



# Creating Prison-to-Postsecondary Education Pathways

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## 2021 Report to the Legislature

*As required by 2SHB 1044*

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## Legislative Directive

The Washington Department of Corrections, State Board for Community and Technical Colleges, Washington Student Achievement Council, and Washington Statewide Reentry Council, in collaboration with an organization representing the presidents of the state's public four-year higher education institutions, must submit a combined report, by December 1, 2021, and annually thereafter, to the appropriate legislative committees with oversight of higher education issues and correctional matters, as required by [RCW 72.09.467](#). The state agencies must consult and engage with nonprofit and community-based postsecondary education providers during the development of the annual report. The combined report must strive to include, where possible, the voices and experiences of current or formerly incarcerated individuals and must include the following:

- A review, disaggregated by demographics, of the number of incarcerated persons served and not served in the department's postsecondary education system, the number of persons leaving the department's custody after one year without a high school equivalency certificate, and the number of persons released without any postsecondary education;
- A review of the department's identification and assessment of incarcerated individuals with learning disabilities, traumatic brain injuries, and other cognitive impairments or disabilities that may limit their ability to participate in educational programming, and the barriers to the identification, assessment and recommendations to further facilitate access to educational programming for these individuals;
- Identification of issues related to ensuring credits earned in credit-bearing courses are transferable, and the number of transferable and non-transferable credits awarded;
- A review of transfer policies, including barriers and challenges experienced by individuals, to ensure postsecondary education credits earned while incarcerated transfer seamlessly upon post-release enrollment in a postsecondary education institution;
- The number of persons participating in correspondence courses and completion rates, disaggregated by demographics;
- An examination of the collaboration between correctional facilities, educational programs, nonprofit and community-based postsecondary education providers, and institutions to ensure roles and responsibilities are clearly defined; and,
- A review of partnerships with nonprofit and community-based postsecondary education organizations at state correctional facilities that provide accredited certificate and degree-granting programs and reentry services in support of educational goals, including a list of the programs and services offered and recommendations to improve program delivery and access.

## Executive Summary

The department provides reentry-focused education for incarcerated individuals through an interagency agreement with the State Board of Community & Technical Colleges (SBCTC) and eight community colleges. Adult basic education, pre-college courses, pre-apprenticeships programs, workforce/vocational certificates and associate degrees are offered. The department maintains partnerships with Clover Park Technical College and nonprofit programs in select facilities including the Freedom Education Project Puget Sound (FEPPS), University Beyond Bars (UBB), and the Black Prisoners' Caucus-Taking Education and Creating History (BPC-TEACH).

Second Substitute House Bill (2SHB) 1044, established new education services and expanded existing services. The department formed a workgroup of partners and student leadership members in July 2021 to develop a robust implementation plan. In the five months that followed, relevant agency policies were reviewed and updated, recruitment for two Education Psychologist was initiated, and required data elements were identified and initial data collection began. A more comprehensive report with robust data, recommendations for improved services, identification of gaps in services for individuals with cognitive impairments or disabilities, and issues with transferable credits will be available in future annual reports.

With the mission to improve public safety by positively changing lives, the department recognizes the transformative power of post-secondary education in a correctional setting. The Washington State Institute for Public Policy (WSIPP) benefit-cost analysis for adult criminal justice reports the program with the highest rate of return is correctional education, specifically post-secondary education (see Appendix A). To support contracted and private education partners to ensure high quality program delivery, as well as advance reentry efforts, the department fully supports and is actively working towards implementing the improvements that are identified in 2SHB 1044 to advance and expand on post-secondary education opportunities for incarcerated individuals.

## Background

The Department of Corrections contracts with SBCTC to provide basic education and job training in the state's 12 correctional facilities. The adult basic education provides foundational instruction in reading, writing, math and the English language. Students have the opportunity to complete high school through High School Plus or a General Education Diploma (GED) as well as prepare for college. Community colleges offer college level professional-technical degree and certificate programs in high-wage and high-demand areas as well as recognized pre-apprenticeship programs. Select sites also have associate transfer degree and baccalaureate degree programs offered through nonprofit partnerships and the US Department of Education's Second Chance Pell Experimental Sites Initiative. Program offerings vary by location based on funding, program space, and infrastructure. (See Appendix B for the latest chart of educational services.)

The department ensures that education programs remain student-centered by monitoring programs, requiring quarterly and annual performance reports. Education partners are required to use student leadership groups to help inform decisions about programming.

## Implementation Plan

With the passage 2SHB 1044, the department formed a workgroup of partners, as prescribed by statute, as well as additional nonprofit partners and student leadership members to carry out the following goals:

- Expand access and opportunities to post-secondary degree and certificate education programs for persons of color by setting goals and partnering with nonprofit entities and community-based post-secondary education programs with historical evidence of providing education programs for people of color.
- Establish a process for identifying and assessing incarcerated individuals with learning disabilities, traumatic brain injuries, and cognitive impairments, in addition to providing accommodations for these individuals.
- Provide unofficial transcripts to incarcerated individuals who participated in postsecondary education programs when the individual completes a program, is transferred to another facilities, or is released.
- Evaluate an incarcerated individual’s educational programming when considering transfers to other facilities or when releasing an individual to their county of origin.
- Contract with WSIPP to study and report on enrollment, completion rates, and recidivism rates of incarcerated individuals in the postsecondary education system post-release. (Preliminary report due by October 1, 2024, and final report due by October 1, 2027.)
- Produce an annual report with a variety of data and information on incarcerated individuals and post-secondary education.



## Communications Plan

An [educational services webpage](#) was added to the department's website so that family, loved ones, and advocates of incarcerated individuals can access information about the education programs, services and resources available at each facility. Documents were created to share with the incarcerated population and on the webpage about the available Federal Pell Grants and a frequently asked questions (FAQ) document about other state and federal financial aid. The work was done with subject matter experts and guided by corrections education student leadership participation.

## Policy Review

[2SHB 1044](#) removed the legal restriction on participation in vocational and degrees programs by those who are sentenced to life without the possibility of release (LWOP). Policy 500.000 Education and Vocational Programs in Prisons was updated under the urgent-revision process to reflect the new language around eligibility. The department advised contracted educational programs to begin to allow for participation by the newly eligible incarcerated group in the programs. Messaging to the incarcerated population was sent out via kiosk notifying prospective students they may seek a referral from their classification counselors or education staff for vocational and degree programs. These messages provided information that placement into programs will be based on priority considerations, including expected release date, risk and need levels, reported and/or verified education history, and judgement and sentence conditions.

Policy 500.000 will have further updates including the process for identifying and assessing individuals with learning disabilities, traumatic brain injury, and other cognitive impairments in relation to educational services. These updates are anticipated to be completed in early calendar year 2022 after the funded educational psychologist positions are filled.

The department recently updated policy 500.100 Correspondence Education in Prisons to begin documentation and data collection on incarcerated students who are participating in independent studies.

Policy reviews were completed related to transfers, county of origin placements, and providing transcripts as mandated in 2SHB 1044. These requirements were already being implemented and further changes were not needed.

## Disability Support Services

As directed by 2SHB 1044, the department must establish by rule a process for identifying and assessing incarcerated persons with learning disabilities, traumatic brain injuries, and other cognitive impairments to determine whether the person requires accommodations to effectively participate in educational programming, including GED tests and postsecondary education. The department must establish a process to provide accommodations to these individuals. As various stakeholders, program partners, correctional educators, and students can attest, the process will assist students in being more successful in their educational endeavors. The department has been engaged in a national special education collaboration with correctional education directors and administrators. Efforts are underway to recruit and hire two education psychologist positions to begin implementing policy, procedures and practices that will support students with learning disabilities and cognitive impairments. The department anticipates the psychologists will begin assessing statewide need and, in collaboration with current correctional adult basic education faculty, will help inform the department and legislators on the subject.

## Expanding Equitable Access

In 2020, the Washington Student Achievement Council (WSAC), in partnership with the department and SBCTC, received a grant from the Lumina Foundation to improve post-secondary credential outcomes for incarcerated and reentering populations in Washington. WSAC successfully contracted with the Washington State Institute for Public Policy (WSIPP) in 2021 to carry out two objectives: (1) to conduct a comprehensive environmental scan and answer a set of research questions to better understand post-secondary educational opportunities and outcomes for incarcerated and formerly incarcerated individuals in Washington state, with a particular emphasis on racial equity, and (2) to determine the feasibility of providing incarcerated students access to state financial aid programs.

WSIPP conducted research related to education of incarcerated individuals and those reentering the community after periods of incarceration. Their final report, [\*Postsecondary Program Participation and Completion Patterns Among Individuals Incarcerated in Washington State Prisons\*](#), examined patterns of enrollment and completion of post-secondary programs for incarcerated individuals.

The report also explored what practices promote or inhibit equitable participation and completion of education programs across racial groups. Importantly, WSIPP analyzed publicly available data and worked closely with both the department and SBCTC to capture data elements that were easily accessible for the time span of the grant. WSIPP also reviewed policies, procedures, staffing, investments, etc. and researched best practices from other states and/or national evidence for Washington leadership to consider. The report, a first for Washington State and, as discussed later in this report, has become somewhat of a new standard by which the legislature is now invested in ongoing analysis of outcomes that might lead toward future policy changes to increase incarcerated learners' post-secondary pathways.<sup>1</sup>

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<sup>1</sup> Hundson, H. (2021). Lumina Foundation Grant Report, Supporting Incarcerated and Re-entering Learners (Grant 1907-1110554). Washington Student Achievement Council.

As summarized by WSIPP:

*This study presents an overview of the postsecondary correctional education system in Washington, with an examination of the patterns of enrollment in and completion of postsecondary programs for incarcerated individuals. We found that Black, Latino, and other people of color participated in correctional education programs at a greater rate than White individuals while incarcerated. Rates of retention and completion once enrolled were similar across all racial groups, although Black and Latino students were slightly less likely to complete their degree programs. These findings were consistent for both professional/technical degrees and academic transfer degrees . . . A review of national research literature identifying challenges that may inhibit participation in postsecondary programs and best practices that may promote access. We found that Washington already implements many useful practices, chiefly the coordination between the Department of Corrections, community colleges, and other stakeholders and reentry services for formerly incarcerated students. Though barriers to participation still exist, often around funding, eligibility, and course quality, we found that these challenges would not generally limit participation for incarcerated students of color uniquely. However, some policies, particularly those related to student eligibility factors, may indirectly contribute to inequities.<sup>2</sup>*

## **Program Data**

Through a long and vibrant partnership between the Department of Corrections, Washington State Board for Community & Technical Colleges, Washington’s community and technical colleges, and The Evergreen State College, the state has built an educational system that provides opportunities for justice-involved individuals to complete high school, prepare for college, learn high-wage and high-demand workforce skills, and, in some cases, earn college degrees.<sup>3</sup>

In 2020-21, Washington’s community colleges’ corrections education programs accomplished the following:

- Washington State Corrections Education GED® pass rate is 67%. Washington State Corrections Education administered 64% fewer GED® tests during fiscal year 2021 due to COVID-19 mitigation practices.
- 85 students earned their high school diploma through the High School+ (HS+) competency-based degree program.
- 83 students earned associate workforce degrees through Edmonds College (Monroe Correctional Complex), Grays Harbor College (Stafford Creek Corrections Center), Tacoma

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<sup>2</sup> Knoth, L., & Fumia, D. (2021). Postsecondary Program participation and completion patterns among individuals incarcerated in Washington State prisons (Document Number 21-06- 1901). Olympia: Washington State Institute for Public Policy.

<sup>3</sup> Seibert-Love, P. (October 2021) Draft Annual Report to the Department of Corrections for 2020-2021 Academic Year. State Board of Community & Technical Colleges.



Community College (Washington Corrections Center for Women), and Walla Walla Community College (Coyote Ridge Corrections Center and the Washington State Penitentiary).

- Washington community colleges served 5,022 incarcerated individuals. Colleges worked with 2,146 of their contracted targets of 3,129 full-time equivalent students (FTEs)<sup>4</sup>. The number of students represents a 68% success rate during the unprecedented COVID-19 pandemic.
- Colleges expanded opportunities for training in high-demand, high-wage jobs and awarded 522 vocational certificates.

### Academic and Workforce Outcomes

Award Type	FY21	FY20	FY19
High School Equivalency (GED®)	351	523	754
High school diplomas (HS 21+)	85	68	77
Vocational certificates	522	714	1,189
Vocational Certificate, 45-89 credits	195	186	310
Vocational Certificate, 20-44 credits	164	290	425
Vocational Certificate, 1-19 credits	163	171	442
Associate workforce degree	83	67	82

A comprehensive and detailed review of participation and completions, disaggregated by demographics, can be found in the aforementioned WSIPP study, [Postsecondary Program Participation and Completion Patterns Among Individuals Incarcerated in Washington State Prisons](#).<sup>5</sup>

### Community-Based and Nonprofit Partnerships

In addition to the services provided through an interagency agreement with SBCTC, several other valued partners provide college-level accredited courses for certificate, associate and baccalaureate degrees, and enrichment studies. These partners include:

- Freedom Education Project Puget Sound,
- University of Puget Sound,
- University Beyond Bars,
- Black Prisoners’ Caucus – Taking Education and Creating History,

<sup>4</sup> Full-Time Equivalent Students (FTEs) is a measure of college effort to deliver instruction. One FTE is equal to 45 credits of annual enrollment or 15 credits of quarterly enrollment. Colleges offer between 10-15 hours per credit depending on the type of course (basic education, vocational, academic or offender change).

<sup>5</sup> Knoth, L., & Fumia, D. (2021). Postsecondary Program participation and completion patterns among individuals incarcerated in Washington State prisons (Document Number 21-06- 1901). Olympia: Washington State Institute for Public Policy.

- Sustainability in Prisons Project, and
- Clover Park Technical College.

Prior to implementation of the focused work to improve postsecondary opportunities, the above-listed educational partners were managed by different divisions of the department, dependent on their funding/staffing status (i.e., contractors or volunteers). The department has since moved these partners under the Reentry Division and Education Services Administration to better serve incarcerated students, regardless of the education program in which they are involved. The consolidation allows for a more comprehensive collection of data amongst all education partners, not just those serving under the SBCTC interagency agreement.

Additionally, the department has contacted additional institutions of higher education to join the effort toward expanding postsecondary education pathways. Currently, representatives from the University of Washington-Tacoma and Gonzaga University have been participating in educational services meetings and have accepted invitations to attend regular workgroup meetings.

## **Future Studies and Data**

A further study by the Washington State Institute for Public Policy (WSIPP) must be conducted to study enrollment, completion, and recidivism rates of incarcerated individuals in the postsecondary education system post-release. A preliminary report is due October 1, 2024 and a final report is due October 1, 2027. WSIPP must study:

- Patterns and effects on post-release enrollment and participation in the community and technical college system by individuals who, while incarcerated, participated in postsecondary education;
- Differential outcomes for individuals participating in various types of postsecondary education courses, certificates, and degree programs;
- Changes in enrollment and completion of postsecondary education courses, certificate programs, and degree programs due to the expansion in postsecondary education programming; and
- Recidivism outcomes other than incarceration for individuals who participated in postsecondary education while incarcerated.

## Appendix A

### Washington State Institute for Public Policy Benefit-Cost Results

The WSIPP benefit-cost analysis examines, on a comparative basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research-based approach to identifying evidence-based programs and policies has three main steps. First, WSIPP determines "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, WSIPP calculates whether the benefits of a program exceed its costs. Third, WSIPP estimates the risk of investing in a program by testing the sensitivity of the results. For more detail on methods, see WSIPP's [Technical Documentation](#).

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The following content is published online at

[https://www.wsipp.wa.gov/BenefitCost/Pdf/2/WSIPP\\_BenefitCost\\_Adult-Criminal-Justice](https://www.wsipp.wa.gov/BenefitCost/Pdf/2/WSIPP_BenefitCost_Adult-Criminal-Justice).

#### Adult Criminal Justice

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
Employment counseling and job training (transitional reentry from incarceration into the community)	Aug. 2016	\$46,675	\$13,463	\$33,212	(\$2,563)	\$44,112	\$18.21	89 %
Offender Reentry Community Safety Program (for individuals with serious mental illness)	Apr. 2012	\$73,398	\$25,097	\$48,302	(\$38,600)	\$34,798	\$1.90	97 %
Circles of Support and Accountability	Nov. 2016	\$30,073	\$7,299	\$22,774	(\$4,117)	\$25,956	\$7.30	92 %
Correctional education (post-secondary education)	Jul. 2016	\$25,972	\$7,084	\$18,889	(\$1,316)	\$24,657	\$19.74	100 %
Drug Offender Sentencing Alternative (for persons convicted of drug offenses)	Nov. 2016	\$23,912	\$7,113	\$16,799	(\$1,714)	\$22,198	\$13.95	99 %
Vocational education in prison	Jul. 2016	\$18,801	\$5,210	\$13,591	(\$1,575)	\$17,226	\$11.94	98 %
Case management ("swift, certain, and fair") for drug-involved persons	Nov. 2016	\$15,801	\$4,600	\$11,201	\$401	\$16,202	n/a	99 %
Electronic monitoring (probation)	Dec. 2014	\$14,558	\$4,114	\$10,443	\$1,198	\$15,756	n/a	93 %
Mental health courts	Oct. 2016	\$18,144	\$5,260	\$12,884	(\$3,266)	\$14,878	\$5.56	96 %
Intensive supervision (surveillance and treatment)	Dec. 2016	\$13,900	\$4,113	\$9,787	(\$856)	\$13,045	\$16.25	100 %
Reentry courts	Aug. 2016	\$17,795	\$5,422	\$12,373	(\$5,182)	\$12,613	\$3.43	95 %
Inpatient or intensive outpatient drug treatment during incarceration	Nov. 2016	\$13,762	\$3,840	\$9,921	(\$1,358)	\$12,403	\$10.13	98 %
Therapeutic communities (in the community) for individuals with co-occurring disorders	Nov. 2016	\$17,418	\$5,158	\$12,259	(\$5,364)	\$12,053	\$3.25	66 %
Correctional education (basic skills)	Jul. 2016	\$12,680	\$3,547	\$9,133	(\$1,316)	\$11,364	\$9.64	98 %
Drug Offender Sentencing Alternative (for persons convicted of property offenses)	Nov. 2016	\$13,047	\$3,992	\$9,056	(\$1,714)	\$11,334	\$7.61	71 %
Outpatient or non-intensive drug treatment during incarceration	Nov. 2016	\$11,080	\$3,051	\$8,029	(\$788)	\$10,291	\$14.05	99 %
Outpatient or non-intensive drug treatment in the community	Nov. 2016	\$10,864	\$3,235	\$7,629	(\$810)	\$10,055	\$13.42	100 %
Electronic monitoring (parole)	Dec. 2014	\$8,679	\$2,149	\$6,531	\$1,198	\$9,878	n/a	100 %
"Swift, certain, and fair" supervision	Jan. 2017	\$9,703	\$2,672	\$7,031	\$71	\$9,775	n/a	64 %

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
Therapeutic communities (during incarceration) for individuals with substance use disorders	Nov. 2016	\$11,796	\$3,131	\$8,665	(\$2,315)	\$9,481	\$5.09	65 %
Drug courts	Aug. 2016	\$14,620	\$5,132	\$9,488	(\$5,182)	\$9,438	\$2.82	100 %
Serious and Violent Offender Reentry Initiative (SVORI)	Aug. 2016	\$24,014	\$8,558	\$15,456	(\$15,285)	\$8,729	\$1.57	90 %
Risk Need and Responsivity supervision (for individuals classified as high- and moderate-risk)	Dec. 2016	\$10,036	\$3,085	\$6,951	(\$1,444)	\$8,592	\$6.95	98 %
Cognitive behavioral therapy (CBT) (for individuals classified as high- or moderate-risk)	Dec. 2016	\$9,270	\$2,866	\$6,404	(\$1,470)	\$7,800	\$6.31	97 %
Therapeutic communities (in the community) for individuals with substance use disorders	Nov. 2016	\$10,810	\$3,247	\$7,562	(\$3,985)	\$6,825	\$2.71	59 %
Case management (not "swift, certain, and fair") for drug-involved persons	Nov. 2016	\$6,634	\$1,653	\$4,980	(\$406)	\$6,228	\$16.36	59 %
Correctional industries in prison	Jul. 2016	\$6,480	\$1,791	\$4,689	(\$511)	\$5,969	\$12.68	100 %
Housing assistance without services	Aug. 2016	\$8,006	\$2,601	\$5,405	(\$2,112)	\$5,895	\$3.79	92 %
Work release	Jul. 2016	\$4,483	\$1,122	\$3,362	\$530	\$5,013	n/a	99 %
Police diversion for low-severity offenses (pre-arrest)	Mar. 2017	\$4,114	\$1,171	\$2,943	\$584	\$4,698	n/a	87 %
Day reporting centers	Oct. 2016	\$8,287	\$2,984	\$5,303	(\$4,197)	\$4,090	\$1.97	76 %
Employment counseling and job training with paid work experience in the community	Aug. 2016	\$9,366	\$3,560	\$5,806	(\$5,657)	\$3,709	\$1.66	59 %
Treatment in the community for individuals convicted of sex offenses	Jan. 2017	\$4,169	\$1,235	\$2,934	(\$2,546)	\$1,623	\$1.64	59 %
Treatment during incarceration for individuals convicted of sex offenses	Jan. 2017	\$6,226	\$1,886	\$4,340	(\$4,817)	\$1,409	\$1.29	62 %
Restorative justice conferencing	Feb. 2017	\$2,391	\$911	\$1,480	(\$1,166)	\$1,225	\$2.05	56 %
Jail diversion for individuals with mental illness (post-arrest)	Mar. 2017	\$431	(\$23)	\$455	\$726	\$1,158	n/a	51 %
Intensive supervision (surveillance only)	Dec. 2016	\$438	\$142	\$296	(\$113)	\$325	\$3.88	53 %
Employment counseling and job training in the community	Aug. 2016	\$1,320	\$676	\$644	(\$2,069)	(\$749)	\$0.64	41 %
Sex offender registration and community notification	Nov. 2016	(\$1,942)	(\$399)	(\$1,543)	(\$369)	(\$2,311)	(\$5.27)	32 %
Inpatient or intensive outpatient drug treatment in the community	Nov. 2016	(\$1,637)	(\$121)	(\$1,517)	(\$937)	(\$2,574)	(\$1.75)	47 %
Life skills education	Dec. 2016	(\$1,711)	(\$295)	(\$1,417)	(\$1,206)	(\$2,917)	(\$1.42)	35 %
Driving Under the Influence (DUI) courts	Aug. 2016	\$4,609	\$2,676	\$1,933	(\$8,246)	(\$3,638)	\$0.56	19 %
Domestic violence perpetrator treatment (Duluth-based model)	Aug. 2014	(\$2,242)	(\$424)	(\$1,817)	(\$1,525)	(\$3,767)	(\$1.47)	24 %
Violence reduction treatment	Dec. 2016	(\$399)	\$604	(\$1,004)	(\$5,346)	(\$5,746)	(\$0.07)	28 %
Housing assistance with services	Aug. 2016	\$1,184	\$2,086	(\$902)	(\$12,168)	(\$10,984)	\$0.10	3 %
Community-based correctional facilities (halfway houses)	Aug. 2016	(\$6,327)	(\$509)	(\$5,818)	(\$8,823)	(\$15,150)	(\$0.72)	0 %
Police diversion for individuals with mental illness (pre-arrest)	Mar. 2017	(\$13,787)	(\$1,998)	(\$11,790)	(\$5,030)	(\$18,817)	(\$2.74)	24 %
Injectable naltrexone for opioid use disorder for adults post-release	Mar. 2021	(\$2,939)	\$1,083	(\$4,022)	(\$17,437)	(\$20,376)	(\$0.17)	0 %
Methadone for opioid use disorder for adults post-release	Apr. 2021	(\$9,168)	\$216	(\$9,383)	(\$19,599)	(\$28,766)	(\$0.47)	0 %

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Chance benefits will exceed costs
<b>Policy</b>								
For individuals classified as lower risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$4,523)	(\$888)	(\$3,636)	\$6,185	\$1,661	n/a	68 %
For individuals classified as moderate risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$15,984)	(\$2,559)	(\$13,425)	\$6,185	(\$9,799)	n/a	8 %
For individuals classified as high risk, decrease prison average daily population by 250, by lowering length of stay by 3 months	Oct. 2013	(\$34,252)	(\$4,936)	(\$29,316)	\$6,185	(\$28,068)	n/a	0 %
<b>Police (results per-officer)</b>								
Deploy one additional police officer with hot spots strategies	Oct. 2013	\$540,287	\$70,181	\$470,106	(\$101,608)	\$438,679	\$5.32	100 %
Deploy one additional police officer with statewide average practices	Oct. 2013	\$470,312	\$60,618	\$409,694	(\$96,769)	\$373,543	\$4.86	100 %

## Appendix B

### Washington State Department of Corrections Education Programs Within Washington State Prisons Fall Quarter 2021

**D = DISTANCE LEARNING** (paper packets or laptops distributed/collected)

**R = REDUCED CLASS SIZE** (reduced class sizes to accommodate for adherence to social distancing guidelines)

**H = HYBRID** (mix of face-to-face instruction and some distance learning)

**C = CANCELED FOR QTR** (class cancellations due to unit closures, COVID-19 outbreaks and/or facility vacancies)

Facility:	AHCC-Main	AHCC-MSU	CBCC	CCCC	CRCC-MSU	CRCC-MSU	LCC	MCC-WSR	MCC-TRU	MCC-MSU	MCCCW	OCC	SCCC	WCC	WCCW	WSP-East- Minimum	WSP-West	WSP-South- MSC/Medium
<b>Pre-College Programs</b>																		
GED® Preparation and Testing, ELA	R	R	R	R	H	H	R	C	H	H	R	R	H	R	R	R	R	R
High School+ Diploma Program (* at WCC in IMU)	R		R		H		R	C	H	H	R	R	H	R	R	R		R
Pre-College (Dev Ed) Math and English			R	C	H			C	H	H	R	R	H	R	R	R	R	R
IMU (CBCC, WSP, MCC) and Special Offender Education Services (MCC, SCCC)			R					R					R	R				R
Aerospace Composites (One-Year)	R																	
Automotive Mechanics (One-Year)						H												
Baking (One-Year)			C															
Construction Trades Apprenticeship Prep (11-14 weeks) CTAP/TRAC/SHB				R				C		R	R	C	R	R	R			R
Business Degree (Associate of Business)	R																	
Business Degree (Associate of Applied Science)**	R		R		H		R	C	H				R		H	R		R
Business (One-Year)**	R		R		H	H	R	C	H	H	R		R		H		H	

Facility:	AHCC-Main	AHCC-MSU	CBCC	CCCC	CRCC-MSU	CRCC-MSU	LCC	MCC-WSR	MCC-TRU	MCC-MSU	MCCCW	OCC	SCCC	WCC	WCCW	WSP-East- Minimum	WSP-West	WSP-South- MSC/Medium
Carpentry (One-Year)	R					H												
CNC Machining (One-Year)																C		
Collision Repair (Associate of Applied Science)																R		
Computer Aided Design & Drafting (CAD)	R																	
Computer Coding (One-Year)			R					C							H			
Cosmetology (One-Year)															R			
Diesel Mechanics (One-Year)																R		
Digital Design (One-Year)					H											H	H	H
Drywall, Roofing and Siding (One quarter each)				R									C					
General Transfer Degree (Associate of Arts) UBB/FEPPS/BPC-TEACH/SCP			R	R				C					R	R	R			
Horticulture (One-Year) One quarter at CCCC			C	R											R			
Human Services Degree (Associate of Applied Science)					H								R					
HVAC (One-Year)					R													R
HVAC (Associate of Applied Science Degree)					R													
Technical Design (One-Year)															H			
Upholstery (One-Year)	R																	
Welding (One-Year and/or Associate of Applied Science)					R								R			R		

Facility:	AHCC-Main	AHCC-MSU	CBCC	CCCC	CRCC-MSU	CRCC-MSU	LCC	MCC-WSR	MCC-TRU	MCC-MSU	MCCCW	OCC	SCCC	WCC	WCCW	WSP-East- Minimum	WSP-West	WSP-South- MSC/Medium
<b>Student Services</b>																		
Computer Lab	R	R	R	R	R	R	R	C	R	R	C	R	R	R	R	R	R	R
Reentry	R						R											

**Contract Partners and Second Chance Pell**

**Facilities**

<b>Spokane Community College (SBCTC Contract College)</b>	Airway Heights Corrections Center (AHCC)
<b>Centralia College (SBCTC and 2<sup>nd</sup> Chance Pell Grant College)</b>	Cedar Creek Corrections Center (CCCC) **Washington Corrections Center (WCC)
<b>Clark College (SBCTC Contract College)</b>	Larch Corrections Center (LCC)
<b>Clover Park Technical College (DOC Contract College)</b>	Washington Corrections Center for Women (WCCW)
<b>Edmonds Community College (SBCTC Contract College)</b>	Monroe Corrections Center (MCC): WSR – WA State Reformatory; TRU – Twin Rivers Unit; MSU - Minimum Security Unit
<b>Grays Harbor Community College (SBCTC Contract College)</b>	Stafford Creek Corrections Center (SCCC)
<b>Peninsula College (SBCTC Contract College)</b>	Clallam Bay Corrections Center (CBCC) Olympic Corrections Center (OCC)
<b>Seattle Central College (2<sup>nd</sup> Chance Pell Grant College) &amp; University Beyond Bars</b>	Monroe Corrections Center (MCC) WSR – WA State Reformatory
<b>Tacoma Community College (SBCTC and 2<sup>nd</sup> Chance Pell Grant College)</b>	Mission Creek Corrections Center for Women (MCCCW) Washington Corrections Center for Women (WCCW) Coyote Ridge Corrections Center (CRCC): MSC – Medium Security Complex; MSU: Minimum Security Unit
<b>Walla Walla Community College (SBCTC Contract College and independently funded)</b>	Washington State Penitentiary (WSP): East – East Complex (MIN); South: South Complex

**Independently Funded Programs**

<b>BPC-TEACH (independently funded)</b>	Clallam Bay Corrections Center (CBCC), Stafford Creek Corrections Center (SCCC), Washington Corrections Center (WCC)
<b>Freedom Education Project Puget Sound (independently funded)</b>	Washington Corrections Center for Women (WCCW)
<b>University Beyond Bars (independently funded)</b>	Monroe Corrections Center (MCC) WSR – WA State Reformatory

\*\*\*MCC-WSR