses.
To provide equitable access to all offenders, distribute the list to all facilities

Alternatives for Increasing Offender Access with Additional Funding

- **Work with partners to adopt skill standards.** Build upon Option 2 of the proposed pilot programs, creating a Business Services Program. In collaboration with one or two current provider colleges, submit a request for funding for a skill standards project from the State Board for Community and Technical Colleges.
- **Setup and maintain information kiosks or stand-alone personal computer stations in education centers or libraries at Department facilities for student self-serve information.** Based upon kiosk systems at many community colleges, set up and maintain a system of kiosks with software including current information on available education programs giving offenders access to additional education services and registration information. Setup, software and maintenance of the system would create need for funding.

Grants such as The Fund for the Improvement of Postsecondary Education from the U.S. Department of Education could be applied for to set up these projects. These funds are available as the Comprehensive Program, an annual competition for grants to support innovative reform projects, which promise to be models for the solution of problems in postsecondary education. These funds are available for the next three years.

- **Correspondence and Video-telecourses**
In order to facilitate greater offender access to postsecondary academic training, offer a Request For Proposals to colleges for delivery of postsecondary education to offenders via correspondence and video telecourses. These would be fee-based programs for offenders willing to pay for services, delivered by a single provider and made available throughout the corrections facilities.
- **The K-20 Telecommunications Network Connection**
Conduct a Cost-Benefit assessment of the use of the K-20 Telecommunications Network technology in correctional educational services. This assessment would study in-depth, the costs and benefits of technology infrastructure, security, and workload created by the connection to the K-20 Telecommunications Network by Department facilities for purposes of providing postsecondary and vocational education.

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Work Group Activities and Strategies

The Department, in collaboration with the community college presidents, designated an Engrossed Senate Substitute Bill 5936 Work Group. The group included representatives of the Department, community colleges, the Washington State Employment Security's Corrections Clearinghouse, and the State Board for Community and Technical Colleges. This group was charged to evaluate the issues and make recommendations on alternatives for increasing offender access to postsecondary academic and vocational opportunities.

Activities of the Work Group included:

- Outlining a workplan and list of study questions
- Conducting interviews with stakeholders from throughout the Department and the community colleges
- Developing, distributing, collecting, and tallying the results of an offender survey
- Establishing criteria to rate pilot program options
- Identifying options for pilot programs
- Reviewing offender trust fund accounts
- Verifying offender education levels
- Meeting with Information Technology staff of the Department, the Department of Information Services, the Office of the Superintendent of Public Instruction, Washington State Library, and the State Board for Community and Technical Colleges concerning the K-20 Telecommunications Network
- Reviewing the K-20 Telecommunications Network and other technology options

Work Group's methods and strategies:

- **Study Questions**
The Work Group formulated a list of study questions to focus their work on information gathering and stakeholder input (Appendix C).
- **Stakeholder Interviews**
Department stakeholders were interviewed regarding their input on ESSB 5936 and its effect upon the Department as a whole. Those interviewed included members from budget, operations, Correctional Industries, community corrections, regional management, the Secretary's office, superintendents, education directors, Employment Security's Corrections Clearinghouse, and community college presidents.
- **Offender Survey**
A survey distributed to all offenders containing questions regarding educational services. The goal of the survey was to determine if offenders would be willing and able to pay the costs of postsecondary education and/or additional vocational programs not currently available.
- **Pilot Project Criteria**
The Work Group met to discuss a plan for possible pilot projects. They developed a criteria list for pilots and rated ideas for pilot projects against those criteria (Appendix F).
- **Pilot Selection**
The Work Group formulated a list of possible pilot programs. These programs were rated according to program criteria generated by the group on a scale of 0 - 3, with the highest being 3. The highest rated programs are included as the pilot options and recommendations of this report.

- **Site Criteria**
Site criteria began by clearly defining those offenders with high school diplomas and GEDs who would be the most likely students for academic postsecondary education. Further analysis looked at the population figures by facility, along with the custody levels and length of stay, to evaluate which facilities would have the highest concentration of offenders who have satisfied the basic skills required and also have the resources to pay part or all costs for education.
- **Offender Resources Available**
Offender trust fund accounts were reviewed to determine the facilities with the highest concentration of offender funds. Those accounts over \$100 were targeted as the most likely to be able to afford tuition and other college expenses.
- **Technology and the K-20 Telecommunications Network Connection**
Meetings were held with the Department's Information Technology staff, the Department of Information Services, the Office of the Superintendent of Public Instruction, the Washington State Library, and the State Board for Community and Technical Colleges on the feasibility and desirability of connecting with the K-20 Telecommunications Network.

**Engrossed Substitute Senate Bill 5936
Alternatives for Offender Access to Post Secondary Academic Education and
Vocational Opportunities Study Questions
August 23, 1998**

What criteria does the Department currently use to determine whether or not to provide a specific Vocational Skills Training program?

What Vocational Skills Training program should the Department offer that is not currently being provided?

Can and should a "new" Vocational Skills Training program be "invented" that is linked to both Correctional Industries and community employment? What criteria should be used? What stakeholders should have input on the design?

Are there existing models? Are the skills transferable to other industries?

How can the link to real work opportunities both in prison and the community be built into this Vocational Skills Training program?

What is the linkage between Vocational Skills Training programs and "living wages" (using criteria from Welfare Reform, skill progression and academic progression to higher education)?

Is the Department willing to "step outside the box" to provide such a program?

How can 10 to 15 offenders with the same needs or educational goals be identified so that it can be cost efficient and feasible to provide advanced programs or services? Where are the offenders and how many would like a post secondary academic or other educational opportunity? How many offenders would be willing to pay for additional educational opportunities from their own resources?

What are the labor market projections of Correctional Industries or prison work programs? How many offenders are needed for what type of jobs? What are the community labor market projections and how should they influence which vocational programs the Department should provide?

How should the study obtain input and buy-in from Education Providers, Superintendents, Correctional Industries Site Managers, offenders, and others?

What technology is currently being used in the education system of the Department?

What are the current practices with regard to correspondence courses? What can be done to provide greater access to these courses?

What is the feasibility and desirability of connecting Department facilities to the K-20 Telecommunications Network?

What costs are involved? How do these costs compare with current instruction costs?

OFFENDER SURVEY

The purpose of this survey is to determine if you would be willing/able to contribute to the cost of educational programs that are not currently available to you-- programs like college level academic programs or additional vocational programs.

NAME _____ DOC# _____ FACILITY _____ RELEASE DATE _____ / ____ / ____

1. How long do you think you will be at this institution? (check one)

less than 12 months up to 2 years
 more than 2 years more than 5 years

2. What is your custody level? _____

3. Do you have a GED High School Diploma Associate Arts Degree
 Vocational Certificate/Degree BA MA Ph.D.?

4. Are you currently attending a Basic Skills (ABE, GED, ESL) program?

Yes* No
 *If yes, which program? _____ How many hours per week? _____

5. Are you currently attending a vocational/technical training program?

Yes* No
 *If yes, which program? _____ How many hours per week? _____

6. Do you now have any transferable college academic or vocational credits?

Yes* No
 *If yes, how many? _____ from what schools? _____

7. Are you interested in pursuing:

Vocational Certificate Bachelors Degree
 Vocational Degree Masters Degree
 Associate Arts Degree

8. What areas of study interest you?

1st choice _____
 2nd choice _____

Vocational Examples

Accounting
 Barbering
 Carpentry
 Computer Repair
 Commercial Food Service
 Electrical
 Heating/Vent/Air Cond.
 Media/Communications/Video
 Prison Manufacturing
 Upholstery

Auto Body Repair/Refinishing
 Business/Bookkeeping
 Computer Technology
 Custodial Service
 Engineering Graphics
 Inmate Education Assistant
 Inmate Education Assistant
 Office Technology
 Sheet Metal
 Welding

Academic Examples

Biology
 Economics
 Humanities
 Literature
 Sociology
 Criminal Justice
 History
 Languages
 Psychology

9. Are you willing to pay part/all of the costs of these programs?

Yes* No

If yes, how much would you be able to pay?

- \$ 5-20 per month
- \$20-40 per month
- \$40-60 per month
- \$60-80 per month
- \$80-100 per month
- Full tuition/books, etc.

As an example of costs, if your income is \$100 - \$149 per month, you would be charged \$4.54 per credit hour for a class. Therefore, a 5 credit class would cost you \$22.70. The following scale shows how much you would be required to pay per credit, depending on your monthly income.

Sliding Scale Tuition Fees		
<i>AVG Monthly Income or Average Available Balance</i>	<i>Portion Pro-Rated</i>	<i>Per Credit Fee</i>
Less than \$100	5%	\$2.27
\$100-\$149	10%	\$4.54
\$150-\$499	25%	\$11.35
\$500 and over	50%	\$22.70
Full Payment	100%	\$45.40

Funds provided to you by your family specifically for education programs are exempted from the 35% deduction.

10. What would be the source for your tuition? (check all that apply)

Your own funds Family Other

11. Would you be willing to fill out paperwork for scholarships and grants?

Yes No

As a result of this survey, the Department of Corrections may pilot programs where there is the greatest interest shown.

Self-Reported Offender Survey Results

The survey was distributed to all Department of Corrections' facilities statewide on August 17, 1998, and tabulated on September 9, 1998. The overall self-reported response rate was 14% from 13 facilities. A total of 2,113 self-reported responses were tabulated as follows.

Current education levels:

945 have a GED
 583 have a high school diploma
 192 have an AA degree
 397 have vocational degrees/certificates
 60 have a BA, 13 have an MA, and 4 have a Ph.D.

Currently attending classes:

391 currently attend Basic Skills and average 8.92 hours per week
 23 attend ESL, 111 attend ABE, and 206 attend GED
 401 currently attend vocational training and average 15.18 hours per week
 The top 3 programs attended are Computer Tech, Office Tech, and Welding
 862 have transferable college credits

Interest in pursuing degrees/certificates: (multiple entries)

708 want Bachelors Degrees
 700 want Vocational Degrees
 670 want Vocational Certificates
 611 want Associate in Arts Degrees
 446 want Masters Degrees

Areas of study in which they had the most interest:

<i>Vocational:</i>	<i>Academic:</i>
Computer Technology (475)	Psychology (219)
Computer Repair (229)	Sociology (128)
Auto Body (217)	Criminal Justice (111)
Welding (212)	

Willingness to pay the costs of these programs:

32% responded yes (1,497)

When asked how much they were willing to pay:

\$5-20 per month (1,035)
 \$20-40 per month (225)
 \$40-60 per month (88)
 \$60-80 per month (27)
 \$80-100 per month (82)

When asked about the source of funds:

My own funds (824)
 Funds from family (802)
 Other fund sources (346)

When asked if they were willing to fill out paperwork for scholarships/grants:

Yes 1,715 and No 397

ESSB 5936 Study Group Criteria Used For Selecting Pilot Options

PROGRAM CRITERIA

- Focus on postsecondary/academic
- Reflect offender survey results
- Potential for success
- Connection to labor market
- Connection to Correctional Industries
- Connection to institutional needs
- Consider Work First program issues
- Consider "family wage" issues
- System-wide application (technology/partnerships)

OFFENDER CRITERIA

- Appropriate for offender pool
- Considering custody and time to release
- Consider offender ability to pay

SITE CRITERIA

- Respond to idleness issues
- Consider administrative support/constraints
- Awareness of existing resources
- Awareness of additional resources needed

METHOD CRITERIA

- Include technology
- Include correspondence and video telecourses
- Complete program in time structure/modules

