



State of Washington
Department of Corrections



Offender Education Report ESSB 6157

Presented to the Washington State Legislature
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This report represents a step in the process of improving offender education services to support the re-entry of incarcerated men and women who will be returning to their communities. There will be continuing efforts to evaluate the effectiveness of programs, identify improvements, and implement recommendations.

Authorizing Language

The 60th Legislature and Governor Gregoire placed into effect Engrossed Substitute Senate Bill 6157, concerning offender recidivism on July 22, 2007. The legislature required the Department of Corrections (DOC) and State Board for Community and Technical Colleges (SBCTC) to investigate and review methods to optimize educational and vocational programming opportunities for offenders. The DOC and the State Board shall report to the Governor and the Legislature no later than July 1, 2008. The specific language of the bill is included as follows:

NEW SECTION. Sec. 405.

(1) The department of corrections and the state board for community and technical colleges, in cooperation with the unions representing academic employees in corrections education programs, shall investigate and review methods to optimize educational and vocational programming opportunities to meet the needs of each offender as identified in his or her individual reentry plan while an offender is under the jurisdiction of the department.

(2) In conducting its review, the department and state board shall consider and make recommendations regarding:

- (a) Technological advances which could serve to expand educational programs and vocational training including, but not limited to, distance learning, satellite instruction, videotape usage, computer aided instruction, and flexible scheduling and also considering the infrastructure,

resources, and security that would be needed to implement the program or training. These advances shall be assessed for their ability to provide the most cost-efficient and effective programming for offenders;

(b) Methods to ensure that educational programs and vocational training are relevant to enhance the employability of offenders upon release; and

(c) Long-term methods for maintaining channels of communication between the department, state board administration, academic employees, and students.

(3) The department and state board shall report to the governor and the legislature no later than July 1, 2008.

Executive Summary

Site visits were conducted at all 15 DOC facilities in order to collect information on the current state of offender education and to identify issues that would improve the value of educational programs and services. During the site visits staff and student forums were held. Approximately 130 college educational staff and 170 correctional staff participated in the staff forums. Nearly 400 students attended the student forums.

The forums provided opportunities to offer suggestions and present issues both orally through an open discussion format and by submitting written comment forms. Thousands of comments were compiled from the forums and attached to this report.

In addition, student surveys were distributed to all 15 facilities and 2,534 respondents completed and returned the survey, which represents a 55 percent response rate of the 4,620 students enrolled in education during the survey week. The respondents provided feedback on educational programs and services in the areas of basic skills, vocational training, and parenting. Overall, eighty-three percent of the respondents rated the quality of the education they are receiving as good or excellent. Results from the student survey are also attached to this report.

A summary of the findings addressing the major areas for offender education improvement are listed below.

Technological advances:

Staff and students who participated in the forums...

1. Emphasize that all offenders need basic computer literacy skills as part of their preparation for reentry.
2. Note that a secure means for offender access to the Internet or other interactive technology should be explored.

Vocational training programs:

Staff and students who participated in the forums...

1. Request vocational training programs that prepare students for employment in high demand occupations that pay living wages in the community.

2. Express concern that offenders are currently limited to less than a one-year vocational training program. This limitation often does not adequately prepare individuals for employment in the community.
3. Advocate for vocational programs that meet the employment training needs of non-General Education Development (GED) students and special needs inmates.

Educational programs and services in general:

Staff and students who participated in the forums...

1. Stress that in order to make participation in educational programs a viable option for many offenders, monetary and non-monetary incentives must be accessible to students.
2. Acknowledge the need for policies and procedures to ensure that offenders are placed in the appropriate program at the right time and location and that those students are given the opportunity to complete the program.
3. Suggest a complete review of existing facility space and design a strategy to improve the amount and type of space available to meet educational needs.
4. Invite further study on gender specific programming and effective instructional strategies for different learning styles. Increase professional development opportunities for instructors to learn better methods of working with a unique and diverse student population.

Channels of communication:

Staff and students who participated in the forums...

1. Encourage more local meetings between DOC classification counselors, DOC administrators, and education staff.
2. Request more printed materials on the education programs offered at the various facilities, correspondence programs, financial aid, and information about colleges in the community. Staff specifically request information on the various education programs that are offered and requirements for enrollment at all the correctional facilities.
3. Suggested continuation DOC and SBCTC efforts to seek information from facility staff and students on an on-going basis.

Introduction

The Department of Corrections in partnership with the State Board for Community and Technical Colleges provides educational opportunities for adult offender's incarcerated at all fifteen correctional facilities. The colleges provide instruction in adult basic skills, vocational training programs, and parenting.

Many offenders lack the education and training necessary to obtain and retain living wage jobs prior to entry into the prison system. Overall, fifty percent of offenders were unemployed prior to incarceration and eighty-five percent lacked job skills and vocational training. About twenty-eight percent lacked a verified high school diploma or GED.

In fiscal year 2007-2008, \$15.6 million was provided to the community colleges for educational services. This represents an increase from previous years as the DOC implements the Governor's Re-entry Initiative. The Re-entry budget includes funding increases for offender education in the 2007-2009 Biennium of \$2.13 million for basic skills and \$2.8 million for vocational training education.

The primary goal of the Re-entry Initiative is to reduce recidivism and thus reduce the costs of expanding the prison system. Education has been identified through research to have some of the highest returns on investment in reducing recidivism and increasing the employment rates for released offenders¹²³⁴⁵.

Offender education results in fiscal year 2006-07:

- 11,356 were served in 2006-2007.
- Offenders completed 14,000 standardized assessments in math and reading
- 1,554 students attained Adult Basic Education (ABE) or English as a Second Language (ESL) level completions
- 7,793 students passed GED subject tests
- 1,269 passed all five subject-level tests and received the GED
- 218 students earned a 1-year state vocational certificate
- 1,295 were awarded a 3-12 month vocational certificate

Background

In preparation of the Offender Education Report, DOC and SBCTC determined that input from staff and students at the facilities was vitally important. A strategy of meeting with and collecting as much feedback as possible in a short amount of time was developed. It was decided that a representative from DOC and SBCTC would visit each facility and hold two forums at each location; one for staff and one for students currently participating in educational programming. All fifteen DOC facilities were visited. These forums offered participants the opportunity to provide ideas and feedback in an open discussion format. Participants were also encouraged to share their thoughts on comment forms that were provided during each forum session.

The response was overwhelming and the amount of information collected unimaginable. Approximately 300 staff representing both education and DOC, and nearly 400 students participated in the forums. The educational services provided to students in Washington prisons are generally well received by both

¹ Aos, S., Miller, M., and Drake, E. (2006). *Evidence-Based Adult Corrections Programs: What Works and What Does Not*. Olympia: Washington State Institute for Public Policy.

² State of California Little Hoover Commission, *Back to the Community: Safe and Sound Parole Policies*. November 2003.

³ Taylor, J.M. (1993) *Pell Grants for Prisoners*. The Nation. P 88.

⁴ Fabelo, T. (2000). *Impact of Educational Achievement of Inmates in the Windham School District on Post-Release Employment*. Criminal Justice Policy Council.

⁵ Stuever, S., Smith, L & Tracy, A. (2001). *Three State Recidivism Study*. Submitted to the Office of Correctional Education, United States Department of Education.

students and staff. Staff and students were grateful for the opportunity to participate in the review process and provided excellent comments, concerns, and suggestions.

Forum Participants in Offender Education Review			
Facility	Staff		Students
	Education	DOC	
AHCC	16	38	32
AVCC	1	6	12
CBCC	8	12	19
CCCC	4	7	15
CRCC	15	15	75
LCC	4	7	18
MCC	19	13	25
MCCCW	2	4	20
MICC	9	4	21
OCC	5	5	22
PLCCW	6	14	17
SCCC	17	25	15
WCC	9	8	12
WCCW	6	6	28
WSP	6	6	57
Total	127	170	388
Total Staff			297
Total Participation			685

Following the forums both written and oral comments were tabulated. The specific comments are included in Appendices A-D.

A survey was also developed to capture student feedback. Many students were unable to attend the scheduled forums because of job or other programming schedule conflicts. Often the venue for the student forums also restricted the number of participants. The goal was to capture input from as many students as possible. The results for the student surveys can be found in Appendix E.

The DOC and SBCTC collaborated with members of American Federation of Teachers (AFT), Washington Chapter and Washington Education Association (WEA) who represent faculty working in correctional facilities to prepare this report. The Key Findings and Recommendations reflect the collective work of these entities.

Key Findings and Recommendations

Technological advances:

1. All offenders need basic computer literacy skills as part of their preparation for reentry.

Current practice related to finding:

- Currently the SBCTC and colleges are creating a computer-assisted curriculum that teaches basic computer literacy skills to low-literacy students. It is hoped the new curriculum and computer program will be ready for implementation by winter quarter, 2009.

Recommendations:

- A. Incorporate computer literacy training in the basic skills programs. Provide professional development funding and opportunities for basic skills instructors to learn how to incorporate computer literacy training into their existing curricula.
 - B. Request additional funding to replace antiquated and non-functional computers and software to assist endeavors to increase computer literacy, especially in the basic skills programs.
 - C. Study the feasibility of locating computers in other areas of the prisons so students can access computer programs outside of class time. Access to more time on computers would enhance offenders' computer literacy and keyboarding skills. Increased access would enable vocational training students to complete assignments outside of class time and move them through their programs at a faster rate.
2. A secure means for offender access to the Internet or other interactive technology should be explored. Access to new technology is needed by offenders to:
- Participate in self-pay post-secondary correspondence programs.
 - Learn about education programs that are available at the facilities and in the community.
 - Participate in computer assisted or on-line academic assessments such as GED testing or apply for financial aid prior to release.
 - Prepare for reentry by accessing information about community resources and employment.

Recommendations:

- A. Obtain funding to support the development of an offender Wide Area Network (WAN) that includes education programs and tools.
- B. Request funding to contract a study through the Department of Information Services (DIS) with an oversight committee made up of the following representatives:
 - Department of Corrections
 - Department of Information Services
 - State Board for Community and Technical Colleges
 - College administrators and faculty
 - Employment Security Department
 - and other stakeholder representatives

The purpose of the study would be to explore methods to allow offender's access to the Internet within tight security constraints.

- C. Conduct a statewide inventory and review of correctional education program computers and software. Develop a funding and implementation plan to bring all equipment up to an approved standard.

Vocational training programs relevant for employability:

1. Employment training programs should be funded that lead students to the economic tipping point by allowing them to participate in at least one-year of college credit courses that terminate in an employment program certificate completion. Employment training programs should be supported that lead to the type of employment that:
 - Pays living wages in the community
 - Does not exclude potential employees who have one or more felony convictions
 - Provide real world experience in the vocation
 - Is in high demand for employees in regions of the state where most offenders will return upon their release

Current practice related to finding:

- DOC sponsors a Vocational Program Advisory Group (VPAC) made up of corrections, college, Employment Security, and employer representatives. The group evaluates proposed vocational programs and completes a comprehensive program selection process that links labor market information with offender demographics and facility infrastructure needed to support the program.
- College vocational training program advisory committees meet two or three times a year to discuss business/industry trends, enhancement to the program curriculum, and employer needs. The advisory committee is comprised of employers and employees who represent the business and industry for which the training program is preparing students.
- The colleges that have correctional education programs developed a comprehensive review process. Each vocational training program is evaluated on a three-year cycle. The review includes program recruitment/enrollment, student achievement and completion data, articulation to college programs in the community, employment outlook, advisory committee involvement, and program infrastructure/equipment needs.
- DOC actively supports current and potential partnerships between the education programs and Correctional Industries to link students who have completed a vocational training program with Correctional Industry Class II jobs at the various institutions.

Recommendations:

- A. Collaborate with DOC reentry staff to set up an annual meeting with major employer groups. The meeting content could include information on tax-breaks and other incentives provided to businesses and industries that hire ex-offenders, a description

of the type of training programs provided to incarcerated offenders, and linkages that could be forged to connect employers with qualified employees. Invite representatives from various employer groups to participate on the DOC Vocational Program Advisory Group.

- B. Continue to expand opportunities for students to obtain work skills by working for Correctional Industries. Maintain individual offender employment portfolios that contain educational attainment documentation, work experience, and performance evaluations that can be used to help secure a job in the community.
2. Offenders should be provided opportunities to fully develop the skills and knowledge needed to be competitive in today's job market.

Recommendations:

- A. Revise DOC policy to reflect the Department's ability to allow offenders to participate in vocational training programs that are at least one-year in length and lead to a certification upon completion.
3. New vocational training programs should be funded and implemented to meet the employment needs of special needs offenders.

Recommendations:

- A. Implement Integrated Basic Education and Skills Training (I-BEST) pilot programs at two correctional facilities. The I-BEST model is being embraced by the community college system across the state. It pairs basic skills instructors and professional/technical instructors in the classroom to concurrently provide students with literacy and workforce skills.
- B. Develop some new job skills training programs that support the needs of younger offenders who have short sentences that can lead to entry-level jobs in the community.
- C. Place the special needs inmates in institutional jobs that support positive programming and teach work skills. Complete an analysis of the type of programs and jobs that are appropriate for this group.

Educational programs and services in general:

1. In order to make participation in educational programs a viable option for many offenders, monetary and non-monetary incentives need to be in place.

Recommendations:

- A. Provide a small monthly stipend to those offenders who are productively programming on a full-time basis in education and other intervention programs to help offenders cover the costs of medical co-pays, hygiene and other items, and participation in some recreational activities.
 - B. Develop a consistent pay scale for Correctional Industries Class II positions that provide a gratuity to offenders who have completed a vocational training program that is higher than the entry-level gratuity paid to new offender employees who have not completed an employment training program.
 - C. Improve recognition for accomplishments by awarding certificates, earned release time, and priority placement for institutional or Correctional Industries jobs. Make sure formal recognition is provided at each of the facilities.
2. Ensure offenders are placed in the appropriate program at the right time and location. Provide the means for students to complete the program before being transferred to another institution.

Current practice related to finding:

- A General Education Development (GED) Fast Track program is offered at the WCC Reception Center through Centralia College that enables higher-level basic skills students to quickly prepare for and complete GED testing. Offenders who have violated the conditions of their community placement and are returned to prison have access to this program as well as those offenders who are participating in the intake process at the facility and will be transferred to other institutions. An offender who has completed a GED or high school diploma is more readily referred for enrollment in a vocational training program.
- DOC and the SBCTC are exploring the feasibility of implementing a computer-assisted GED preparation curriculum developed by the Center for Applied Information Technology, Western Illinois University for each of the basic skills programs. The program will enhance direct instruction and provide more opportunities for students to complete their GED.
- Both 1-year certificate and shorter vocational training programs are offered at the correctional facilities in response to the training needs of offenders who have prison sentences of seven to two-years and those that have sentences of two-years to six-months.

Recommendations:

- A. Provide training to counselors on the use of assessments and referral criteria for vocational programs. Utilize educational holds to ensure that offenders are not moved during participation in a program.

- B. Fund and support professional development opportunities on correctional education best practices and innovative instructional strategies for instructors and educational staff.
 - C. Complete a review of space needs for educational programs and design a strategy to improve the space available to meet education needs.
 - D. Work to ensure that offenders have access to a well-stocked library as needed to support educational goals.
3. Develop gender specific programming and instructional strategies to effectively teach to the strengths of different learning styles of men and women.

Recommendations:

- A. Review the Master Plan for Female Offenders, May 2008, Christopher Murray and Associates, and incorporate recommendations and findings into education program planning.
- B. Develop Life Skills programs that address the needs of men and women in basic ways such as banking, budget, consumer credit, food and nutrition, child care, transportation, social and communication skills and creative and cultural activities.

Channels of communication:

- 1. More meetings between DOC facility and education staff should be encouraged and supported.

Recommendation:

- A. Identify incentives to get the two groups to work together more effectively. Establish collaborative groups to identify ideas that are of small cost but would benefit the education program or support better links between the two groups. Provide a small amount of funding to support good practices or innovative ideas. Highlight each facility's efforts to build better communication channels by providing commendations to the prison administrators.
2. Clearly written materials for offenders and staff describing the education programs offered at each of the correctional facilities, information on correspondence programs and DOC's correspondence education policy, financial aid forms, offender education sub-accounts, and information about college programs in the community should be readily available in written and/or electronic format for both staff and students.

Recommendation:

- A. Work with stakeholder groups to specifically identify what information is needed for each purpose. Prioritize the list of documents needed through a collaborative effort

with the DOC administrators, classification staff, education directors, faculty, and students. Develop and distribute materials.

3. The Statewide tour was well received and should be continued in some way.

Recommendations:

- A. Continue efforts to seek information from staff and students on an on-going basis. Schedule meetings with the superintendents to discuss educational program performance and new educational initiatives. Meet with facility DOC and education staff annually and collect feedback. Implement a user-friendly method for students to provide written input regarding educational services.
- B. Provide staff and students with periodic written updates to let them know their suggestions and concerns were received. Include descriptions of the changes that are being implemented as a result of their input.

Appendix A

Statewide Tour – Staff Forums Fall 2007

Technology

Computer Literacy:

- The computers are essential for higher learning to take place of the offender has limited intellectual abilities and learning disorders. We need computer labs that offenders can use to learn at their own pace – PLCCW
- To reach more offender for GED place computers in units – AHCC
- Create a lab class to address the ABE technology competencies. Many of our students have never used a computer or have only used a computer minimally. Students often say they don't like computers because they do not know how to use them. These students often do not utilize the computers we have in our classrooms. If a requirement of ABE classes included basic computer/tech lessons, students would have improved job skills and confidence – SCCC
- Provide basic computer classes in the ABE classroom for instance – turn off, turn on, using Word/Resource/ Cover letters, etc. CASAS test on computer. Job tie in throughout the institution including school – SCCC
- Need a way to train IMU offenders on computers – CBCC
- Most offenders know little about computers—need more training – WCC
- Provide more computer training for offenders including an offender wide-area network. – WCCW
- Make sure that they are computer literate. Life skills should teach them how to design a resume –WCCW
- Basic Computer skills for all students – WSP
- Continue teaching computer skills to offenders – AHCC

Internet Access

- Make correspondence and distance learning options open to offender, especially if the offender is willing to pay for the course. Internet access on a secure site should not be an insurmountable problem – AHCC

- Basic ITC is needed by all workers in today's economy – AHCC
- Allow internet access for distance learning – MICC
- Need college courses on the Internet or at a minimum on the intranet – SCCC
- Mini courses on intranet (certificates) like practice driver's license tests. College course on the internet for credit. – SCCC
- Correspondence programs require students to have access to e-mail and the Internet. DOC doesn't allow access to the Internet. Need to maintain paper/pencil courses. DOC needs to find ways to allow access in a limited way – WCC
- Paper /Pencil – to real time on Internet – WCC
- Prepare for outside through computer use – Basic Internet – crippling not having Internet access – WCC
- Connect campuses to exchange projects, test and curriculum through technology so that best practices can be made available – MCC

Offender's use of computers outside class:

- Provide computer access to offenders during their free time to allow them to look for jobs and practice writing resumes. Allow students ability to practice their skills on Microsoft applications – OCC
- What is problem with laptop in cell? Practice on the Internet in resource centers? – CBCC
- Distance learning and on-line courses for staff and inmates. Put multimedia rooms in each living unit – WSP
- Computer aided homework – WSP

Distance Learning:

Interactive TV & Closed Circuit TV:

- List of education programs that would be appropriate for ITV delivery – AVCC
- Accessing college classes and/or programs using the ITV system, bookkeeping, information technology through distance learning – AVCC
- Use of ITV to deliver education programs. Connection to Walla Walla Community College through video exchange. Such as the Job Hunter program through video connection – AVCC
- IMU needs a closed TV system such as channel 3 – CBCC

- CLN – Corrections Learning Network was around but not now. Equipment is gone and left with ACA requirements – CBCC
- Treated as either/or. Study hall with live instruction is good. Combination of TV and live instruction with better/improve products – CBCC
- Bring back the WSP TV station so inmates can take correspondence and/or telecourses from college. Educational programming via technology needs to be widespread. DOC underutilizes the WWCC connection. There are classes that could be shared with WSP students via computer technology – WSP
- Use TV classes to cover back of instructors – WSP
- Perhaps broadcast OCI classes over the internal TV channel to units to avoid quad system separates – WSP
- Use the education programs by using the TV programs that can work on class. Basically on-line – WSP
- Satellite or ITV courses – students could take correspondence course via this method – WSP
- Television courses with security and without instructors – WSP
- We are not using the technology that we have. We used to offer a television station that broadcast to the units—couldn't we reconsider that program, and take advantage of telecasting classes? In 6-8 months we will be the largest institution on the West Coast, yet we already can't reach all of our offenders with programs. Couldn't OCI classes be taught via broadcast into cells or dayrooms to avoid the quad system and keep separates?

Computer Programs & Software:

- Courses that could be provided via a computer software program might include; Finance programs. Tutorials word/excel applications programs. Various computer English, Math, Science, etc. Self-help programs and independent study. Outlook classes – PLCCW
- Use of technology? Access for marketable skills, programs through WOIS available in resource rooms and Where are you Going book – SCCC
- Build up programs with technology to connect to other programs – AVCC
- For Peninsula College to have minimum of two computers in each classroom as has been talked about before and as an instructor am afraid to bring up once more. To have a varied number of educational computer software including English as a Second Language– CBCC
- Need new computers and software for adult basic education program. Destination software no longer works for students. A central workstation for staff and students with resources and software is needed – MCC

- Computer programs for all levels WSP
- Newer computer for ABE/ESL students – WSP
- Tutorials on disks - OCC

Video Tape Instruction:

- Video learning courses – PLCCW
- Funding for additions to education departments' video libraries – AVCC

Kiosk System

- Use kiosk to obtain student feedback on a more regular basis – MCCCW
- Plan to expand Kiosks – CBCC
- Little known about outcomes – use of kiosks, why can't they use that system to capture results? – WCC
- Larch has two kiosks for offender use. Machine for Integrity program – LCC
- The kiosk system is supposed to be enhanced, but the computers are old and break down often. Sometimes the kiosk system creates more questions and paperwork – LCC
- Allow offender population to communicate directly with education staff through the use of kiosk system – LCC

An Integrated Offender Information System

- Integrated system for offender data – SCCC
- RPM is not a useful system – WCC
- Lost certificates – sometime certificates are not available. Need a way to scan documents into a system that allows for printing later on - CCCC
- More surgical programming using RPM with improved setup to get offenders in programs – MCC
- Streamline IT regulations. Make it easier to upgrade IT items – MCC

Other

- Build up programs with technology to connect to other programs – AVCC

- Electronic resume program – CCCC

Vocational Training & Employment

Vocational Programs in General

Alignment with Employment in the Community:

- Does it work in the real world? Can it be applied to various fields? General enough to be advantageous, specific enough to learn skills that will help. – PLCCW
- Offer vocational opportunities that are a notch above living wage jobs – PLCCW
- Work closer with local community colleges to assess which training programs are most relevant. They generally have done the work and continue to assess which training is most needed. For example, there is a high need for web programmers and the job is better than average wage. Web programmers can then work even in a rural area – AHCC
- Provide more classes that offer skills and needed in all regions – AHCC
- Besides ABE/ESL/GED keep all training and education geared towards jobs they can actually have a chance at getting – MICC
- More occupational program with the real world experience leading to job skills beyond minimum wage – SCCC
- High wage/high demand relevant to rural counties too – SCCC
- Vocational programs are needed and the resources to support training in job skills. Look for jobs that support living wages – LCC
- Create programs to serve more offenders – both long term and short term programs. Programs can should lead to jobs while incarcerated and/or release – WSP

Alignment with Institutional Jobs:

- Utilize current structures within the facilities such as maintenance, food service, CI Class I jobs – PLCCW
- There is a need at institutions to provide some training in janitorial and occupational safety. Suggest that maybe a fourth category of FTE cost be developed with the colleges to provide this lower level education program – MICC
- Create programs to serve more offenders – both long term and short term programs. Programs can should lead to jobs while incarcerated and/or release – WSP

Considerations for Special Populations:

- Keep in mind gender differences – PLCCW
- Job training for those that will never have a GED – SCCC
- Job skills programs for non-GED candidates (ESL/Learning disabled students – SCCC
- Do not have enough vocational programs to offer. Need more and different program particularly for lower level students with less education such those with less than the 4th grade level – MCC
- Need to provide training for the younger offenders. Most of them have never held a job, don't know how to read or write well. Need positive programs for the young offender, for when they release – WSP

Program Support Needs:

- Vocational programs with an emphasis on technical reading and writing. Know how to read in sequence and pass on written material – CBCC
- Ensure that support classes will be offered timely to release and certificate completion – SCCC
- Don't have the "road blocks" such as paying for second vocational programs or not allowing holds – WCCW
- Reduce tuition for second vocational program – WCCW

Employment & Felony Convictions/Other Barriers:

- Does it work with the backgrounds of offenders? – PLCCW
- Does it list restrictions for felonies? Factor in employability as a felon! – SCCC
- To not waste programs on offenders that will not be able to obtain certification or licensing when released – sex offenders – WSP

Standardized Vocational Training Programs:

- Standardized curriculum like ITC has done would help sell programs to offenders who are looking at transfer to other facilities – AHCC

Other:

- Should not have to pay for second vocational program – WCCW

One-year Certificates or Longer Vocational Training Programs

Technical Programs:

- Vocational drafting – PLCCW
- AutoCAD – PLCCW, MCC
- Braille – PLCCW
- Office Assistant – PLCCW
- Research Analyst skills utilizing search engines – AHCC
- Website design – a good computer doesn't really impact sex offenders – MCC
- 1 year certificate from ITT Tech – MCC
- Use CIS program to upgrade and or build PCs for use in education programs. Rename ITC program to something more appropriate. Implement a refreshers course for CIS classes and ITC classes. Structure program differently to incorporate management, accounting or business organizational classes. – MCC
- ITC
 - More IT classes and computer related such as website design – CCCC
 - It would be helpful if ITC students had the opportunity to access the computer lab outside of class times to work on assignments. Lab time could be offered in the morning or during non-class time and this would increase program completions – OCC
 - More hands-on projects in ITC would be beneficial. When a student completes ITC they really do not have specific skills that lead to employability. There are no practical skills, only book reading skills – OCC
 - ITC has been very rewarding for students and has provided valuable skills that most definitely are needed in today's job market – OCC
 - Good ITC – offer more, should add more. Fix computer. Tutor outside of class. More teaching aids, study groups. Hire quality teaching aides, more computer classes – PLCCW
 - ITC – use modern technology to enhance communication. Let the word out – PLCCW
 - Maybe teach one or more modules of ITC or place emphasis on one application such as WORD at AVCC – AVCC

- How is it determined when we upgrade ITC classes? There is a benefit to class competency certificates for shorter term offenders – MICC
- Mock internet as part of ITC program. Creating web pages and make a 2 year program – CBCC
- IT Core program- what is intent of ITC? – WCC
- ITC and CIS frustrating for offenders because not short enough – MCC
- ITC – movement of students and transfers to another facility a waste of time and money by starting one, use education holds more. – WSP

Business Programs:

- Business – OCC
- Accounting and taxes – PLCCW
- Supporting business plan, writing for business. Entrepreneurship training – CBCC
- Business management – PLCCW
- Warehousing, purchasing, inventory control – CCCC; WCCW

Service Industry Programs:

- Rehabilitation training – OCC
- Cosmetology – PLCCW
- Barbering – MCC
- CAN course – basic nursing/dental/medical assisting – PLCCW
- Customer service training to make a quick buck – CBCC
- The world need janitors and provides all levels of vocational programs – AHCC There is a need at institutions to provide some training in janitorial and occupational safety – MICC
- Janitorial programs – LCC
- Food service – CBCC; Culinary Arts – CCCC; Culinary Arts program in past—related to the service industry as a growing economic area – LCC
- There is an unused bakery at CBCC, immediate openings – CBCC

Apprentice Programs:

- Electrician – PLCCW, CCCC, AHCC
- Plumbing – AHCC, CCCC

Construction Trades Programs:

- TRAC program – PLCCW
- Construction certification – PLCCW. Construction type jobs – skills that don't take highly intelligent students – LCC
- Building trades is a good area – CBCC
- Painting – CCCC
- Construction is still booming – CBCC
- We have a wonderful homebuilders program. I think we are missing out on the follow through. In the MSU why not continue with this by having offender go into the community and apply their trade. This would provide valuable services to the community while providing hands on and real experience to the offender. This would allow further training without classroom space – AHCC
- Stafford Creek could build modular homes for FEMA and Habitat for Humanity. We have the equipment and skill here and lifers could help build for the outside community. – SCCC

Automotive/Transportation Programs:

- Mechanic through education account – PLCCW
- Automotive Program – PLCCW; Automotive and car repair, Jeep restoration from mail delivery to sport – CBCC
- What about transportation as a program? Would that be a good program? Community supervision policies create barriers for ex-offender employees who must travel from county to county or across state lines as part of their work. – LCC
- ASE training – AHCC
- Mechanics – CCCC
- Autobody – AHCC

Traditional Programs:

- Welding/Metal Fabrication – PLCCW, AHCC, MCC. Expanding technology for welding program is limited by electrical capabilities – MICC
- HVAC – AHCC; Community suggestion is that we look at supporting an HVAC program. Opportunities are available in the community – LCC
- Refrigeration – MCC

Other Programs:

- Horticulture/Landscaping – MCCCW, PLCCW, CBCC; Horticulture programs and programs for offenders with long term release date – SCCC
- Stream restoration; many jobs at OCC/tribes and fish hatchery – OCC
- Yacht building is taught at the GHC we could train Yacht building for Westport and Tacoma. Could build boat outside with no room restrictions. Many corrections center are by the ocean – SCCC
- Have more programs with professional certifications and enable the students to get those certifications while incarcerated – MCC

Short-term Vocational Training Programs:

Service Industry Programs:

- Clerk/ money management/ cashier training – PLCCW
- Create a space for kitchen training – food handler's permit – SCCC
- Entry-level production work to work for various manufacturers for short-term offenders – LCC

Construction Trades Programs:

- TRAC – MCCCW
- Interior Finishing – MCCCW
- Roofing – AHCC
- Flooring – AHCC

Automotive/Transportation Programs:

- Flagging – PLCCW, SCCC

- Forklift – PLCCW
- CDL 0 driver school – CBCC

Business Programs:

- Grant writing – PLCCW

Other Programs:

- Drawing – PLCCW
- Work ethics – WCCW
- Hazardous waste card – SCCC

General:

- Short time-frame classes for more offender participation and shorter time sentences. Technical as well as academic – PLCCW
- Create some training programs for six-months short – MICC
- Have more short-term vocational programs. Most of the vocational programs are for people with at least one year on their sentence – WCCW

Partnerships:

DNR:

- The push is for more DNR crew members. Need to limit DNR jobs and expand education opportunities – OCC
- Provide programs in forestry and stream restoration to align with DNR work – OCC
- Then DNR wants offenders who have more than 6 months left on their sentence – LCC
- Implement educational programming that goes hand-in-hand with inmate timeframes. For LCC, and most “work” camps, employment obligations are in place. Allow for flexibility regarding DNR/CWE (off site) employment – LCC

State/Local Employers:

- Check with local businesses to see what skills they look for. Send DOC representative to city council meeting to find out community needs and build partnerships. Check local newspapers to see what jobs are available – AVCC

- Have community employment boards comprised of actual employers who will truly be hiring ex-offenders as advisors who have the fact-based number to make the best recommendations – AHCC
- Employers in the wings waiting for students to complete and be released – CCCC
- Going to sites for training and partnerships with Habitat for Humanity – LCC
- Employers that lack employees will hire. Need classification of jobs related to hiring – MCC
- Have a designated DOC staff person to work within the Snohomish County community to develop those partnerships – instance Chambers, hospitals, Canyon Creek Cabinet, etc. Business and DOC relationship building – possibly expand to King County also – MCC

Advisory Committees or Boards:

- Advisory boards for offender vocational programs to discuss what it is going to take to be successful on the job – SCCC
- Discussing the needs of the community with the community through forming of advisory committees, somebody who is dedicated to determining the needs in industry and community. What are the needs of the employment field? – WSP

Institution employment:

- Need to provide certification or documentation for successfully working at a job – OCC
- Intermediate certificate for work or jobs that offenders have worked. Skills demonstrated and observed – LCC
- Need CI ties to education programs. For example carpentry program to a job in carpentry in CI – MCC
- Make jobs more programming friendly. Reward inmates who are programming or have completed programming with the best jobs, instead of pulling them out of programming for the best jobs – PLCCW
- I am wondering why we are not taking advantage of job experience. For example working a class III job as a porter. They receive instruction on the chemicals, cleaning processes, floor care, etc. Why are we not turning that into an education link? Maintenance, landscaping etc.? – PLCCW
- If we go through a training course to teach our DOC academies and are certified to instruct a technical college why are we not doing the same for staff to train offender in different areas? – PLCCW
- Use jobs in facilities as a training opportunity to practice interviewing skills just like in the real world – MICC

- Provide related jobs to completed students – WSP
- Institutional jobs relevant to vocational programs. Inmate computer labs outside of the education department. Computer jobs for inmates with computer education – WSP

Employment in the Community:

Research:

- Interview offenders on community supervision recently release from prison. Watch employment patterns – PLCCW
- Follow up research, testing, employable, job results, business input, business needs, be marketable, good pay – PLCCW
- Look into actual job/employers and make sure offenders will be able to gain employment in field with their specific crimes. Can those with ID theft, forgery, etc., get office jobs with access to personal information, \$, access to banking records, etc.? – PLCCW
- Continue to reassess the relevance of training that is provided. For example, ITC program has existed for a while and it is less than an optimal use of resources – AHCC
- Tracking via research (adds accountability) – SCCC

Offender Readiness:

- Create a portfolio for offenders for up to five years out – SCCC
- Ask offenders questions and create communication with employment firms to watch trends – PLCCW
- Job seeking skills need to be taught to offenders – AVCC
- Job finding tools and workshops on skills needed to find employment – AVCC

Outreach:

- More direct connection with employers for jobs that are available after release – WCC
- Employer symposiums such as at other facilities—tax breaks – WCC
- Coordinate with Employment Security to place graduates and to track employment of ex-inmates – MCC

Communication:

Communication with Staff:

- Allow teachers to participate in budget discussions. Help students understand budget constraints and that choices have to be made – OCC
- Listen to staff and offenders and actually implement ideas from the stakeholders – PLCCW
- Community college staff meets with DOC at least once a month for sharing what you know about a program – SCCC
- For Peninsula College to have information flowing freely between what the college campus sees as being able to offer and meet and to have information flow between DOC and PC staff as far as the Step-Down programs goes and what we, education staff can do to help that objective – CBCC
- More people to connect information to – WCC
- Communication – relationship with teachers. How are the students advancing on GED to keep track of student programs and relay to counselors. Comments to counselors on how school is going. List all students in a progress report. Counselors act as parents and teachers post grades – MCC
- CUS meetings for education sharing. Informational meetings find a time when education and prisons can meet each other to see faces – MCC
- Include instructors in meeting of counselors/CUS on some sort of regular basis, monthly or quarterly. Include vocational instructors in AAC (faculty union-college meetings)
- Get someone in charge to make sure that the different units' link up to share information. It is an ongoing problem that the different people do not know what other units do. For example processing gate cards or WSR callout systems – MCC
- Train officers to promote and support education and set road blocks. Train officers to be respectful and positive in order to ensure successful re-entry and mainstreaming into society – WCCW
- A stronger partnership between education and DOC staff. Educating offenders of what their need should be and what their possibilities are. In other words finding a way for offenders to realize the importance of education and finding a career – WSP
- The right meetings with the right people. Share the same goals – WSP

Communication with Students/Offenders

- Use kiosk to obtain student feedback on a more regular basis – MCCCW
- Allow the offenders to have study groups to discuss issues pertaining to re-entry issues – PLCCW
- Instructors open to visits by counselors and potential students – SCCC

- Counselors have open door time for offender – LCC

Electronic and Written Information:

- Helpful to have definition of DE20 codes – AVCC
- Counselors would like to have information about programs that are offered at other sites, so as offenders transfer, the counselors will have a better understanding of what the students were previously enrolled in and completed – AVCC
- Code directory for RPM. Dictionary of codes – AVCC
- Web site that tells what programs each facility offers – AHCC
- Use DOCNET to list all available classes and at which institution it is available – AHCC
- Use a section of DOCNET as a portal for communications. Both to provide information for counselors to make assignments as well as for employers to make recommendations, a suggestion box that is on-going – AHCC
- DOCNET Counselor needs to know from education what an offender has declined an assigned opportunity – AHCC
- Have instructors report student problems to the counselors, possibly a report card so issues can be addressed as you go – MICC
- Syllabus for each class that is shared with counselors – SCCC
- Education information – more information to recommend a parent institution based on what is available. Better-rounded information – WCC
- RPM is not a useful system – WCC
- Clear requirements for a program such as physical requirement and specific policies around vocational requirements – CCCC
- Policies to limit offenders from talking staff out of a program – CCCC
- Emails from DOC are difficult to understand and the structure is unclear. Need more give and take on emails – LCC
- Do something with the weekly education lists to show progress – MCC
- FERPA rules cannot allow sharing of student progress – MCC

Statewide Tour:

- Have a meeting like this with all vested parties present to address perspective differences – PLCCW
- Provide periodic meetings like this one – AHCC
- Meeting like this one and training with the State Board for Community and Technical Colleges – WCCW
- More meeting like this – WSP

Re-entry:

Programs:

- Offer a class about how offenders can use community resources that will help them get off the street and learn how to be proactive citizens that are law abiding – PLCCW
- Offer a re-entry program/life skills program to include job interviews, apartment hunting, checking balancing, etc – MICC
- Allow the offender to have study groups to discuss issues pertaining to re-entry issues – PLCCW
- Offer a re-entry program/life skills program to include job interviews, apartment hunting, checking balancing, etc – MICC
- Computer basic classes for any education program – SCCC
- Violators- open enrollment program and connections to community resources – WCC
- Survival skills for first 7 days out and 30 days out. Meet needs for hunger shelter, jobs, prepared for work with training plan and transition program – CBCC
- Computer basic classes for any education program – SCCC
- Violators- open enrollment program and connections to community resources – WCC
- Let local education and DOC staff, co-develop re-entry courses for offenders – WSP
- Need to provide standardized Stress, Victim Awareness, Domestic Violence, Chemical Dependency for offenders before released if it is a court order condition – offender state they don't have the funding in the community and will violate their conditions because of no funds. – WSP
- What programs are actually being offered for offenders that we feel are assisting them with re-entry? As a counselor, I don't see many options. Inmates cannot afford the offender change (court-ordered) classes on the outside, and I'm hearing that if they are required to take them on the outside, they will be forced to "go back to old habits" in order to cover the costs. Re-entry planning starts when these guys are less than 2 year from release. There are vocational classes, but that doesn't serve very many students. These guys need to deal with what's on the inside, in their

heads before they select a vocation. Classes such as Breaking Barriers and Achieving Your Potential are classes that really make a difference in the unit and with inmates. These classes teach teamwork, resume writing, etc.- WSP

- We are releasing inmates onto the streets who have not had access to any programs, but we can't keep them. We're failing them. – WSP

Policies:

- Would like more information on the bigger picture regarding re-entry – AVCC
- Place inmates in facilities near their area of release and coordinate voc programs with community needs – AHCC With re-entry how do we get the culture of DOC to the point that offender needs for employment drives the placement in programs? – MICC
- With re-entry how do we get the culture of DOC to the point that offender needs for employment drives the placement in programs? – MICC
- All about re-entry, but not a system set up for re-entry – WCC
- Offenders are interested in being close to home, not on educational programs that might be available. Short-term. Need to ask, "What do you want to do when you get home?" – WCC
- Releases to "county of origin" is a problem for offenders – LCC
- Would like to require a GED before offenders are eligible for work release – LCC
- Most offenders coming to LCC assume they will go to work release, which is not true. They are misinformed. Work release placement is not guaranteed. Work release placement should be earned through good behavior and completion of programs – LCC
- Programming at full time to be prepared for release. Lower priority for jobs based on time to serve – MCC

Support:

- Want a CC specialist staffing option for release – like a guidance counselor –
- Computer basic classes for any education program – SCCC
- Offer a re-entry program/life skills program to include job interviews, apartment hunting, checking balancing, etc – MICC
- Develop offender folders so offenders have the ability to organize their paperwork. Set up each with portfolios for release. Contain re-entry plans:
 - Employment history
 - Behavior

- Education – WCC
- Support release with connections to labor unions, housing, support – CCCC
- Staff would like to see every offender have the following upon release:
 - GED
 - Social Security Card
 - ID Card
 - Completed offender change programs

Want offenders to be able to stand on their own two feet. Then vocational programs may be appropriate. – LCC
- Finance community college personnel at each community college to work specifically with inmates released that desire to continue school – WSP

Continuity:

- Offer WCCW classes at PLCCW
- Give offender enough time to finish each course at their own learning rates. Pushing them through a program to get the numbers does not work for failures of the educational system and offenders don't need more failures. Cookie cutter approach does not work very well with this population. Timeline for each offender to have enough time to complete all of the requirement plus the court ordered supplemental programs – AHCC
- Coordinate all transfers of offender who have participated in educational programming so as to conserve that offender's training and practical skills development – AHCC
- Know what the programs are that the offender needs and map that out in front of the process and then keep track of progress in a portfolio – MICC
- Systems were not set up for education, but for movement – WCC
- Use educational holds – WCCW
- Keep students where they are being educated until they are educated completely; transfers in the middle of programming are disruptive and result in duplication of services – WSP
- More instructors for program, so when one quits the classes goes on with replacement or substitute, this way – WSP
- Utilize education holds in all programs. However, holds "scare" inmates away from signing up for some classes – WSP
- Education holds should be an option. Move students in between quarters, or better yet, at the end of the school year – WSP

- Put holds on students so they can complete quarters, i.e. be able to stick with programs through certification and completion instead of being transferred in the midst of coursework – WSP
- DOC tends to mix apples and oranges. When we have a quality provider like Walla Walla Community College, we should use their staff exclusively to present programs. DOC employees don't have the training and are already over-worked. Why not use professional educators to teach classes such as Stress and Anger Management? – WSP
- Would it be ok to apply education holds more broadly? Could ITC take advantage of them, maybe on a quarter by quarter basis, so that students could at least finish one course before being shipped out? Maybe those courses offering certificates should require a hold—they are better suited for holds than Basic Skills courses. – WSP
- DOC should not provide programming to inmates. Walla Walla Community College has better instructors for all programs. Even Job Hunter should be taught by Walla Walla Community College. Employment Security has historically not been successful. Inmates hate these classes; they are canned presentations that don't necessarily apply to the inmates on a personal level. These classes are built for the guy on the street, who isn't dealing with gang affiliation and the stigma of re-entering society after a long absence. The programs being presented now by organizations other than the community colleges are failing. – WSP

Assessment & Referrals:

Assessment:

- Do a better job at the front end with assessment of education – SCCC
- Expand facility plan or IRP for education needs – SCCC
- Plan for DOC and have goal setting with buy in from offenders through counselors – SCCC
- Risk assessments and planning doesn't include offender. Offenders need to be involved in the development of their re-entry plans – WCC
- More vocational assessments. Not helpful to know what they are interested in only. Need to know skills and aptitudes. Counselors need to know what the offender is able to do – WCC
- Why am I here in class from student perspective is not part of policy – CCCC

Referrals:

- Referrals to programs are verbal and not in RPM – OCC
- Get rid of SAOP grid. Base referrals on ERD. Don't spend monies on ICE detainees with exception of ESL. Don't provide vocational training to offender that will never get out – AHCC
- Minimize the tasks of counselors to make referrals – AHCC

- DOCNET Counselor needs to know from education what an offender has declined an assigned opportunity – AHCC
- Know what the programs are that the offender needs and map that out in front of the process and then keep track of progress in a portfolio – MICC
- Referral grid is cumbersome – put offenders in the right program at the right time. Use the counselor's knowledge – SCCC
- Sometimes offenders try to use school programming to try to get out of work assignments – LCC
- The other side of the coin is that education is not incentivized. Offenders are not paid to attend classes – LCC
- Clear requirements for a program such as physical requirement and specific policies around vocational requirements – CCCC

Policies:

- Headquarters classification should take greater consideration of the counselor's recommendation for placement rather than placing offenders in the next VACANT BED – WCC
- Policies to limit offenders from talking staff out of a program – CCCC
- Biggest concern is time. Offenders don't have the time to complete a program. How do we deal with the time issue? Laws limit the ability to complete programs – LCC
- Increase mandatory age for basic skills – LCC
- Short time offender or offender transferred to a new facility do not complete program. Students in a stronger position on education goals when sticking with – MCC

Class schedules:

- Afternoon classes are hard to keep full at minimum facilities. Need to think outside the box to provide ABE classes on the weekend and during the evenings. Maybe consider a Saturday, Sunday, & Monday schedule – OCC
- Try to offer more sessions for the inmates during the week – PLCCW
- Optimize Mondays, Fridays, and weekends for programming time for DNR workers – OCC
- Offer successful classes on a regular basis – PLCCW
- Return basic skills to 1.5 or 2 hour classes daily, 5 days a week. Pros are more students can be in a class and better for short-term memory issues and short attention span – AHCC

- Flexible scheduling
- For PC to revise the education block for programming into 1hr and 2hr blocks. For DOC to revise its view of education in being able to provide the needed programming and for DOC to face up to the fact that there just isn't enough programming for inmates – CBCC
- Remove log-jam with jobs and education schedule in evenings. More flexible scheduling – MCC
- Schedule am and pm (not both) for all offenders, so can alternate with a job, even if 2-3 hour blocks – WSP
- Schedule AM morning classes or PM evening classes as blocks so offender can use the remaining time to alternate with job. This would reduce traffic of offender scattered in different directions, multiple time during the day – WSP
- SWP operates presently on the quadrant system, which is a proven obstacle, preventing students from mingling and creates the need for duplicate classes being offered to both quads. – WSP

Space:

- There is no place to expand education programs – OCC
- More classroom space at MSU = more GED and vocational classes – AHCC
- Modular housing for space for new programs - SCCC
- Space issues – take student out for on-the-job training – CCCC
- Provide larger facility – WSP

College Programs:

General:

- Make the classes so that they are transferable to allow for college credit – PLCCW
- Correspond with local classes offered to continue with upon release. Offer courses that have job availability in community setting – PLCCW
- Develop articulation agreements between educational programs offered in the correctional facilities and those offered in the community for a smooth transition of educational services – AVCC
- Provide offender with obtaining AA degrees, paid for by DOC – MCC
- Provide post-secondary educational opportunities – WCCW

- Why is there a cap in academic education? – MCC
- Provide programming at post-secondary level. ABE/GED great, however, it does not pay for a living wage upon re-entry into community. Provide holds for offenders in a program for successful completions of the course-work – WCCW
- Vocational programs should include the ability to acquire an AA degree. 1 year certificates are only ½ way. Most offenders don't have the resources or determination to get these on their own – CBCC

Preparation:

- College level basic course in Math, English, etc. – SCCC
- Open classes to correspondence students – SCCC

Support:

- Do we hook them up with FAFSA after successful completions? – PLCCW
- Offenders need to be able to obtain information about college programs in the community and financial aid they might qualify for – AVCC
- Information about going to college and financial aid – AVCC
- College counselors on-site to assist offender in plan development – AHCC

Incentives:

Institutional Jobs:

- Reward inmates who are programming or have completed programming with the best jobs, instead of pulling them out of programming for the best jobs – PLCCW
- Incentive for going to school. What about getting a GED before a job what is the priority job or school – SCCC
- Need incentives to participate in education full-time. If you stay in school you will get a better job. – MCC
- Have graduates be able to obtain more DOC/CI position - MCC

Recognition:

- Give incentives, certificates, and college credit – PLCCW
- Incentives for offender participation in education – SCCC

Stipends:

- Pay inmates when they are attending vocational training. If they have to choose between working and vocational they will choose work so they have money for things like hygiene items – AHCC
- Evaluation of performance for pay for participation in education – SCCC
- A little money for students to keep them in school or want to go to school rather than a job – CCCC
- Incentives to stay and complete a program. What can we do to get them paid for attending school? And can we increase earned time for completing a program? – CCCC
- Pay for education achievement through paid wages such as GED or level completions or advancement – CCCC
- Education to take precedence over other classes and jobs. Pay inmates for taking classes as a job – MCC
- Make school attendance a class III for-pay job – MCC
- Pay students for going to school, provide incentive or bonus money for completion – WSP
- provide students with a stipend for indigent students – WSP
- Instead of a stipend for vocational programming don't charge for the basic necessities – WSP
- Why should offenders be financially paralyzed for being full-time students? Students willing to improve themselves educationally should be supported financially. Students on the street can receive financial aid and obtain part-time employment. Individuals will become better inmates and increase their opportunities to not re-offend – WSP
- Why is it that we penalize students for being full-time students? Our students have to have access to outside support, or have money on the books, or they are not able to afford basic necessities such as deodorant or hair products. When they are in school full-time, many of them cannot work and therefore have no income. Why not provide incentives to students? They are not eligible for financial aid, but could we provide a stipend for students to allow them to purchase these personal items, or provide these items for them while they are positively programming? The public would perceive this as being too generous to inmates—why pay a student to go to school? The public needs to be educated on why it's important that they are enrolled in school for re-entry purposes. – WSP

Earned Release Time:

- Tie any education over basic to behavior. No programming point given until completion of basic course. No earned released days given until basic courses are completed – AHCC

- Full time student equals full time worker – MCC

Other:

- Wished to have taken advantage of program needs to drive participation really want to be in program should be there and take out those that do not want to be there – SCCC
- A lot of basic skills students are there because they are required to be there. This creates a barrier and they are there to fill an empty spot. Move away from punitive use of school – MCC

Instruction:

- Use alternative teaching styles to gain interest and serve different learning styles. Teach skill that can be used on a day to day basis and show how it pertains to them. Focus on useable skills. – PLCCW
- Qualified instructors that know their stuff. Replicate successful programs at other facilities, making adaptations to the various facilities – PLCCW
- High tech strategies to provide universal design for learning in all class room in corrections – AHCC
- We need additional resources to accommodate students with learning disabilities and documentation of problems through a psychologist or other authentic authority. Need funding for accommodations – MICC
- Develop coordination between job hunter career exploration and education program assignments – SCCC
- Need new computers and software for adult basic education program. Destination software no longer works for students. A central workstation for staff and students with resources and software is needed – MCC
- Computer basic classes for any education program – SCCC
- Consider attention span – CBCC
- IMU needs some type of education program – WCC
- Learning disabilities – do not have an effective way to address that including vocational students. Basic need for accessing learning disabilities. Need documentation from HS with leaning disabilities such as the IEP – MCC
- How is it determined the in-lab setting. Not all lumped together to get math done. Wants three levels of Math: level 1, level2, level3 – MCC
- Pull out room for individual instruction such as math – MCC

- Do not make 3 hours in ABE mandatory. Have job skills incorporated in ABE. Incorporate some office skills in the ABE/GED, i.e. how to answer phones and take messages. – WCCW
- Give more budget for consumables used in industry-like programs (graphic arts, carpentry, welding, etc) that use expensive materials – MCC
- Provide a gender specific focus – WCCW Job related skills incorporated in basic skills/rudimentary skills – WCCW
- Have keyboarding, Microsoft Word, and 10-key adding machines in ABE – WCCW
- Include computer literacy in ABE/GED classrooms. Provide programs and software to teach main writing skills.- WCCW
- Inmates need classes beyond ABE/GED programs to remain interested in subjects and engaged with learning. Give inmates many educational opportunities; low level, mid level and high level. – WSP
- We should go back to teaching ABE – High School equivalency rather than GED – I feel it would provide a more well rounded education rather than teaching the inmates to pass a test – WSP
- Special education assistance – more TAs or an hour of time each day with 5 or so students that need more one on one help – WSP
- Could we group or create classrooms based upon level or subject matter? With the quad system, there would probably not be enough of any one type of student to fill a class. – WSP
- Having new students assigned to a Basic Skills or ITC class every week is tough on teachers. It makes it hard to maintain a lesson plan with our students with continual enrollment. You can be working along with your class in one area, and they are all on the same page, and then you receive 3 new students at the beginning of the next week and you have to stop the whole class to get these new guys up to speed, or get their testing done, or whatever. Besides that, our high-level of turnover at WSP makes it tough to see student's success or complete. – WSP

GED:

- More seats for GED – all offenders should be attending but it is not happening – PLCCW
- Would like to have Mavis Beacon or another typing program on computers for GED students and would use this to their advantage – AHCC
- Need coordination between education and DOC for special accommodations for GED testing services – SCCC
- GED in Spanish – there are several ESL students that could pass the GED if it were available in Spanish – SCCC

- Work with DOC to get special accommodation for students with special needs when they GED test. This will allow students with special needs to progress faster and move toward vocational programming – SCCC
- With offenders short on time more GED testing. There is difficulty in scheduling GED testing services as they must be made a year in advance. There may not be enough students to justify testing – CCCC
- Not enough GED testing opportunities. Expensive to do GED testing and Pierce College requirements – CCCC
- Would like to require a GED before offenders are eligible for work release – LCC
- Allow students over 40 year old to finish GED or at least have a connection to work release to finish – MCC
- At WCCW all women must obtain a GED certificate before going on to other vocational programs – WCCW
- Incorporate computer skills with GED level classes – WCCW
- What about offering High School Equivalency instead of GED? That seems to be a much more liberal arts—broader scope of information and learning opportunities instead of just teaching inmates to pass a test. Many students come into the penitentiary very close to completing their High School Diplomas. Is there a way to help them complete? – WSP

Job Hunter:

- Need more sessions to meet needs of offenders – OCC
- Resumes that the offenders are producing in Job Hunter are looking all alike so employers know that they are from a felon – OCC
- Job hunter at PLCCW on a regular basis – on going – PLCCW
- Job Hunter needs to be expanded with more instructors and additional help – SCCC
- Develop coordination between job hunter career exploration and education program assignments – SCCC
- Job hunter to education to do more up front with career goals and what they want to do – SCCC
- Look at overlap between education classes and Job Hunter program to maximize what we are both doing – SCCC
- Continuity of staff of Worksource – when we didn't have Worksource employees providing these classes, how many inmates released that we don't provide services because we don't have employees – WSP

- Work Source needs office assistant help with copies and typing up final resumes. Education budget should provide this help to get several resumes ready to send out when offender is released – WSP
- Work Source is supposedly presenting Job Hunter and Getting It Right, but they aren't being offered here at WSP. It seems that they have a tough time keeping instructors, and deal with issues of finding space for classes at MSU especially. Also, because it's just one more entity fighting for the same students (workers, basic skills students, vocational students, religious programming, etc.) it's been tough for them to fill classes. When you have multiple providers competing for the same space and the same students, it's tough.

Getting It Right:

- Need more sessions to meet needs of offenders – OCC, WCC

Parenting:

- Parenting classes should teach communication skills – PLCCW
- More parenting class sessions are needed at AVCC – AVCC
- Parenting is a very necessary class. Many offenders have court orders that they must complete a parenting class, but AVCC is able to provide only a few – AVCC
- Bring back expanded parenting program – WCCW

Life Skills:

- Classes are needed in public speaking – OCC
- Specific violator programs for re-entry – PLCCW
- Group support classes for self esteem and confidence – PLCCW
- Basic and advanced skill levels of life skills programs funding – PLCCW
- Teach real life skills (banking, parenting, etc.) because often time frustration with the inability to cope with everyday life can be a trigger to re-offend. Look at standardizing programs statewide such as "Wall to the World." – PLCCW
- They need careers that are directly connected to daily living, handling stress and anger, learning to manage daily responsibilities regarding family, employment, etc. How to manage and budget with limited funds – PLCCW
- Personal finance, consumer education, transition for special needs, stress & anger, Job Hunter, and Job Hunter X – AVCC

- Suggest Driver license, basic skills classes in balancing checkbook, renting, basic finance – CBCC; Provide support for driver's education – MICC
- Look at Spokane neighborhood action program, Entrepreneurial program, and leadership academy to teach offender leadership skills that will encourage pro-social volunteer community work – AHCC
- Coordinate with Department of Health to offer food handler's permit – MICC
- Offer more offender change programs – MICC
- Bring back MRT, offer Victim awareness – MICC
- Offer a re-entry program/life skills program to include job interviews, apartment hunting, checking balancing, etc – MICC
- More life skills programs such as communications, relationships, soft skills (human relations skills) – SCCC
- Balancing a checkbook – WCC
- Personal finance classes – CCCC
- Basic nutrition – CCCC
- Time management, calendar – CCCC
- Address life skills/social skills – because without these skills all the lab skills are for naught – WCCW
- Basic need programs such as keyboarding and resumes – WCCW
- Bring back life skills and add Quicken Quick books. Include outlook training and scheduling to help learn to take care of such simple things in organizing their lives, homes, children, etc. – WCCW
- Self-help, psyc, social classes need to be reinstated and/or created. No one should be teaching these except for community college faculty – WSP
- Why is Chemical Dependency not being offered? That is a valuable, necessary program for offenders—one that they cannot afford on the outside.

Tutors & T.A.s:

- Have more helpers or tutors specifically for the vocational support courses and problem areas – OCC

- Hire teacher's assistants to help out in the different classes who have received a completion certificate and are willing to help out – PLCCW
- . Make sure TAs are always available to teachers. Need TAs in the units too. Students need more help than they get in the classroom. – WSP

Other:

- Facility administration are concerned that AVCC is unable to offer enough programming for offenders because of the facility's size. Huge ACA concern – AVCC
- Helpful to have definition of DE20 codes – AVCC
- AVCC is a small facility, but the offenders housed there have the same needs as offenders housed in larger facilities. We should figure out ways to do a better job of supporting needed programs for the offenders there – AVCC
- Medications are interfering with offender's ability to concentrate and learn materials. Are there alternatives to some of the prescribed mental health treatment programs that would lessen the side-effects? – MICC
- Reading programs/book club – SCCC
- A prison/pet partnership – SCCC
- Need coordination between mental health and education to serve IMU population – WCC
- Take back to legislators- need small amount of funding for:
Union dues paid up-to-date
Funds for licensing, tools, clothes, etc.
CDLC licenses - \$100.00 each – WCC
- Assumption that inmates are willing to cooperate/participate – WCC
- More money for materials and less for professional resources and need a person just to research best teaching methods and products – MCC
- A CD treatment center at MCC-WSR – MCC
- Offer comprehensive substance abuse/chemical dependency program at WSP – WSP
- We need to offer more programming for the offenders at PLCCW. They need careers that are directly connected to daily living – PLCCW

Appendix B

DOC and SBCTC Statewide Tour Fall 2007

Student Forums

Technology

Computer Literacy

- Everyone will need advanced computer skills for almost any job upon release – AVCC
- More computer training (basics) – CBCC
- Remedial ITC program for a portion of offenders that lack basic computer skills. The strictness of the program is good for some and hard for others – CCCC
- Keyboarding skills – CRCC
- We need basic computer skills just as much as we need our GED. The class is always full. I think we need more space and another teacher. The teacher we have is great, but we should have another one so we have more time in class. – WCCW

Internet Access

Post-secondary education

- It would be beneficial for Washington DOC to look at the computer LAN structure Canada has set up for offering offenders correspondence courses – WSP
- Is there a possibility of having a secured internet access site for proficiency and distance-learning tests, and if not how do we set them up to send in the mail? – AHCC
- Do create a way to access MIT online courses. – AHCC
- Higher education – secure internet and allow for post-secondary on-line correspondence program support. – CBCC

Internet access for other educational endeavors

- Think about providing limited internet access in cell for educational programming – WSP

- Allow in-cell internet access by issuing laptop computers for educational use – WSP
- Internet access, floppy disks to save and review our work. – AVCC
- A student used the on-line GED-Illinois curriculum prior to his incarceration. He liked the curriculum because assigned subject/level was specific for each student. He would like the opportunity to access the on-line curriculum while enrolled in the correctional ed. program.– LCC

On-line training opportunities – CRCC

Students' use of computers outside class

- Inmates need more access to computers – CBCC
- Computer access – MCCCW
- More time on the computers – AVCC
- Computes available for correspondence programs. Software, time to spend learning a program, i.e. AutoCAD– WCC
- Add study areas in living units that supports increase correspondence programs and include laptops for completing assignments, with entire Microsoft suite. – WCCW
- Laptops to practice in rooms and get done quickly – SCCC
- Do allow access to computers for word processing and writing reports.- MCC
- More computers for ESL students with access to computers outside the classrooms would be positive. – MICC
- There's a lot of dead time here on the weekends and opening up the classrooms for computer use during the day would help a lot. – OCC
- If more lab time and study halls were available such as access to work stations that are not being used at certain times of the morning and afternoon hours, would go a long way toward helping people to complete more of these classes. – OCC
- Complete applications outside class using Microsoft Office – CRCC
- There are school areas not being used that could be support labs available in off-time when class is not in session – WSP

Distance Learning

General comments

- What is the policy on correspondence courses and is distance learning an available option? - AHCC
- AVCC's CPM would not allow distant learning. Just recently my counselor Kristen Adams told me there has been a DOC policy for such programs. We need to be able to utilize such programs. – AVCC
- Most important is possibly group setting distance learning course for 2 year college degree. – LCC
- Correspondence courses are limited because most are delivered on-line or with DVD's – CRCC
- Self-teaching programs produced for adults – CRCC

Interactive TV & closed circuit TV

- Transitions Learning Network -TLN (the old CLN) utilized on channel 3. – CBCC

DVD, CD, and videotape instruction

- It would be good to have a spot in the class where there is a TV and a VCR or DVD with programs to go step by step on whatever the person needs improvements.- WCCW
- MIT has 1,500 classes for free. Need to download to DVD and provide a DVD player and TV to watch – MCC
- Correspondence courses cannot have videos or DVD's which is something we need.
- Occupational videos and computerized educational programs related to specific jobs for career planning such as Department of Labor videos. – MICC
- Library of education videos with access to TV and VCRs in a self-paced learning environment – AVCC
- By having more means of education like more learning videos – AVCC
- Video courses through the colleges – CRCC

Kiosk System

- Education information on kiosks? – WCC
- Provide more information on what classes and programs are available on the kiosks. – OCC

- On-line specific information about resources available in the community for release (using kiosk system?) – OCC

Other

- Let Interactive – Media graduate burn a CD of final Capstone Project – AHCC

Education Programs in General

Additional Educational Opportunities

- More programs would help. Many inmates here at WSP would go to schooling if it was available – WSP
- Need more opportunities for educational programs – WSP
- Need to offer more programs for the inmates – WSP
- Need to offer more programs and classes – WSP
- First of all, there should be more programs – WSP
- Keep expanding education. A majority of people in prison want to better themselves. Everyone wants to be a better person – WSP
- Bring more options for inmates. More options means more choices – WSP
- A hunger for learning is out there – WCC
- Offer more programs – WCC
- Not enough programs – WCCW
- Have more educational choices – WCCW
- More and longer education programs – AHCC
- I think there could be many, many more. We, as unproductive members of society, need very bad any and all help to make something more of ourselves. So more hands-on type of class for learning things/jobs/careers for when we get released we could utilize what we have learned in here to keep us from re-offender and coming back – MCC
- I ask that you continue to push forward to educating men in our position because many children (thousands) will be blessed through your efforts. – MICC

- Every individual has to wants to apply him/herself and want an education. Offering a variety of different programs would be an improvement or updated programs. – AVCC
- More options with offenders' input. – CCCC
- Need more education programs and college courses – CCCC
- Provide more opportunities for all those who want it. – WSP
- I hope that the current courses continue to be available here and maybe some additions - OCC
- There should be more variety in classes to take – CCCC
- There are 240 men housed here. We need more vocational training – WCC
- Need more programs – WCC
- I would like to have more education opportunities available. I have a GED. In 2000 I graduated from business computer training institute so ITC does me no good. Therefore, there are no programs available here for me at MCCCW.
- Significantly more programs with flexibility around times.
- It would be good if there were more options such as more vocational training and more college classes to help prepare you for when you are released. – PLCCW
- I also think we need some more programs to expand our level of education to have the chance to make it in the real world. – MICC

Specific Facility Needs

- More programs need to be offered for offenders in close custody settings. Some of us will never get to lower custody levels before being released. – WSP
- Work to put classes/programs back at WCC – WCC
- Replacement programs are needed at WCC – WCC
- At AVCC the programs need to be expanded beyond ABE, i.e. information technology, job related classes that will lead to if not provide a trade related certification. – AVCC
- I think the programs can be improved if Cedar Creek offered more opportunities to inmates. The more they offer, the more inmates will get involved and that will make the programs improve – CCCC

Educational Programs for Offenders with Short Sentences

- More programs for offenders with one year or less – WCCW
- Establish specific educational programs for offender 2 or less year – WCCW
- More short-term programs. – WCCW
- By having short-term vocational classes – WCCW
- More short-term programs – WCCW

Re-training Opportunities

- Open opportunities to get into the classes for people with skills. – AHCC
- Extension programs to keep skills up-to-date prior to release – WSP

Improved Quality

- Vocational and advanced degree classes need to be improved and more opportunities to attend those classes – WSP
- The current program can be more organized and follow the style in society. The teachers should be very qualified. These programs can be increased with money- WSP
- I have noticed a trend towards cutting down subject content. My concern is that this will undermine the ability to achieve gainful employment – this is a concern voiced to me by others as well – AHCC

Policies

- I feel that the opportunities to acquire re-entry skills are presented to us, yet at some institutions we are not afforded the opportunities to finish the vocational programs because we are pulled to go to Mission Creek and Pine Lodge. We should offer vocational holds to finish programs or offer the same programs at all institutions. – WCCW
- Do not make education mandatory. – CBCC
- Change in view of women's education as a priority – MCCCW
- Offenders are being pushed for attendance in class – CCCC
- Some exceptions should be made for those who will miss a class or due to early release. As long as they do the work required they should be able to get the degree or certificate in spite of missing a couple of classes – PLCCW

Other

- Copy examples of successful systems like Canada, Denmark, and Sweden. – MCC

- Let the inmates pick the classes they want. Some classes should be shorter and some should be longer. – CCCC
- I would like to be able to take the classes I want. – CCCC

Vocational Training & Employment

Alignment with Community Employment

General comments

- If there were more programs that will teach you skilled occupations – WSP
- Offer more programs that will give us actual career choice – WSP
- I feel more trades that fit the realistic work force for us that get released – WSP
- More options for classes that are going to be applicable to career – WSP
- Find other job training – WSP
- Offer more career skills programs at more institutions – WSP
- Manual certificates lead to jobs – WCC
- Classes need to be connected to jobs – WCC
- Industries to find out who is hiring – technical jobs – WCC
- Need inventory of what people (employers) are looking for – WCC
- Bring in high paying vocational programs – WCCW
- More hands-on industry jobs and trades classes – MCC
- Create programs where the community recognizes the training and removes barriers to employment – MICC
- They could be more in-depth, focus more on the job trends that are out there right now. Allow people that are driven and capable to reach a higher level of education. – SCCC
- Cultural gap between education and work. – MCC
- More instructional programs that will actually teach offenders living wage job skills. Keep the technology of all vocational programs up-to-date with industry standards.

- Expand availability (as long as it's feasible, budget and resource-wise). Enable a broader range of options with the proviso that they not represent a security or subject area problem. – MCC
- You should have more options for career choices – MICC
- Remember, majority of inmates sent to this camp are city people and will be returning to the city upon release. So we need educational courses that we can use when we leave. Offer us job training instead of offering stepping stone courses – OCC
- Would like opportunities to learn a trade and get certificates – AVCC
- There needs to be more vocational programs available for those of us incarcerated. For example, those that allow us to earn state certifiable work hours for specific vocations – LCC
- More certification: welding, forklift, CDL, anything that might help in a good paying job, not minimum wage job. – CCCC
- The education could maybe be improved by offering certifications. There are new classes starting, but there are other classes that could be offered in different areas, such as auto shop and welding. – CCCC

Offender readiness

- Hours that can be transferred to the union in which you apply. – OCC
- More vocational and how to get jobs. Job interviewing, resume, and how to work – AVCC
- Job fair with face-to-face time with employers. – CCCC
- Don't know what they want to do – need career direction from employer perspective. – AVCC
- Labor market information early on – CRCC
- Set up pre-employment interviews after vocational programs. – WCCW
- Let Interactive – Media graduate burn a CD of final Capstone Project – AHCC
- Training workshops to learn what employers are expecting when it comes to hiring a felon. – MICC
- Help us pinpoint the type of work we really desire instead of saying here are the classes we offer, accept one if you want. – OCC

- Add work ethics class and job readiness – WCCW
- Career exploration programs with more individual programming. – SCCC

Outreach

- Public needs to help. Offenders lose heart after being rejected from employment too many times. Public afraid to give offenders a chance.
- More job fairs with employers that state what they have to offer – SCCC
- Involve individual volunteer, groups, and organized labor unions are willing to set up and conduct vocational programs in prison – use them! – MCC
- Job fairs to bring in workshops that include employers and businesses.
- How about vocational counselors just to help us with jobs? – MCCCW
- Apprenticeship fairs with information about getting into a program and what employers are going to do with an applicant with a felony conviction. – CCCC
- Job fairs, union fairs – CRCC

Alignment with Institutional Jobs

- Basically an outlet to ply the skills learned that adds incentive to gather skills necessary to become a working component of society – WSP
- More institutional jobs need to be available in the vocational fields we're being trained in. I'm concerned as to how I'll be able to retain the vocational trade information I've obtained after the completion of the course and prior to my release. – WSP
- Moving the person to an institution where they can have on-the-job training after the course is over – AVCC
- Moving graphic arts to Correctional Industries (CI) was a great improvement; however nobody has encouraged DOC to do what they can to assist in this cooperative venture. We currently have 5 students who have been waiting 5 weeks for gate cards. – MCC
- Recently the graphics arts program was moved to building 4 in what was supposed to be a cooperative venture between Correctional Industries, Education, and DOC. Unfortunately, DOC doesn't seem a willing participant in this cooperative venture. From the building 4 officers who seem to resent our very presence in the building to the maintenance staff who want to make a Federal issue out of a work order for a cable. Wayne Peterson from Olympia would like to spend \$5,000 on server hubs, wiring too, when we wanted a \$40 cable so the instructor could monitor student computers and have total control over their access to the printer. It's no wonder taxpayers are upset with the cost of prison education. That's just one example. – MCC

- Provide certificates for time in jobs and for skills obtained and demonstrated – AVCC
- More work in CI as clerks using spreadsheets/worksheets. – AVCC
- CI not taking advantage of offenders' skills – CCCC
- Utilize the motor pool and allow testing for ASE certifications in automotive. – CCCC
- Work study opportunities – CRCC
- Industries program that pay for completion of a project. Build something and have TAs oversee the project – WSP
- Providing jobs in same field as education especially if the person has a few years left. This would allow a person to keep their skills sharp – WSP
- More and different jobs through CI, not just the small jobs with food handling – PLCCW
- Give hiring preferences to those who complete programs – MICC

Partnerships

DNR

- More available that's applicable to re-entry. It seems that if you are on a DNR crew here at OCC you are not offered as much opportunity – OCC
- A degree in forestry would be nice if you work for DNR – OCC

State and local employers

- Create programs where the community recognizes the training and removes barriers to employment – MICC
- The community and the employer have to be able to accept the inmate or felon. They need to have the education and knowledge that we have improved ourselves. The resources are there, we need help on these by society and DOC – MICC
- Need to educate public about what is going on in prisons. – CCCC
- Job openings linked to programs – CRCC
- Tax credits – CRCC

Unions/labor

- More labor related programs for inmates that are being released soon. – CBCC

- How to get in the union with these jobs – MCCCW
- Union jobs available – CRCC

One-year or Longer Vocational Training Programs

Technical programs

- There are not enough IT programs. Right now classes are aimed at trades. No money for full-time students, need some kind of income. I would like to see more web design, computer programming/computer science, network technician, computer repair, AutoCAD, and computer graphic design – WSP
- I am an offender over 26 and I would like to see more in the computer program – actual information technology classes – OCC
- Add a computer program to teach stocking/supply management. – WCCW
- Expand in technological field – WCCW
- Could electronics training be integrated into the computer production job similar to the optical program? - AHCC
- MIT Courses – WCCW
- Computer refurbishing – SCCC
- AutoCAD – SCCC, PLCCW, AHCC, OCC, MCCCW, CCCC, CRCC
- Networking – OCC
- Animation – SCCC
- Web design – SCCC, PLCCW, OCC, MCCCW
- Computer repair – OCC
- Computer programming, visual basic, CIS/ITC A+ Certification should be available – SCCC, OCC, CRCC, MCC
- Inculcate Multi Media to the ITC program, with the condition that the student must finish within the one year term. – AHCC
- At AVCC we need more computer skills courses, like the ITC class I took at AHCC. That class advanced to Cap lab and computer refurbishing. – AVCC
- Photoshop – CRCC

- Quicken, computer skills – CRCC
- By adopting the ITT program – AVCC

ITC concerns

Equipment & software upgrades

- More funding for information technology course, class needs new computers and software in order to be effective. – WCCW
- ITC classes have outdated software – SCCC
- Update the ITC program to current software – SCCC
- The ITC class needs to be updates – SCCC
- It would be great to have more computers in ITC – OCC
- ITC needs a virtual reality Internet system; like a program that teaches a student how to navigate the Internet without actually using the real Internet. – AHCC
- Some programs on the computer in ITC could use updated – such as the typing program – I feel that the Mavis Beacon program is much better. World book encyclopedia is another good program we had at SCCC and it was well used. – OCC

Additional instructional components

- ITC needs more intensity, more hours – WCC
- Extend programs such as CI (ITC?) – WCCW
- More specifics in area for IT program. Skill sets. Basic program that leads to expertise in a specific area – WCC
- ITC program is 2003 operating system and finish and then up date come after. Once done, that's it and you cannot go to the next level – SCCC
- Get more programs after ITC is completed so we can continue our education in this field – SCCC
- We need to add more college credits to ITC and to have a refresher course designed for people who want to upgrade – MICC

- After ITC need further specializations that would lead to employment in a higher wage job. – OCC
- ITC program is excellent, but need higher level programs with higher level skills for better paying jobs. Some ideas include programming languages, browser building. – CCCC
- More computer programs beyond ITC. – CBCC
- More and better computer programs. Something above the entry level programs. Advance computer skills. – AVCC
- More instruction in office skills with excel, word, etc – AVCC

Instructional improvement

- ITC program—books not putting it in a context or real application of information. Students need to be placed in situation where you solve the problem using the skills you have learned. Make practical applications – LCC

Lab time outside of class

- ITC needs more lab time on your own. – OCC
- The ITC program could be improved by giving students some more lab time to learn the material better. A big improvement would be that the math, reading and human relations courses be offered at CCCC so students can become state certified in Information Technology. – CCCC

ITC core program

- Mr. Kelso informed students that the advanced part of the ITC program is going away -- Part one staying, part two going away – WCC
- I am part of the ITC program. I was recently informed that the last three lessons of the ITC program were not available anymore. It would be great to have those offered again or even for the first time – WCC

Business programs

- More jobs skills in keyboarding, letter writing and correspondence. – WCCW
- Business management – WCCW, OCC, CRCC
- Real estate – WCCW, CRCC
- Secretarial classes – PLCCW

- Bookkeeping – SCCC, MCCCW
- If programs, such as ITC and business related courses are offered – then help in understanding how to apply this in applying for a job, i.e., training programs offered by companies to become a manager – Safeway, Albertson, Kmart, Wal Mart, Lowe's – retail business that will train you to run a business and teach you about their industry. Here, it seems the state only want inmates to only become labor driven – need help in the group that could become white collar workers – management – which , for the future, these managers could open up opportunities for other inmates. – AHCC
- Would like to see any classes that would help you start a business and how to apply for loans for first time business – PLCCW
- Entrepreneurship programs that are available for students who want to start their own business. – CRCC
- Need business development/entrepreneurship programs for self-employment and starting your own business. – OCC
- Marketing – CRCC

Service industry programs

- Janitorial skills – WCC, AVCC
- Floor care – AVCC
- Start classes to teach food service management for women – WCCW
- Add a Phlebotomy program – WCCW
- Extend programs such as human services – WCCW, CRCC
- Need more vocational classes like culinary, upholstery and dentures and all three would help save money for DOC. – WCCW
- Culinary Arts – WCCW, OCC
- Culinary school – with training in large batches, bulk packaging – CCCC
- Dentures – WCCW
- Barbering – SCCC, Cosmetology – SCCC, PLCCW, CRCC
- Nursing skill classes are in high demand – PLCCW
- Small appliance repair – PLCCW

- Caregiver – AVCC
- More building management tools. – CRCC
- Landscaping and grounds keeping - OCC

Apprentice programs

- Extend programs such as TRAC – WCCW, MCCCW
- Are apprenticeship programs or viable option if the class work is taught through DOC? – AHCC
- Students would like to see more pre-apprenticeship programs. – OCC
- Connect Building Maintenance to apprenticeships – OCC
- Pre-apprenticeship programs. On-the-job training – WCC
- Union jobs available in the trades – MCC
- Offer apprenticeship programs so that we can transition into the community with a union job backing us. – OCC
- Apprenticeship programs that can be continued upon release: electrician, carpentry, pipe fitter, boilermaker, lineman, masonry – OCC
- Electrician- AVCC, CCCC, CRCC, OCC
- Plumbing – AVCC, OCC
- Connections to state apprenticeship programs – MCCCW
- I feel that more programs like plumbing, electronics, etc. will help bring re-offender rate down due to the hands-on programming and it is a thing that will help everyone in the long run. – MCC

Construction trades programs

- Woodshop – WCC
- Carpentry – WCC
- Longer building maintenance program – SCCC

- What I'm thinking about is, say, the manufacturing in trade school setting of all of the components for manufactured homes. The options are vast, from carpentry, to plumbing, to cabinet making, and everything else. Such homes are often assembled piecemeal and then the final assembly is done on site. We create office panels here at Monroe CC and the same process is done. However, the skills learned in the creating of manufactured homes apply for more realistically to post-release job aspects. – MCC
- Construction trades – OCC
- More hands on programs in constructions fields – CBCC
- Construction management – CRCC
- Wood frame construction - OCC

Automotive/transportation programs:

- Autobody – when available – WSP, WCC, SCCC, CCCC
- How about engine/diesel repair ASE certified – WSP
- Diesel mechanic – SCCC, OCC, CCCC
- We need more programs like AVT – WSP
- Automotive program was a good program that was removed – WCC,
- I would like a program set-up for the ASE Certification testing so it is available for other inmates to take advantage of when I leave. – CCCC
- More labor type work in auto mechanics – SCCC
- Automotive – SCCC, PLCCW, OCC, AVCC, CCCC
- A vocation class for COL (Commercial Drivers License) Classroom workbook material – no hands on truck driving, for obvious reasons. – AHCC , CCCC, CRCC
- Truck driving – OCC
- Heavy equipment operator – OCC, CCCC, CRCC
- ASE programs that would lead a person to a better career which would change a person's life. – AVCC
- Small engine mechanic - OCC

Mechanical & fabrication programs:

- Offer the HVAC and welding programs at more institutions – WSP
- HVAC is a good program – WCC, CRCC
- Machine works – WCC
- A welding program through minimum security would help too. – WSP
- Welding – good wages. HVAC - good wages – WSP
- Welding, Pipefitter, Boilermaker – WCC, CCCC, CRCC, OCC

Welding Concerns

- Also it would be great to be able to certify in MIG and TIG instead of just stick 6010 and 7018 – WSP
- Provide certification tests for MIG and TIG. Provide more square footage for welding. – WSP
- 2 instructors in Welding at a minimum – SCCC
- Welding specifically would be having two or more instructors at all times. Get an instructor to WABO certify us prior to graduation. Instructor training on welding and more money for materials. – SCCC

Other programs:

- Upholstery – WCCW
- Marine technology – SCCC; Composite boat building – OCC
- Shipwrights and boat builders' apprenticeship committee. – OCC
- Cement masons – SCCC
- Wildlife management – OCC
- Forestry – OCC
- Forestry Environmental Science – MCCCW
- Survey or timber crews – OCC

Short-term Vocational Training Programs

Technology programs:

- Need shorter programs such as network technician – WSP

Service industry programs

- Create a tattoo class – WSP
- Food Handlers permit – MCCCW
- Culinary Arts, short program – CRCC
- Dog Program – MCCCW

Construction trades programs

- Forklift – SCCC, OCC, CCCC
- More certifications in specific programs such as forklift – CCCC
- OSHA training – OCC
- Asbestos abatement – selections for the program more than just once per year. – CCCC

Automotive/transportation programs

- Flaggers card – SCCC, OCC, CCCC, CRCC
- Need more like flagging – WCCW

Program Support Needs

Equipment & software upgrades

- Update programs and computer equipment—latest technology – WCC
- I have friends that say it would be nice to have better updated computers for drafting – WCCW
- Upgrade software – PLCCW
- Hardware, tools and CPU's need to be functional; I found that some things aren't working. An updated CPU is needed for Multi Media. – AHCC
- The baking program has some good equipment, but our oven needs a replacement. This is a valuable tool and is the heart of the trade.- MICC

- Need more funds for lab equipment – WSP
- Having enough tools or equipment or computers, etc., to go around for everyone would help a lot – WSP
- Make sure the instructors are able to have all the equipment and area to teach – WSP
- Get our paint booth fixed – WSP
- For students in ITC it would be useful to have more advanced computer software programs to learn such as photo shop. – WSP

Supplies and materials

- Welding student says they are running out of supplies. Can only have so many of equipment and they run out and have to wait to get orders for materials. 20 of something is the limit and getting storage is a problem – SCCC
- Provided material adequate to any project or material they do – AHCC
- A small library of books (other than textbooks) would be helpful for further study. I'm in the baking program and 20-30 specific titles would be great. The instructor could check these books out on an individual basis. – MICC

Vocational support courses

- The math for trades class could be extended and begin a few weeks of a basic math refresher course, so guys can remember how to use it. – OCC
- Provide opportunities for college math. Science and reading so that students can achieve a state certificate at CCCC (voc. support classes?) – CCCC
- I would like to see math, reading, and the human relations courses added to the ITC program at CCCC

Articulation

- Allow credited classes to be compatible with local college so that on release we can continue to pursue our college education – PLCCW
- I would like more programs that would help my certification or a degree – OCC

Considerations for Special Populations

- More programs should be offered in closed custody and other maximum security prisons. Encourage inmates to get their education with incentives – WSP

- Allow education programming for LWOP prisoners as they may become eligible for parole – WSP
- Programs that match security level, less stringent policies for minimums – CRCC
- Vocational programs shouldn't be impacted based on security levels. – WSP
- Need more programs to help inmates/students who have a hard time learning – WSP
- Need vocational training that does not require a GED – WCCW
- More access for special needs students. – WCCW
- Learning challenges – identify and provide specialized services – CRCC
- Additional education relating to accessible specialized vocations – WCCW
- Encourage AVCC to allow the Education Department to offer advanced computer classes and other programs to get me ready to be successful in the job market. I personally am disabled; I had a carrier in the trucking industry as an owner/operator. I know the business, but now I will be looking at office work, data entry, payroll, management, etc. – AVCC
- Include more programming suitable for women – WCCW
- Consider additional non-traditional jobs for women – WCCW
- Allow Therapeutic community members across the state to take courses such as ITC. Larch for example, percentage allocated for T.C. members – LCC
- Welding and HVAC are the most beneficial classes being offered. Not everyone qualifies to take them. – WCC
- I would like to see more programs offered like cooking classes, maintenance programs, and other types of trades. (ESL student) – OCC

Employment & Felony Convictions/Other Barriers

- A lot of classes offered that we are eligible to take don't fit a trade that we can realistically get employment in based on our criminal background (comment from an ITC student). – WSP
- State needs to work with employers to get around limited opportunity from corporate management (felony conviction) – WCC
- More vocational training in areas where ex-cons will be able to get employment would be good – SCCC
- Jobs that allow for convictions – CRCC

- Programs for ex-offenders – CRCC

Second or Subsequent Vocational Program

- Don't require payment for vocational programs, especially if attending 15 to 20 months out from release – WSP
- All educational classes should be free, no matter how many classes you take – WSP
- If we were allowed to take more than one college course would be good, like computers and other subjects – WSP
- They should allow a person to take more than one program without paying for it. – WCCW
- We should be able to receive more than one program while incarcerated. There should be more programs – WSP
- Stop paying for second vocational program – WCCW
- Remove limits to one vocational program – SCCC
- Allowing people who have a completed one vocational program to be able to pay for another. I've seen empty seats in both classes. E.g., ITC – to interactive media or vice versa. – AHCC
- I have completed ITC level 1. I have two books left to complete to finish Level 2, and graduate. I currently have a 96.5 grade point avg. I look forward to advancing my education in multimedia, and am willing to pay for it. But have been told that I will be put on the bottom of the list. Those that have not taken any class are ahead. Even those that are just appeasing their counselor. – AHCC
- CIS class to attend as a second vocational program must pay on sliding scale. This is not fair. – MCC
- We have nothing but time to spend learning, why stop at one course, let us be able to learn as much as possible until we leave prison – WSP
- I see one way it could be improved and that would be to offer not just the first vocational class free, but all of them. – MCC
- I'm learning about computers in the WSRU Monroe CIS class. However, I don't know how I'll pay for the other computer class ITC. I wish that the vocational classes were offered to me at no cost. – MCC
- Offer all vocational classes for free. – MCC
- Offer access to more vocational training even after they have their first certificate – MICC

- There can be more programs offered. Offenders should be able to take follow-up classes of ITC, like interactive media or graphic design. – OCC
- Also we should not be limited to one vocational/educational program to complete such as ITC or Home Builders – LCC

Program Quality

- Building maintenance needs to be better organized and more hands-on – OCC
- Building maintenance is not long enough to learn what you need in the construction specialties. Again, need to build off building maintenance to higher skills in specialties. – OCC
- For the Building maintenance class, it could really use more time as much as 6 months per class to truly learn all the different trades that it has to offer. – OCC
- Please give us at least 6 months for the building maintenance program – OCC
- More education programs in the format of ITC, more training programs, more career programs, and floor care program, maintenance program. These programs should consist of some physical work and classroom programs. – AVCC
- Need more time to complete programs, i.e., building maintenance is a short program and needs to be longer. – CCCC
- More advanced programs, specialization –CRCC
- Also the CIT/ITC falls short of the actual diploma/certificate for A+ degree – MCC
- Basically the welding class should have more hands on as of what to expect when going to a job. For each process we learn there needs to be hands on. There is already hands on but, I mean hands on like in the workplace – WSP
- Keep hands on training along with book work – WSP
- Need more lab time – WSP
- More work (homework, fabrication projects, or work assignments?) – WSP
- I think the night class should have more hands on class hours. I like this class! It's great! – WSP
- More hands on for welding – WSP
- More shop time of the field of work so that offenders have a more hands-on experience.

Other

- Need better access to all vocational programs provided by corrections. Maybe combine some programs such as welding and AVI – WSP
- Education should be used as a tool to funnel offenders to lower custody levels where they'll have more opportunities. If an offender completes a course in close custody then goes to medium or minimum security he shouldn't be prevented from taking another vocational program there. The programs offered at lower levels may be something different and better than what was previously available to the offender. – WSP
- ITC class should be more of a basic skills class instead of being offered as a vocational trade. – WSP
- More voc rather than ITC in computers or other computers – SCCC
- If any of the vocational programs were to be cut, what steps are to be taken to replace them with comparable programs for re-entry into society? - AHCC
- Why are programs taken away? What are the reasons for closing down programs? – MCC
- More vocational and hands-on. – MCC
- Specific vocational programs are always good for people who really don't have a vocation or have only done odd jobs. – OCC
- Keep on building your programs and experimenting with different classes – OCC
- In order to reduce recidivism, we must be given the proper tools and instruction to use those tools. At the same time I have almost 5 years completed and typing is the only skill that I have added to my resume. I have completed and participated in other projects – writing, editing, and layout of a cookbook and literature study – which we do mainly due to the instructor's innovation and a willingness to step outside the box. Freedom to be creative is necessary to the classroom and work environment. – AVCC
- GED class skills test if passed level be allowed to take a vocational program – CBCC
- More advanced educational program for GED graduates and more vocational skills such as hands-on courses – CBCC

College Programs

Programs

General comments

- 2-year degree programs – WSP
- A higher level of credits in college courses would be justified. I'm interested in continuing Autobody courses upon my release. I would really like to be a very good

Autobody repairman. God willing, maybe one of the best! Thank you Mike for all you do in helping us – WSP

- More advanced programs, so that inmates can further education – WSP
- Offering AA degrees instead of just certificates – WSP
- We'd like the ability to earn AAAS degrees. – WSP
- Would it be an option to take courses on site through Walla Walla Community College toward an AAAS degree if we or our family were willing to pay for the classes? – WSP
- Add post-secondary programs – WCCW
- Need more post-secondary/advanced opportunities and continuity between institutions. – WCCW
- Expand education programs to the 4-year degrees – WCCW
- Associate degrees and student loans. – SCCC
- Not only ESL how about SSL learn to speak a language alternative to English. Offer associate degree and be able to get assistance while doing time. – SCCC
- Offer a degree program for long-term inmates – PLCCW
- More college classes offered, better selections – PLCCW
- There is not enough ways to earn college credits. – PLCCW
- You could offer the opportunity for an inmate get a two-year degree. – AHCC
- I think college education should be made more readily available for the serious students no matter what custody level. The goal should be towards changing minds and attitudes in preparing men and women for society. – MCC
- How about some actual academic classes, such as college level, college credit English, Business, Psychology, Sociology, Philosophy, History, Economics, and other liberal arts and science courses. I am well aware that the voting public doesn't want to fund the higher education of convicts, but how about as they've taken the issue of class I wages to the voters on a constitutional amendment, also initiate such an issue regarding higher education? In a state with a 4% unemployment rate and an ever growing economy, now is the time to advocate change on the most fundamental levels. – MCC
- I would like more programs that would help my certification or a degree – OCC

- Offer more continuing education and work towards a degree so we can have a better chance of not re-offending – OCC
- More core classes for college degrees – OCC
- I think that an option of working towards an AA degree. Understandably it may seem unfair to John Q. Public that a person goes to prison and gets a better education than he can afford on the street, but when compared to the cost of re-offending it would seem like money well spent. Also if an offender is involved in a class and has the time left to serve, don't up and transfer him to another institution in mid-stream. – OCC
- Without on-going higher level classes such as entry-level college offenders go back to general labor – AVCC
- Bring college programs back to the institutions.- LCC
- Education can be improved by providing higher education like social sciences. Maybe with a secure connection to a university through the internet. There is study that tech programs do not anything for recidivism but higher education does. I believe higher education will give knowledge and help lower recidivism – CBCC
- Please get higher education in the prisons – CBCC
- College One Requisite Courses – MCCCW

Correspondence education programs

- More correspondence programs and materials – WSP
- By facilitating methods to obtain access to accredited correspondence courses in various subjects to off-set limited space availability in current pilot programs – WSP
- Implement correspondence courses in addition to on-site vocational programs for non-technical fields – WSP
- Correspondence to become easier, finance, able to complete and receive certificate. – WCC
- Correspondence courses – SCCC
- Greater availability of correspondence classes. – PLCCW
- There should also be some information on all the course that are available for correspondence – PLCCW
- Also more college level classes should be offered so if we choose to attend college when we leave we can have a few classes or credit under our belt – PLCCW

- Offer more correspondence programs to access college classes – MCC

Foreign languages

- More foreign language classes that would benefit others and the community – WSP
- We need a foreign language – WSP

Support

Financial assistance

- Help with financial aid – WSP
- Creating a loan or subsidized programs so that individual inmates can get AA degree while they are here – WSP
- Students should be able to use educational account monies to pay for on-campus programs. – WCCW
- Allow education accounts to pay for institutional programs; specialized vocational training relating to career which are high-demand, skilled and receptive to felons – WCCW
- Need Federal grant funding for post-secondary courses? – WCCW
- Federal or state grants for private scholarships. – WCCW
- Federal grant form – financial aid should be provided most would qualify – SCCC
- Work Study – SCCC
- More funding for offender's that don't have the funds to pay for correspondence courses – SCCC
- Higher college level classes to be offered even if we inmates have to work to pay for the classes, or have an education fund so our families can send money to help pay for the educational classes. – PLCCW
- Because so many correspondence courses are expensive and inmate paychecks are taken from so liberally (cost of incarceration 20%; mandatory saving: 10% etc.) how about an ability to donate (pre0deductions) to our education funds? Also use our savings, now, to pay for educational programs? – MCC
- Grants upon getting out. Signup for financial assistance. More information on the FAFSA. – CBCC
- Scholarships, loans, grants – CRCC

Access to technology

- Computes available for correspondence programs. Software, time to spend learning a program, i.e. AutoCAD– WCC

Advising & testing

- Each institution should have someone delegated to coordinate post-secondary – WCCW
- Correspondence education liaisons. – WCCW
- More information on college trade schools and grants for the other side of the mountains by Olympia – PLCCW
- It would also be very helpful if there was maybe someone or a program that could help us prepare for college when we get out, what kind of career we are eligible for (because of our felonies) when we get released. Help to get our foot in the door so that we have hope at succeeding in a new career. – PLCCW
- More re-entry assistance for transition onto a community college, as in a compass test, or even the fifteen-dollar application fee for SCCC – AHCC

Other

- Add more programs and earn way into Americorp program. Earn credits and get into college programs (post-secondary) – MCC
- Need to restore library services, only one book at a time is too slow – MCC
- It is crucial that there be support for a genuine liberal arts and science education. As a result of cutbacks in library services, we are only permitted one inter-library loan. This makes all but impossible school research and college work since there are no scholarly books or periodicals in the library here. There is no access to computers for word processing or internet searches. The purpose of liberal arts education is precisely the reformation/rehabilitation/correction of individuals, which is the very meaning of culture. Bard College in NY has been doing this in the prison environment. It is a chance for civilization to get to those who missed this opportunity. In a total institution it is the responsibility of the administration to create an environment that fosters social and cultural advancement and not a depraved prison sub-culture – MCC
- Math/English Asset test for those interested in college after GED while skills are still fresh. – LCC
- More information on going to college after release. Financial aid information and college programs available in the county of origin. When can I start college? Where can I go and what are the transition services available? – CCCC

University Behind Bars

- University Behind Bars program need more of these volunteer programs- MCC
- UBB is good because it is a business class. Studying the text book is out of date. Need to be able to purchase used college text-books for volunteer programs. – MCC
- The UBB volunteer programs need attention and should receive funding of some sort. The volunteer are there to assist inmates struggling to teach without the text books and teacher friendly equipment needed to make a difference. Please help the UBB volunteer programs. – MCC
- Do support the prisoner's education network and the University Behind Bars programs – MCC
- Do try to implement a university program like that offered by Bard College in N.Y. – complete undergraduate and graduate education – MCC

Basic Skills Programs

Program Instruction

- Please support these teachers as they are front-line workers in making this world safer and improving lives – WSP
- For one thing having teachers like Ben! Who understands that some of us have to ask the same thing about five times before we can do it? And more programs for women 40+ with no GED and we need an understanding teacher. – WCCW
- The teaching staff works very hard and are doing a good job – WCC
- Need instructor who knows what they are doing. Need the proper training because the teacher doesn't know what to teach – SCCC
- More one-on-one – SCCC
- Becoming more interactive with the students and help with materials, instead of trying learn out of a book. There are many styles of learning, some students need visual are hands on, etc. – PLCCW
- Reinforcing lower levels of education – AHCC
- Also, improved the teachers to motivated the alumni – AHCC
- Some people need one on one help – AHCC

- They need to have more one on-one time for those who have a problem and are struggling with issues – AHCC
- I think it could improve with maybe a teacher student help like maybe have a teacher's student 1-1 meeting to set goals – SCCC
- Large classes with one instructor not enough one-on-one time, means you cannot get done. – MCC
- Must have teachers who have integrated the culture of prison into the instruction presentation – MCC
- More staff who are educated on the diversity of the inmates – MCC
- Motivated learning teachings teachers should be open minded in asking the class to show them how they learn. The teacher should be more interactive
- I think the education program can be improved in many ways bringing new teachers, not old ones because they just come here to sleep in class. Old teachers are not helping at all. However, new teachers, new blood, are motivated and willing to help – MICC
- Staff is limited with what it can do – AVCC
- Variety of learning styles – AVCC
- Focus on youngster who has a different perspective on education – AVCC
- Need to accommodate different learning styles – LCC
- Strength of the education program are the teachers – LCC
- Teachers are doing a pretty good job. – LCC
- Teachers only pay attention to top students. Include same level students in the same classes – same subject. – CBCC
- More hands-on programs etc. – CBCC
- Offer cultural and traditional classes, art, language, etc. – CBCC
- So far so good. All the teachers are doing good jobs – CBCC
- Suggest two instructors per class or more instructors and on assistant instructor – CBCC
- Adequate staffing and resources to help offenders with their learning issues, different styles of learning – MCCCW

- Consistency in education programs, materials, and software – CRCC
- Cross training for instructors – CRCC
- Instructors are respected and provide enough help. – CCCC
- More instructors in one classroom. Instructors that are professional with students that are in prison – SCCC
- More instructors with tutors on the side. – MCC

Basic Skills

- Computer skills should be a basic skill. – WCCW
- More classes so that there are more teachers or teacher's assistants so that there is enough time to give the proper amount of help needed to each student – WSP
- Add a short-term basic skills course – WCCW
- More basic skills programs
- More reading materials that is academic – MCC
- The computer programs are great. What should be improved is the classroom. Needs to be more inviting. It can get boring sitting for three hours straight staring at a screen. Not that everyone does. Some verbal classes on history health and even science once a week can motivate students. Nothing tough just basic education. Even some home work can be added to these classes. – AVCC
- Create phases or levels through a course
Have separate areas for pre-test (so you can concentrate, quiet)
May have incentives or timelines for completions
Use CASAS scores to focus on students' weak areas
Further education for students with high school diplomas – LCC
- More time on the computers – AVCC
- Math is not tailored to each student's need. – CBCC

English as a Second Language

- Why do you not put teacher's that can speak Spanish? – WSP
- English as a Second Language needed at WCC – WCC
- Teachers are not bilingual. Need bilingual teachers for ESL. ESL available only on Fridays. – CBCC

- For ESL students – GED in Spanish with more tools in Spanish. – SCCC
- Well as far as I know ESL needs more computer programs for Spanish speakers. – MICC
- I feel that the education programs could be improved by offering language programs for the people who don't speak English too well to be able to learn how to speak – OCC
- Educators who are bilingual. – CBCC
- The ESL classes are only being held once a week and the teacher is not bilingual. This makes it hard for the students to understand the class. A suggestion is to hire a bilingual teacher, or hire a bilingual T.A.
- Hire bilingual staff for the ESL class or hire a bilingual inmate for the ESL class.

GED

General Comments

- It would be nice to have the option to work towards a high school diploma instead of only the GED. – WSP
- Fast Track GED – good experience. One student passed math in a short amount of time – WCC
- The GED Fast-track program is outstanding. The program allows many offenders the opportunity to complete their GED at their own pace prior to arriving at their next institution. – WCC
- ABE/GED is not long enough. – WCCW
- Get a steady and knowledgeable teacher for the night time GED class on the MSC campus. – WCCW
- We need a teacher for the GED class at night on the MSC Campus. Mr. Molt does not help us at all and doesn't know his math.
- My comment is: I was at Mission Creek and the GED program was so slow. Here I have one test to go. At Mission Creek they are not so up-to-date like it is here. Here at PLCCW the program works well. A lot of people have got their GED – PLCCW
- More pay for GED. – AHCC
- GED classes are well equipped with textbooks with separate academic course, i.e. algebra, general math, English, writing, etc. – MCC
- Math curriculum needs work to better prepare for testing – AVCC

- GED math requirements are beyond the needs of most students – LCC
- One student asked about accommodations for GED testing. He was given accommodations at his local community college (a reader), but didn't know if he could get accommodations at LCC. – LCC
- GED more than one teacher in the class. Need two one for students that finding it easy and another for students that are finding it hard. – CBCC
- GED class skills test if passed level be allowed to take a vocational program – CBCC

Scheduling

- We need the ability to work and take GED classes. A lot of us don't have financial support and we're not able to get a job until we've passed 3 GED tests. For some people it will take a long time to accomplish that.- WSP
- GED too much of a burden all at once. GED should be spread out with more attention and scheduling options. – SCCC

Program Structure

- More help and also get more TAs for teachers or even separate level learning into different groups. We need more programming for us that are enrolled in GED but have not obtained yet and more programming spaces for helping others. We need more help for those that want help – WCCW
- My suggestion to improve GED: have class that focus on individual subjects of the five required for GED completion rather than the instructor teaching all five. I believe that would give individual attention and instructors could rotate. – SCCC
- More help on the issues of the GED test and to know area of issue needing to improve – AHCC

Policies

- When is enough enough in the GED program and student is not learning what is needed? Should not be spending money on something without an age limit. – SCCC
- Not be forced other than GED because I believe that everyone should at least obtain a GED – SCCC
- People who have college degrees shouldn't be forced to take GED because their diplomas can't be found. – PLCCW
- Offer GED classes regardless of your age as soon as you get to prison – PLCCW

- I am a 42 year old lady without any education past the 10th grade. It is really important for me to my GED. But there is a 25 year or younger priority. So I have not been offered a GED class until I was locked up for 10 months already. So I'm just happy I'll get it before I get out. Also you can't take any other classes like computer classes until you have a GED. – PLCCW
- GED should be in every facility plan.

Testing

- In GED classes, I think every student should take at least one test a month, it should be rules. That way, the student knows that he has a test to do at the end of this month, so he will study for it. – AHCC
- Also how about the alternative choices for people not interested in school, and doing GED testing on computers – AHCC
- In ESL (English Second Language) provide GED in Spanish. Like you know, we are a lot Hispanic community prison. How you can improve the GED in Spanish - AHCC
- Can you check and see about getting results from GED fast tracker? – AHCC
- GED practice tests just below passing should be allowed to take GED tests.
- If you are ready for GED testing, sometimes you have to wait a month for an opportunity. – MCC
- WE need GED tests in Spanish. In my case I took the GED in English. But still it's a little bit difficult for me. But if the tests were in Spanish I'm sure I could have an 800 score in all the tests instead of 650's – MICC
- Need a score of 500 on the practice test before being able to take the GED test – CCCC
- More GED testing opportunities – CCCC

Special Needs

- Allowing a person work at their own pace instead of being forced into a GED class – WSP
- Some ABE students aren't allotted time for handicapped students – WCCW
- Two times the resources and space for special needs students – WCCW
- Some of us don't learn as everyone else. I learn easier with hands on. I think we should have more hands on programs – WCCW

- A lot of students are not up to the GED level. Writing is difficult and requires more individual attention on writing assignments. Improved assignment of designated level and at a more basic level. - SCCC
- Specific class for students with learning disabilities like ADD and ADD-H using teaching strategies designed for these types of students. More skill development. More time and more hands-on activities. – LCC
- What about students that had IEPs (Special education individualized education plans)? - CBCC
- Special needs classes – CRCC
- Gather more help for special needs (ADHD/ADD) women – WCCW
- Basic course in learning skills for those that are slow.- MCC
- Provide accommodations for special needs students. – WCCW

Subject/Level Structure

- More combinations of classes that have similar skills need in areas – WSP
- Would like to see classed offered more like a high school with classes based on subjects. – MCC
- Classes could focus on each subject as a whole—one class for math, one class for writing and so on. So there is classroom atmosphere – MCC
- Lecture works well for some students. Need more lectures as well as more interaction.
- Classes that are presented in a lecture mode. – AVCC
- I think that for ABE classes, there should be studies on specific needs for each student, like focus on the subjects we need working on to get our GED, instead of bouncing all around on things that don't even pertain to getting our GED.
- Instead of putting students in one class for all subjects 3 hours per day, why not have Math for one teach for 3 hours per day? A teacher will be teaching Social Studies to one or two students when 10 of them need only Math. I find it to be a waste of time for those 10 students who need the teacher's assistance. – MICC

Resources

Funding

- More funding – WSP

- More money for welding program less restriction – SCCC
- I believe that there should be more funding for books that can checked out for our learning pace – PLCCW
- Better paid jobs for teachers – MCC
- More teachers, books, and computers – MCC
- More books, computers, and teachers at OCC

Equipment & Software:

- For me education program is working just fine. Might need some more equipment, other than that, class is going great. I'm enjoying and learning all that I can and preparing to use it in the near future – WSP
- Although this class is good enough all by itself, we could always learn more. By that I mean give us the things our instructor asks for so that he could be a better teacher. You didn't him for no reason, so act like you know what he knows what he needs to make us more productive in society – WSP
- Better or newer computer and equipment for ABE/GED students. – WSP
- I feel like if we can get upgraded paperwork and computers that it will help improve the education program and be a better benefit to the inmates – WCC
- Education programs for the computer. – AHCC
- The main tools that the education in the institutions need are computers. There are rooms in this institution's education floor that only go one or none computers and they are necessary for individuals to get work done at their own pace. – MICC
- More computers are needed – LCC
- No computers in classroom – CBCC
- Update all equipment and books – CBCC
- Computer in the classroom would make a big difference in our progress because our teachers would be able to help on them – CBCC

Instructional Materials:

- Update material. The updates for the programs on the outside change so fast, I would think maybe an update once a year. – WCC

- Having sufficient and adequate materials, computers, supplies, etc. we can get more done – WCCW
- More books, we seem to not have enough books to go around as if someone wants to check out a book to take home for the weekend we can't due to shortage on books. ABE and GED books please – PLCCW
- Update software and books – PLCCW
- I feel that books would be a good thing that we could get to be able to take back to our units due to so many in class if you can help Ms. Green's class could use some books. She has big classes. – PLCCW
- Well, there needs to be more books to learn from? They need more?
- A small library of books (other than textbooks) would be helpful for further study. I'm in the baking program and 20-30 specific titles would be great. The instructor could check these books out on an individual basis. – MICC
- I think the classes need more updated computers and/or books to help us learn with the education of today, not some outdated program or book.
- A proper library – OCC
- New books to check and use. – CBCC
- New reading books – MCCCW
- Updated books – MCCCW
- Up-to-date modern library – CRCC
- Faster access to library – CRCC
- Be able to write in books. – CBCC

Life Skills Programs

Job Hunter

- I have been forced to take job hunter three times – WSP
- Have the college deliver the job hunter program – WSP
- There could be some more job hunter programs – WSP
- More job hunter classes – WSP

- Classes like Mr. Diamond's for Job Hunter and Getting it Right are helpful and necessary. A lot of guys leave knowing a skill but can't fill out an application or a resume – SCCC
- Expand WorkSource rooms at other areas in facility – SCCC
- Longer time to complete programs, i.e., Job Hunter – CRCC
- Job Hunter – computer equipment needs – CRCC

Getting It Right

- Getting It Right program is a shorten version of what is presented in Integrity program. There is duplication. – LCC

Parenting

- Parenting program is going well. Students have been in the class for 6 weeks now. One student suggested more information on infant development and care. – LCC
- There are not enough openings for parenting classes. Lots of interest. Class helps students be more in touch with their families. – LCC
- Parenting – teachers are pushing us to succeed! – WCCW
- Parenting classes at CCCC – CCCC

Life Skills

Crime related

- Get domestic violence classes in the institution, not stress and anger management. Court ordered domestic violence classes are needed – WSP

Stress and Anger Management

- Bring Anger Management and Parenting back to the community college. The psych teachers are not good teachers. – WCC
- The Stress and Anger class is well liked. The instructor is really good. Ms. Fisher makes students want to come to class. Examples, instructor has students write down all the stressors they have during each day in a log. The log serves as a reminder to take control of emotions and coping strategies. – LCC
- Anger/Stress program: it was fun and it helped me look at my anger differently. – LCC

Pro-social skills

- Include more social skills and life skills training. – WCCW
- Classes that teach communication skills – AVCC
- Communication skills, maybe Toastmasters – AVCC
- Etiquette Class – MCCCW
- Cultural classes – CRCC
- Etiquette – CRCC
- Toastmasters – CRCC

Transitional skills

- More hands-on training set up interviews with jobs, Getting It Right and a longer mandatory permanent class prior to release.
- TOP program – transitional opportunities program was good – CBCC
- Transitional to life class is a great class (thank you for providing that).- MCCCW
- More and varied programs such as driver's licenses, child support, banking, personal finance, and drug and alcohol programs. – CCCC
- Personal finance management, banking, budgets, credit – CRCC
- Transitions to life – PLCCW
- I would like to have more opportunities for myself, such as a creative writing, but my concern is for the people in the systems who do not know how to help themselves. I see people who I know will be back because they cannot help themselves. Is there a shot you can give these people? – AHCC
- Provide a class on study skills – OCC
- Add more life basic skills programs, like homemaker, nutrition, budgeting – WCCW

Chemical dependency

- Drug programs are frustrating and not able to do what needs to be done. The treatment is a farce. – SCCC
- I am comfortable with the chemical dependency program, but please involve mental health one on ones. – MCCCW

- Get more and longer CD classes – CCCC

Other

- Put into action more workshops. Please allow outside organizations fund workshops programs. – MICC
- There's an art class here but the lady that teaches the class only allows six people in at once. I think you should add an art class so other inmates could have an opportunity to take the class they really want to take, and also pottery. They really don't have anything to help us with re-entry here. I think they should have more classes to help us – re-entry, flagger, pottery, etc. – MCCCW
- Music theory – CRCC
- Spanish – CRCC
- Reintroduce voluntary programs like "Read to Succeed" by literacy in America – MCC

Other Education Issues

Continuity

- The time necessary to effectively learn – WSP
- I suggest that this program continue especially in closed custody level. The reason is that at close custody there is not as much movement and people come to realize that education is the way of a better life. – WSP
- Correspondence option for offenders to finish their program if they are transferred to another institution that does not offer the same program – WCC
- Providing holds for programs – WCCW
- Education holds prior to transfer. Let us finish something in our lives – WCCW
- Need more post-secondary/advanced opportunities and continuity between institutions. – WCCW
- There are 15 students involved in the Human Services program and at this time we are not given vocational holds. Cosmetology is given two year holds and yet cannot get out and get a job right away because they have to get a license. Human services students will be doing society justice by getting out being part of the solution and work to meet the needs of others. We will be helpers, whereas we used to be part of the problem. Years ago I made a choice when I started something I will finish it. By not having a hold, I may be pushed out of WCCW with an incomplete. – WCCW

- By having education holds for vocational classes: drafting, ITC, human services, etc. By expanding education classes to Pine Lodge and Mission Creek to continue and finish (standardized programs) – WCCW
- If you enroll someone in a vocational program and don't put a hold on them it is a waste to put them into the program to start with. – WCCW
- Programs should be available at Mission Creek and Pine Lodge to finish – WCCW
- If we are pulled away in the middle of a class and don't finish it, it still costs the tax payers money for not even completing the course. – WCCW
- Provide holds for secondary education. – WCCW
- Place holds for offender who are in certificate or vocational programs to prevent incompletes on school and college transcripts.- WCCW
- Some people that want education get sent out so it would be nice to get educational holds.- WCCW
- Place educational holds on the participants so they can finish the programs. – WCCW
- Holds for educational programs – WCCW
- Education holds! There are only 2 to 3 vocational programs here that people would need holds, maybe 50 people max would need holds. – WCCW
- After doing 21 years – where I have programmed continually, to send me to an area where I am just sitting idle and not furthering my education or vocational skills is not fair. – WCCW
- Same classes that are offered at other women's correctional facilities such as Purdy or Mission Creek. Keep consistency within all three facilities – PLCCW
- GED should be in every facility plan. – MCC
- Also if an offender is involved in a class and has the time left to serve, don't up and transfer him to another institution in mid-stream. – OCC
- Not enough time to serve to complete a vocational program – WCCW

Assessment/Goal Setting & Referrals

Assessment/Goal Setting

- For the Shelton Facility: The test assessments for new people showing up to Shelton provides a good system for helping people realize where their own education level stands. – WCC

- A lot of students are not up to the GED level. Writing is difficult and requires more individual attention on writing assignments. Improved assignment of designated level and at a more basic level – SCCC
- Turn-around takes time. Forced to be there longer term need to find out why offenders wanted to learn. Create an incentive about being there. – MCC
- You should give a test as to what career would best suit that individual if they are unsure of what job field they want or qualify for. Test them on what their interests are – MICC
- What is offered to address learning styles? More assessment of learning challenges and tools to address learning challenges. – LCC
- Better record keeping. Accurate scoring and SSNs – CBCC
- Better records of the student's information on passing tests and tests that have already been passed. – CBCC
- Let the inmates pick the classes they want – CCCC
- Aptitude assessment – CRCC
- Aptitude, interests, and abilities – CRCC
- Improvements achieved by helping short timers with goals. Short timer options are do nothing and no programs. – WCCW
- Give better, more quality educational counseling. For example, talking with students about what's the full potential of taking a particular course and how the student can identify and pinpoint his/her true employment desire and what/how to take steps towards this goal. Help students prepare for continued educational courses upon learning such as setting up a talking table with a school we wish to attend and start the needed grant paperwork needed to attend upon leaving the system. – OCC

Referrals:

- Determining when to put inmates into the course to give them current education prior to re-entry – AHCC
- Match training to jobs and offenders in institutions. – MICC
- The only part of this entire education program is I asked my counselor to get me out of my job in the kitchen. He forced me to work from 3 a.m. to 10 a.m. and going to school at the same time. I think education is first, that we need education more than a job. As we have our family support, they should give us the option to choose work or school. I would choose school, but if somebody decides to do both of them good for them – MICC

- By working with the counselors more by pushing more trade programs on individuals who need the training. – MICC
- Do a better job identifying where an offender may be released and look at the job available in that community to determine program assignment. – OCC
- Missed opportunities for applying background from previous jobs to current plan. – MCC
- Give better, more quality educational counseling. For example, talking with students about what's the full potential of taking a particular course and how the student can identify and pinpoint his/her true employment desire and what/how to take steps towards this goal. Help students prepare for continued educational courses upon learning such as setting up a talking table with a school we wish to attend and start the needed grant paperwork needed to attend upon leaving the system. – OCC
- Our counselors don't have time to help us all. So why not add a few vocational counselors? – MCCCW
- Assignments are not being made with accurate information – CCCC
- Listen to what the offenders are saying about experience and knowledge in selecting a program option. – CCCC
- Better assignment of jobs and school – CCCC
- Better class placement – CRCC
- Accurate placement in programs – CRCC
- Better coordination of programming needs – CRCC
- We need more help with scheduling because we do not know where and when we will be releasing. – OCC

Class schedules

- Combine school and work with job available – WSP
- Have classes more often. Math, writing, job skills are offered once a year. If something happens and you can't continue the class and you get kicked out. Why should you have to wait another year to take it? – WSP
- Gates are often late and time is very much an issue – WSP
- Need more time for the night classes. Two hours for the night welding is nowhere near the time you need to get working – WSP

- Need to be let out on time for class and not be let out 30-40-50 minutes late; we are always out late why? – WSP
- Having a set time for inmates/students who have a set thing/set time for class, instead of having for example 2 days a week going to class in the afternoon and 3 morning classes. I like going to school in the mornings. I need a job just to have hygiene things – WSP
- Offer more math job skills and writing classes so we don't have to wait a year in between. – WSP
- Need to be let out on-time for class. – WSP
- It's been difficult in the evening welding class to get our lab hours completed. Our lab time is often very short because the evening gate is consistently running late – WSP
- Work gets in the way. Nights inmates don't work. Need programs in evening. – WCC
- More days, more time to study!!! This is very important – WCC
- I am now with the horticulture program. It would be nice to have two hour time sessions instead of just one hour per day. We start up with a lecture and just get involved and the next thing you know its movement time. I feel two hours a day would improve our learning – WCCW
- Allow the classrooms to be open as they have been in the past; DOC has recently restricted access – WCCW
- Better Availability – SCCC
- Longer time allotted for classes – PLCCW
- We need better amenities if we have to have breaks in our 2 hour classes. Standing outside in the weather, I have arthritic hands and have difficulty typing after being outside in the cold. – PLCCW
- Make it so you can work and go to school – PLCCW
- Early hours for TC GED class. We are up at same and go all day, so classes that are from 7:30 – 9:30 we are tired when we are trying to learn and practice new skills. – PLCCW
- Increasing the length of class time to make up for loss of two-year class time – AHCC
- Conflicting schedules are a problem. With programs I have to quit job and then if I don't go to school I get thrown in the IMU. – MCC
- Education could be improved by providing a night class for GED purposes. – MICC

- I believe the time slots should be better due to the fact that we have to program around our job schedule. – OCC
- My suggestion for this institution, most of us get up at 4:30 am and work all day to go to class from 6:00 – 9:20 pm is too much, 6-8 pm would be better. We still have to shower and what not and that does not leave us much time for sleep. – OCC
- Long hours for Integrity program. Education classes just add to the length of the day. Students are tired and don't want to do both. – LCC
- The policy now is if you do not have your GED or if you are under 22 you have to go to school 15 hours a week. I work from 7:40 a.m. to 1:00 p.m., but I would like to go to night school, but they don't do it because it's not policy. If they would let me go at night I could get more hours at work. – CBCC
- Be offered on weekends – CBCC
- Improved communication and scheduling between jobs and school. More flexibility in classes – CCCC
- Limit work and school to 30-40 hours per week and make school voluntary. – CCCC
- Sign-up sheets would be helpful to fill out class roster. Do not like being assigned to a program without knowledge. – CCCC
- 4 nights a week, versus 2 nights a week is bad for completing programs. – CCCC
- Evening classes flexibility – CRCC
- The policy now is if you do not have your GED or if you are under 22 you have to go to school 15 hours a week. I work from 7:40 a.m. to 1:00 p.m., but I would like to go to night school, but they don't do it because it's not policy. If they would let me go at night I could get more hours at work. – CBCC

Space

- Educational classrooms are too crowded – WSP
- I would say the amount of people the education programs allow in the course could be expanded. There are a lot of inmates in this prison who would like to be in these classes, but most of them are full because of the limit of space – WSP
- ITC classes and Welding classes can't get in not enough room – SCCC
- Need more space for other offender to attend school. – WSP
- Need more room for classrooms, working environment – WSP

- Need a class room badly for welding – WSP
- The welding program could improve at WSP by increasing the square footage, adding a separate classroom that is sheltered for the noise of industry – WSP
- I do not know about the other programs, but the Autobody program is in a small working environment. A larger building would be nice, but I am not complaining, our facility is very nice – WSP
- We would like a classroom built or given to us for the welding school – WSP
- Need classroom for welding – WSP
- Add a separate classroom away from industries noise. – WSP
- We need more space and a completed paint booth – WSP
- The welding program needs actual classroom space to go over book work and for the instructor to offer lecture based curriculum. – WSP
- Rooms for classrooms are very limited and expansion needs to happen. We are running the number of classrooms that we were in 1987 and the population has grown from approximately 200 to over 800.- WCCW
- ITC class more room – SCCC
- A bigger welding shop – SCCC
- They need to make more space for the ITC program so that there's better availability for the inmates (more classrooms) – SCCC
- I think the facility needs two class rooms, one for people who do not speak English. The second class room will be for students who need another skill – MICC
- More inviting classrooms with projects that can demonstrate learning. – AVCC
- More variety in the classroom. – AVCC
- Bigger classrooms – CBCC

Study areas

- The education program would be improved by providing study lab areas and time in the unit for support of vocational training. A quiet place to study and watch supporting videos would be helpful. – WSP

- Resource room in unit should be available at to school also – SCCC
- Have some optional labs for quiet space to work on correspondence programs. – MCC
- Students would like an open class available in the evenings or on weekends – study hall – OCC
- Create computer rooms – SCCC
- Resource rooms – CBCC
- Quiet place for testing and studying - MCCCW

Mandatory Participation

- Making classes mandatory brings guys into the classes that don't want to be there. These guys typically don't care about their own education, let alone others, and they are most often a distraction more than anything else – WSP
- School is not for everybody. They make us go – SCCC
- Assigning students to classes who will really get something out of the class and who really want to program and not forcing people who don't want to be there, who cause problems in class – PLCCW
- People should not be force to take classes they distract those who want to be in it. – PLCCW
- No music should be played inside of classrooms please. Many find this is not conducive to maintaining their focus – PLCCW
- Taking people out that are not wanting the class and being a distraction – PLCCW
- I think the education classes should be optional. Let the people who want to do them have a chance instead of making people who don't want to do it attend. It is not fair to the ones who are actually there trying to learn to have to deal with the attitudes of the people who are being forced – PLCCW
- By getting each class noise-canceling headphones – AHCC
- The atmosphere of the class is important. Students with an attitude who do not want to be there and are not serious about school are disruptive. Provide a choice – MCC
- Don't make us exhausted by combining work and school – OCC
- Many students felt it would be better if students who want to learn can have classes separate from those offenders who don't want to be in class but are required to attend. Too many interruptions and disruptions from students who don't want to be there. – LCC

- There should be a lower tolerance level for disturbances. Student feels he is in daycare because of all the disruptions from students who don't want to be in class. The student believes if a student is not getting anything done, he should not be in class. – LCC
- Have classes for those who want to get educated. Many are forced to be there and disrupt others – LCC
- I also think it would be improved also to have only the people who are willing to learn to attend classes, so the people who don't won't to be in class won't disrupt the ones trying to learn.- LCC
- Stop at certain age. Provide it but not mandate it. Provide education to those that want it. Do not make it an infraction for failure to program. Doing stuff vs. not doing stuff. – CBCC
- Stop forcing people to attend class when they don't want to. – CBCC
- Not force people to come to education. Other people want to come, but their giving those open spots to people that don't want to come. It's a distraction. – CBCC
- If someone doesn't want to be in class, I don't think they'll learn much. – CBCC
- Someone like me should not have to do these classes. I already have a higher education. Also inmates who are lifers should not be forced to take classes. Most of these classes are forced on inmates. Let people who want the classes take them – CBCC
- Those that want to be in school should be allowed and those that do not want to go to school should not be forced. – CCCC
- I think they should put people in the class that actually want to be in it and not forcing people to take them or put people in that have more time to do. - CCCC
- You mention budgets and program availability aren't we wasting money on people by forcing them to attend classes they don't want to be in? This takes away funding for program that will help inmates with vocational and AA skills for life other than prison – WSP
- Because some are forced to attend they would rather not more often cause a disruption and it difficult for other students – WCCW
- People of an older age, it should be up to them if they go to school or not. Or what classes they have to take. Open more classes to them – WCCW

Tutors & T.A.s

General Comments

- Need for additional tutors

- Add some jobs in the education programs – WSP
- More TAs or teachers to help students – WSP
- More help and also get more TAs for teachers or even separate level learning into different groups. We need more programming for us that are enrolled in GED but have not obtained yet and more programming spaces for helping others. We need more help for those that want help – WCCW
- TAs comes in and helps out with knowledge, but then do not stay and are shipped out. – SCCC
- More tutors in each class – PLCCW
- Tutors are always a problem for GED and ITC – PLCCW
- People who have the ability to tutor should be allowed to do so even if they already have two jobs, until a person can be found to tutor in their place. – PLCCW
- Hire inmates to help with GED programs, reading, math, and English – AHCC
- Provide more tutors to help student in math and English – AHCC
- The classes are in need of teaching assistants – OCC
- May be an Integrity program issue, need more one-on-one time. More tutors with more time in class. This comment was seconded by others—there is a need for more tutor – LCC
- Tighter controls for alleviating disturbances could be assisted with a helper or T.A. – LCC
- Need more individual help per hour – LCC

Specialized skills

- Tutors for older and special needs students – WCCW
- Welding TAs from the outside – SCCC
- ITC tutors should be allowed to keep up on their keyboarding skills while students don't need to be helped – PLCCW
- More experience tutors in the classrooms. Two tutors per classroom are needed. – PLCCW

- Volunteer tutor from outside and or college. – PLCCW
- More tutors more TAs that are experienced and volunteers. – PLCCW
- Tutor helpers for people with difficult learning and for advanced students – AHCC
- tutor helpers for people with difficult learning and for advanced students – AHCC
- TA's having computer access so they can help student. What about training TA's in Vista and 07 – who haven't worked with Vista or 07 – so they are able to help students. – AHCC
- One-on-one tutors for disabilities – MCC
- For ESL have a bilingual inmate for a teaching assistant – CBCC
- Inmate teacher aides – program to certify as teachers. – CBCC

Training needs

- I think we need better TAs. They don't help much and I don't know if they don't care or if they are not trained – WSP
- Better TA's – AHCC

Help outside of class

- Student tutors outside of class; it would provide more jobs and help outside. I do normal class time and help encourage individuals to complete GED – WSP
- Outside tutors – WSP
- It would be nice to have a tutor program outside of the school. Such as paying other offenders to offer tutoring services in the unit dayroom during times that Education isn't running (evenings, weekends, breaks, etc. – WSP
- Educational programs at WCC- example is offender to offender program – WCC

Incentives:

General Comments:

- Incentives to be in education then everyone wins. – WSP
- Have incentives for going to school – AHCC
- Create an incentive about being there. – MCC

- Need to provide incentives for school attendance – more good time, pay, etc. – CCCC
- Incentives – priority for work release and job placement – CRCC
- Give hiring preferences to those who complete programs – MICC

Institutional Jobs:

- Should be jobs in units that be offered to those in programming that would work around the time frame for classes – WSP
- Need some way to have a job besides the programs so you can still have store items while you are programming and pipelines.
- We all have financial needs and jobs that work around our schooling are very few. We need more jobs and pay enough for us to get by each month. At the rate now we can make, after deductions \$8 to \$12 a month. Possibly contract work from outside companies and also raise pay grade for correctional industries jobs for certified welders who complete vocational school – WSP
- Suggest having jobs for those in programming and letting them be the first to fill job openings in unit. By programming they are showing they are deserving of such by wanting to better their life – WSP
- The needs to be a way to receive employment enrolled in school. Why not let inmates do some of the building when it comes to building new prisons – WSP
- Full time students should be able to work around their classes or DOC or the State of Washington should give full-time students money to help the when they are not working – WSP
- Use pay scale within DOC's correctional industries that recognizes certified trades people/prisoners skill level and reflects this through an increase in CI wages. – WSP
- If we are going to school it is important also to have a job at times that do not interfere with our school – WSP
- We need some way to work or have some money come in while in school – WSP
- Welding or HVAC graduates should start at a higher wage that \$.45. We got to school for a year and get a certification yet still paid starting wage – WSP
- Make evening jobs available to day-time vocational full-time students so we can support ourselves. Even part-time work where we can make something – WSP
- Offenders working in CI are given step raises based on the amount of time and production they've shown while working in CI. There should be an incentive for students completed a

vocational trade to work in CI, such as offering a higher pay rate due to having experience in the trade required (exp: welding or HVAC skills) – WSP

- Work Study – SCCC
- Work for scholarship – PLCCW

Recognition

- Rewarding students will help build self-esteem. With so many hours put into class a reward or certificate should be given. Of course with proof of the individuals improvement. An educational movie once a month can also be accepted as a reward – AVCC
- Allowing us to transfer to institutions for specific program with good behavior—seeing some sort of action when we are not helped. – LCC

Stipends

- Lack of funds jeopardizes the continuing in the program and trying to maintain hygiene – WSP
- Need some way to generate income while in school because if you have school you can't have a full-time job – WSP
- Need educational pay – WSP
- Allow education as a paid job-related program – WSP
- Need to make it possible to earn some kind of income while in school. In the North Dakota prison system you were paid a minimum amount of money to be able to support yourself when you are in school. – WSP
- Another factor that courses stress during the taking of these programs is the need for financial income. I understand that we are in prison and have the bulk of our basic needs met, but not all meals served are edible, the state issued soap does not work, and some of us have families that would like to be able to do the occasional nice thing for. All of these things require financial income. Shouldn't people taking these classes have some priority in jobs, yard, and recreation activities? – WSP
- By having some sort of income involved. People want to learn and better themselves but also have to be able to pay for hygiene items – WSP
- Need paid schooling, grants and loans. To be paid for school we can focus 100% on school. Even loans would help out. – WSP
- Need some kind of money where we can afford our living needs. Some of us do not have any support from families. Our program would be easier if we had some kind of salary. – WSP

- We could really use stipend or some sort of support to by hygiene products. Even \$15 per month would be enough – WSP
- We would also like some kind of payment if only for hygiene or what not – WSP
- Some institutions require that inmates pay for books and/or courses. Not all inmates can, so have a way to target financial aid. No money for full-time students, need some kind of income – WSP
- Maybe giving us some type of earnings, like the carpentry class would be helpful. When you go to school, you don't make any money – WSP
- For a lot of guys not making any money while we are to take all the required classes is really hurting us – WSP
- Provide a stipend to allow a certain amount of canteen/store for prisoners who are full-time students and as such do not have any income. – WSP
- We need some kind of money to get by while going to school.
- Find a way to provide an income for the students – WSP
- Pay student who can't go to school and work at the same time – WSP
- It would help us all if we could get some kind of money for our programs since many of can't have jobs – WSP
- Some guys have jobs that but, some don't and if some way we could get some money to us that don't have a job or family that would help us out – WSP
- Stipends for all vocational classes not just one – WSP
- Get the students paid to go to class – WSP
- For some offenders it's hard for them to participate in a full-time vocational program because they don't have any money or financial support from the outside and they need to work to buy their basic essentials. It would be beneficial if we could access our offender savings account. Some offenders have these accounts, but aren't given access to it until they release – WSP
- Paying money to go to school – WCC
- incentives to complete vocational and GED certificates such as \$20 store credit or stipend while full-time in school should lead to improved results – MICC

Earned Release Time

- Programs for earned-time for going to school and increasing that time

Re-entry

Programs

- Develop a re-entry program that includes either additional schooling with improved grants or job opportunities – WSP
- Introduce a program that teaches people like me how to live in the free world. For example, I've never paid rent, a car payment, or electrical bill. What's a mortgage? How do you buy a house? – WSP
- At WCC the only things offered are ITC and GED. There really is not very much to help with re-entry. Expand class offerings – WCC
- More hands on training, set up interviews with jobs, Getting It Right and a longer mandatory permanent class prior to release. – WCCW
- We are only 10 percent of the population, more thought and time needs to be put into our re-entry – WCCW
- Offenders who have been in for long sentences deserve re-entry knowledge more than short timers. I've heard complaints from others – SCCC
- The education program needs to be designed for more re-entry and able to transfer credits to the college that has the program or make certificates that are of use at a job when you enter into the employment market. We have to start with a connection between the college and the employer. – MICC
- As many skills as possible before release – CCCC
- Classes are so limited and not offered at 4-year institutions – WCCW

Policies

- Do ensure the institution broadly encourages education and culture. – MCC
- At work release, maybe make more bed space we could use home monitoring as an option along with a vocational trade – WSP
- Extend period of partial confinement for individuals who have completed vocational certification programs – WSP
- DOC policy states that offenders can go to work release within 1 year of their release date. Currently offenders are only being sent to work release if they're within 6 months of their release date. It would be beneficial to go to work release for a year if offenders have

- completed a vocational program to allow them the chance to prepare for work in their vocational field and save money for their release. – WSP
- Making education the foundation of offender's re-entry program – WCCW
 - Re-entry needs to pick their goal, either education for offenders or bed management. Mission Creek and Pine Lodge are supposed to be minimum compounds – it's supposed to be a promotion. But for those of us who seek education, it is a regression – WCCW
 - Work release is not a reality. Arranging work release 12 months to release to go to. Bed space limits work release and need to have employers ready with offenders prepared and pre-hired. – SCCC
 - Stuck on the address and should be based on job – SCCC
 - I believe that some basic skills classes or re-entry classes should be mandatory for all offenders of all ages. For example, some offenders are older and need some re-entry classes to help them with employment in the community. They are not getting it. My point is it should be mandatory and not voluntary. That way everybody is getting the opportunity to prepare for re-entry – SCCC
 - Missed opportunities for applying background from previous jobs to current plan. – MCC
 - By offering vocational courses for those who are transitioning to the community and providing entrepreneurship programs. – OCC
 - County or Origin is a bad policy and inappropriate legislation – AVCC
 - Don't deny an inmate an education if an individual is interested. Positive productivity goes a long way and an education is very important. Denying programming would greatly hinder an inmate's ways of thinking to better oneself. – AVCC
 - Why does DNR take priority over our vocation and re-entry opportunities? – MCCCW
 - DOC takes too much responsibility away from offenders and they get lazy – CCCC
 - I feel that the opportunities to acquire re-entry skills are presented to us, yet at some institutions we are not afforded the opportunities to finish the vocational programs, because they are pulled for Mission Creek and Pine Lodge – we should offer vocational holds to finish programs or offer the same programs at all institutions. – WCCW

Support

Community Support

- Some more support from P.O. when we get out instead of an address, a job or more education lined up. - SCCC

- Student would like to see more transportation support after release – help with driver's licenses and automobiles. – OCC
- On-line specific information about resources available in the community for release – OCC
- More after release support. – OCC
- More work releases – CRCC
- Community service credits that will off-set legal financial obligations – CRCC
- Housing options – CRCC

Educational Support

- As release date approaches, how to inform students about opportunities to continue education in the community – WCC
- Give better, more quality educational counseling. For example, talking with students about what's the full potential of taking a particular course and how the student can identify and pinpoint his/her true employment desire and what/how to take steps towards this goal. Help students prepare for continued educational courses upon learning such as setting up a talking table with a school we wish to attend and start the needed grant paperwork needed to attend upon leaving the system. – OCC
- Education prerelease plan for offenders who do not have a release address – OCC

Special Funds

- Allocate funds to assist individuals with purchase of tools of the trade and some work clothing, etc. – WSP
- It would be nice if I had the equipment for my vocational trade available upon release so I can immediately seek employment with the required trade tools. – WSP

Job Placement Assistance

- Help with job recommendation and placement with list of employees looking for help would provide access to employment after release – WSP
- Get a work group to come to WSP medium/minimum for a job fair – WSP
- Maybe as we are getting short, help us with getting job interviews or help us go in the right direction to find the kind of work we are getting trained for. – CCCC
- Pre-arranged employment with employers. – CRCC

Planning

- Offenders at Larch are not allowed to have any Internet pages in their possession. Other institutions allow a maximum of 10 pages. Students feel they need resources to help them with their transition to the community. The ban on Internet pages puts up one more barrier to keeping information that may help with re-entry issues. – LCC
- There needs to be more information readily available to those of us reintegrating into society, so that we may educate ourselves. Services to include, but not limited to information on:
 - Colleges
 - Release addresses/housing options
 - Occupational/vocations/trades/unions/apprenticeships
 - Social Security cards
 - ID/Driver's licenses
 - Financial Aid
 - Credit checks for financial aid – LCC
- Resources on where to get housing – CCCC
- I haven't heard much about resources for individuals who are getting ready for re-entry who might not have a home or release address. This could cause some individuals to do more time than necessary, if there are resources or resource information we need to hear about them. – CCCC
- Driver's licenses – CRCC
- Release options – CRCC
- Community supervision information – what to expect – CRCC

Communication:

Communication with DOC Staff:

- Counselors need to work with the inmate prior to release – WSP
- Educators doesn't talk to counselor – CBCC
- Improved communication and scheduling between jobs and school. – CCCC
- Plans need to be followed – CRCC
- Need to communicate with all providers – CRCC
- More face-to-face time with counselors to discuss what is really needed by offenders. – CCCC

Communication with Education Staff

- As release date approaches, how to inform students about opportunities to continue education in the community- WCC
- Certain program information would be good – WCC
- R-Unit offenders don't know about education programs available there. Had to request referral on his own. The information about classes at WCC isn't publicized – WCC
- Students should be able to contact education services through education director on a 3 month basis. Trial period to see if this works – SCCC
- Director of Education should be more accessible. It takes approximately 3 weeks to get an answer for a kite, because it has to go all the way to Clallam Bay – OCC
- Communication by some kind of census of what programs inmates are most interested and allowing us to transfer to institutions for specific program with good behavior—seeing some sort of action when we are not helped. – LCC
- Education/Career Counselor – MCCCW
- Improved communication and scheduling between jobs and school. – CCCC
- More options with offenders' input. – CCCC
- More information about programming options as you arrive at CCCC
- Communication by some kind of census of what programs inmates are most interested – LCC

Electronic and Written Information:

- Could improve programs by keeping better track of student's records, credits and course completions, etc – WSP
- Lot more advertisements as in being able to know what's available – WCC
- Suggestion box for future suggestions – SCCC
- Need to post classes ahead of class beginning – CCCC
- List of staff members in facility – CRCC

Reception & transfer to new facilities

- There should be paperwork or a handbook that is required to be given to offenders on everything that is available when they go through reception – WCC

- More information about programming options as you arrive at CCCC
- Posting more information – AHCC

Re-entry

- Provide information on funds available for retraining – WSP
- Could improve programs by keeping better track of student's records, credits and course completions, etc – WSP
- Does DOC have a database that informs them where an inmate has gone to college from various corrections centers? If they didn't, how does an inmate know how many credits he's earned over the years? Is there a central database for all educational credits earned, no matter which college is attended through DOC? - AHCC
- More information on continuing ABE/GED in the community after release – OCC
- On-line specific information about resources available in the community for release – OCC
- There needs to be more information readily available to those of us reintegrating into society, so that we may educate ourselves. Services to include, but not limited to information on:
 - Colleges
 - Release addresses/housing options
 - Occupational/vocations/trades/unions/apprenticeships
 - Social Security cards
 - ID/Driver's licenses
 - Financial Aid
 - Credit checks for financial aid – LCC
- Information about education programs in the community – CRCC
- Linking education to off-site programs – CRCC

Statewide Tour:

- I think this meeting was really helpful, makes me feel like a person that gets help and an education and not just an offender. Thank for your time and thank you for caring. – WCC
- Thank you coming and listening to our questions and concerns.- WCCW
- Thank you for listening and taking time.- WCCW
- Thank you very much for taking the time to come out and try to figure out how to help us break this vicious cycle, so that we don't keep coming back to prison. Thank you for believing in us – PLCCW

- Thank you for being here for us. – AHCC
- Thank you for coming to get our advice. We all appreciate it. – MCCCW

Other:

- I have no training for anything. I can't do anything good because of 3 reasons. I have two metal rods in my back. I had a Kidney transplant 7 years ago. I am a convicted felon. I want to know how I can get a job when my rejections cost \$5,000.00 to 7,000.00 a month who will take a chance with me. Nobody will.
- We could use a process for books – new and used ones that could be donated by organizations sent directly to our education director or instructor – WSP
- Wanting to buy programming books so they can bring them home – WSP
- I'm concerned that when the WSP expansion opens the primary Education programs will be shifted to gear toward minimum and medium security level offenders. What class will be available for close custody offenders? A lot of us may qualify for medium custody, but due to our crimes we may have to stay in close custody. Several of us will release from close custody. – WSP
- New laws are making it harder to get out. County of origin conviction half in/half out combination without connection to community – SCCC
- I do know WCCW offers the educational fund account just for education so I think they should offer it here also – PLCCW
- More flexibility on established rules. – AHCC
- The movement issue is due to the Murphy Baldwin rule from Ed. Dept. and needs to be worked on due to C/O's up front at night / S' shift. – AHCC
- The upholstery class has been reduced from a 2-year hands-on program at 5.5 hours a day, to a 6-month hands-on program at 5.5 hours a day. At the same time, the number of instructors has been reduced from two to one experienced TA's have been eliminated and the clerks positions have been terminated. One teacher has been left to do the job of two teachers with only 25 percent of the time and no support staff. This has crippled a program whose success has been applauded in the past. *A similar program. An upholstery program, through Bates College is a 22-month program at 6 hours a day. The AHCC program has been reduced to 6 months at less than 6 hours a day.

I am in the industries upholstery shop as a clerk. I have seen the last four graduates to be hired there and have seen their work. They all struggled. It was hard enough for one that he quit. They all require constant instruction and assistance from the experienced upholsterers that are there. I fear they would not have that apprentice – have opportunity in the community. Correctional Industries has no real obligation to the college and the college should not lean so heavily on that

assistance. Correctional Industries program come and go very quickly. They also often get transferred. The education should be completed by the class program context. – AHCC

- Punishment changes attitudes. – MCC
- Americorp program – I wish I had the opportunity to volunteer myself for this program. I believe if the people that show they want to get involved more with the college programs like this will be the same people that take advantage of the opportunity to create a better community through education for offenders – giving back, public speaking, and general involvement in stopping recidivism, crime etc. – MCC
- Law library – computer access for sites that don't have a physical library – CRCC

Appendix C

Statewide Tour – Student Forums

Fall 2007

In What Ways are the Education Programs Working Well:

- Education programs build confidence. Basic skills show that you can do things on your own and will be helpful in applying for a job – WSP
- Learn more and you need more. More efficiency in getting things done and the discipline to do it the right way – WSP
- Joe Small and company do a good job with what is at WSP.
- It gives you a chance to better yourself with knowledge of HVAC. It allows you to leave here with a certification and EPA certified giving you a better outlook on life by learning how to have hands-on – WSP
- The welding school has provided me with an alternative to just doing time. It is something positive. I like having a chance to catch up in life with a skilled trade. I lost many years to a life of negativity. For me the schooling provides me with something I could not achieve out on the street. It is too hard to pay bills by working in a job and then also get voc-tech. So it's an irreplaceable opportunity. – WSP
- They give you confidence because you are learning a skill – WSP
- It gives inmates a chance to get out and feel like they are a normal working person and has a way to make something out of nothing and it also makes them behave in here so they don't lose their program – WSP
- It works well because most of the study and work that need to be done is all hands on type of work instead of just book work. I find it good for me because I learn real fast so to have the shop work be all hands on is great for me because I am doing things I never thought I'd be capable of doing – WSP
- They are increasing the confidence of incarcerated individuals by providing a means of gaining real-life practical skills through personal initiative and qualified instructors who help students realize their potential – WSP
- I feel that the programs are there, though I feel it's up to the person participating in the education course to be dedicated to complete it. It is a very good situation for people that want to get educated and change their lives to better themselves. I am glad to have the opportunity to take a course and the chance to complete it. I am thankful and grateful. – WSP

- Gives the opportunity to learn a skill that will provide a good living for me and family. Builds self-confidence – WSP
- I made a decision two or three years before the HVAC program came into the picture to pursue as best I can a career in HVAC. I made a set of goals, and as I sit right now, I have far surpassed them because of this program. This program has literally changed my life – WSP
- They are helping you to get better or higher paying jobs on release. They are giving you better vocational skills to sell yourself – WSP
- The education programs are a confidence boost in many ways. It gives us the tools we need to re-enter the community. Most people come to prison not having any education so by having these programs gives them the opportunity to apply the skills learned – WSP
- The HVAC program is teaching skills that will give us a lifetime career choice for when we get released – WSP
- I am being introduced to the constructive nature, in contrast to the destructive nature of my behavior. Most times there is nothing but negativity in this environment. This program moves me from the negative to the positive – WSP
- Its opening doors to use that way we have an opportunity to do well and stay positive when released – WSP
- I have spent my whole life trying to make my way through life and have failed. Many of times, but knowing that I can hold my head up and know that I have a way to plant my feet on a solid foundation. It has helped my self esteem and confidence; I have struggled through many of the vocational classes and have learned many things in short amount of time – WSP
- I get a chance to do labs on trouble shooting. The class book work has made it easy to understand the instructor – WSP
- I can't speak for other than the HVAC class because it's the only class I have anything positive to say about. I've taken human relations, vocational math, partners in parenting, writing 100, and the HVAC class this year and I have to say the HVAC class has been only class where I've found the teacher to be both competent and interested – WSP
- Hands on work mixed with bookwork as well as being able to help others starting programs with learning new thing you've already learned – WSP
- Being able to have hands on and able to take certification tests – WSP
- I believe that education programs in prison are helpful in many ways. In my situation the HVAC class gives me a chance to learn a career, something I can look forward to. Also it allows my family and friends comfort in knowing that I'm not wasting away. Education allows people to build hope, intelligence, and want. Without some of these classes or all of those classes the minds that want knowledge would not be able to learn and better themselves – WSP

- Vocational education programs are helping convicts with knowledge, self-esteem and the desire to stay out of trouble to attend class consistently. The number of prerequisites for a vocational class are; vocational math, writing and job psychology. Graduating from anyone of these classes build morale between convicts. Also it brings us closer together and groups us with people who have the same goals and desires to stay out of trouble – WSP
- The welding program has given me a trade and set of skills that make me an employable person upon my release. I have learned the skills of my trade so well I have the confidence to seek meaningful employment. I am grateful to education department and my instructor Vic for giving me the chance to succeed and helping me improve my life in so many positive ways. I am now a certified welder ready to face the job market. The other good thing is this program provides all the certificates and test results to help me develop a great resume – WSP
- We get the opportunity to do lab work as well as book work. This keeps me programmed and out of trouble. Upon my release I will have the tools I need to stay out of prison – WSP
- They are keeping me busy and I am learning a lot quick. And it should help me stay out of trouble by giving me a chance at receiving a good paying job when I ma released – WSP
- I have been able to learn a skill in Autobody. I am so much looking forward to a better life and productive one. I didn't have any kind of job skills in the real world and this class is making it possible for me to become a responsible hard working person – WSP
- By meeting social skills goals. I've also received family dynamics education through stress and anger management, parenting, job psychology during my vocational training prerequisite courses. In vocational training having experienced, patient, real goal orientated instructors has been invaluable. The hands-on training builds confidence and skills. Also when educators communicate well there is greater efficiency, i.e. educational coordinators with students, teachers and unit managers this brings great fluidity which has been displayed here in the Autobody program – WSP
- In the short time I have been in the AUT program I have gained a number of skills that will improve my ability to secure a job in that field – WSP
- The most important teacher that teaches our course is great instructor for him taking the time to teach us makes me want to do my best because he wants us to better ourselves and learn our field to our best and be able to do our job on the field. – WSP
- I'm very pleased to have had a chance to be in welding with all the construction and bridge repair – WSP
- I believe that when we learn new things it means an education program is working. I have taken 2 support classes so far and I have learned a lot from both classes. I believe it may have to do with the student teacher ratio – WSP
- To help you get a job when released into the community – WSP

- They are giving us the opportunity to establish a career upon release. I believe that the education programs are helping in a way of rehabilitation – WSP
- Help people get GEDS, job skills and opportunities for bettering ourselves – WSP
- It helps us to feel better about ourselves. I think it is working well – WSP
- They are teaching us a trade providing us education and earning our degree – WSP
- They are educating us in a way that better equips us for the re-entry into society. To obtain good jobs with better pay and teaching men to work with one another and to work as a team – WSP
- Providing education in vocational programs and GED and college classes – WSP
- They give us skills that the work force that we are going to face – WSP
- The hands-on work with a knowledgeable teacher is very helpful when learning and retaining the knowledge. Also to be able to work on up to date cars, computers, welding, etc. helps so we are prepared better when we are out – WSP
- The programs are giving people confidence to achieve higher education. These programs have caused people to realize how important it is to return to school. This realization keeps people on the correct path in life – WSP
- I am learning to apply myself in a constructive manner. This vocational program is teaching me something that I have been wanting to learn since I was a child. I was not able to due to lack of funds in our family – WSP
- It has very good teachers – WSP
- Being able attend the class you were in at a previous institution. Having options for the time and day to attend class so we can schedule our schooling. Available computers. Work at own pace – WSP
- When put something good is the day – WSP
- Is working well – WSP
- Preparing you good to re-enter to your community – WSP
- Ways to help me get my GED – WSP
- They are helping get GEDs for inmates – WSP
- I see them working to better my skills with computer use period. Also to keep my education skills – reading, writing, math, etc – up to par and sharp – WSP

- They are giving you the chance to get your GED – WSP
- Thank you so much for a chance to become a man that works for a living. Deep down I have always wanted to make these changes that I'm now going through, but I didn't know how or where to go for this kind of support. God bless all of you that have a hand in helping us grow – WSP
- I appreciate the time and consideration DOC has put forth in the education programs. There are so many things wrong that DOC need reform – WSP
- For the HVAC class we've had lots of access to HVAC units to work on. This takes the book work and allows us to apply the skills hands on in the lab which is beneficial. – WSP
- In the Welding class the skills I've learned will make me employable. The paperwork Walla Walla Community college gives us to validate those skills will be useful in adding to my portfolio to build my resume to find employment upon release. – WSP
- These classes have boosted my confidence. It gives me pride to know I've done something positive. – WSP
- They have really helped me learn skills that I would have otherwise not got into. This has been made possible by keeping me interested and on track. – WCC
- What you get out of the class is what you put in – WCC
- It makes you feel a lot better as a person. As you're doing something for yourself.
- If a person wants to learn they got access – WCC
- I personally would have to say the personnel that make the education program faster and more convenient. Especially the classrooms, because as soon as you enter you're put right on track or where you can begin and are assisted through the program. I appreciate the T.A.s as well as the program because they're very helpful and sometimes you need that helping hand. Especially when they know the information. In an overall status I would say the programs are very helpful, important and worth the energy to continue to grow. – WCC
- This program has made me feel better about myself and makes me feel like I'm a step ahead for when I re-enter the community – WCC
- In my opinion, the availability and knowledge both the T.A.'s and instructors have, as well as the availability to work around our schedules and job's we have at the facility – WCC
- Many different; first are that the T.A.s are great at answering questions and giving help when needed. Mr. Hatfield has a really good method for one-on-one before an exam or test, making sure the person is ready or allowing more study time – WCC
- The people that want education can get their GED which is good. There are also a couple good courses for vocational skills the teachers are really good with helping students when they read it. – SCCC

- In my experience being in class, I believe it's wonderful to have a teacher, a computer, two teacher's aides and books/videos for resources. The variety of resources helps offender learn at their own pace and in their own way. . – SCCC
- They are giving people a chance to better themselves and attain job skills and knowledge they will need upon their release. . – SCCC
- The program that I'm involved in has given me a confident level of being successful and prison free for the rest of my life. . – SCCC
- It is because we can get the GED but we need more after we get the GED. We might continue with more education to be ready for when we were in the street. . – SCCC
- It is working well for me because I am able to work better in my learning skills on a computer than working in a book. . – SCCC
- Giving me knowledge and drive to change my life to the better. I also made me realize I can make money doing something I enjoy. . – SCCC
- Helps those who want to improve oneself. Need motivation more course to look forward to would help after completing a GED of course? – SCCC
- I feel it giving us a chance to use our time more wisely and learn something that might help us stay out of these places. Also giving us a chance to help each other learn different things. It's also allows us to ourselves and do something with our day besides work for the little amount of money they get here. . – SCCC
- I can honestly state with the number of years that I have been incarcerated I have gotten a great deal of educational classes that I have learned so many things from. They have ranged from my GED through to classes preparing me for my return to society. . – SCCC
- I think the ITC program here is very good. AT WSP it took me 2 years to complete 100-120. Since I have been here I'm almost done with ITC. . – SCCC
- I needed the education and opportunity. Thank you – SCCC
- I had no idea how important my GED is. Now I know how much easier it will be to find work in the outs. – PLCCW
- Teaching new skills and fine tuning ones already applicable to take me out of a prison setting and puts me in a classroom environment where I use my mind, broaden my awareness and sharpen my critical thinking and problem solving skills. Gives me something positive to focus on and set goals, and then achieve them giving me a better view of my self-esteem. – PLCCW
- I am currently in the GED class and I find it beneficial that we work at our own pace. You don't feel like you're in hurry or being pushed to accomplish our goals. – PLCCW

- I am currently enrolled in the GED program and it is helping me touch up on all basic skills and obtain my GED certificate. It is working by fine tuning the skills I already have. – PLCCW
- The program is working well. By the use of computers they seem to help me most. Book work out of text books also helps me. When the teacher helps us on problems we don't know how to do, this also helps our classroom. Videos also help us with schooling. We have a tutor that also helps us. – PLCCW
- The ITC program is a wonderful program. It helps you learn the basic computer skills that you need to get a job in society today and it lets you work at your own pace. The teacher and the aides are very helpful and take the time to make sure you learn the correct way to do things and help you learn how to pay attention to detail and make sure you are keeping a good GPA and getting what you need to get out of the class. – PLCCW
- The ITC class is a great class that allows us to learn about computers or get a refresher for our computer skills. The Job Hunter program is good but people that don't need it are being forced to take it so the people who need it don't get it. The GED class allows those who want to improve their education to do so. Once again though, people are being forced to take the class who don't want it and are affecting those that do. – PLCCW
- By leaving no one behind in the goal of receiving their high school equivalency certificate. – PLCCW
- New computer programs for GED – working very well – AZTEC. Very knowledgeable teachers. Work at our own pace. – PLCCW
- It helps if teachers like their jobs and really get involved with the students, like Mr. Schneider. And if there is more updates software that is fun and educational at the same time. – PLCCW
- When teachers get involved with the students. The TAs are also helpful. I think the GED help get students started on finding what they like. – PLCCW
- They give everyone a chance to work at their own speed. The teacher and TAs are helpful with all the programs. – PLCCW
- Free education for people already showing a failure in the community. Mrs. Green is the best teacher and understands most learning disabilities. I have not failed one test she has sent me to. – PLCCW
- Teacher is very important. Never letting you know what you need to do never putting you down or make you feel less than because of the time spent on class. I am thankful – grateful for the classes. It has to do with self-motivation. – PLCCW
- I love my teacher, Ms. Green. She is so helpful. – PLCCW
- It is important that the classes are at you own pace. It seems to be working well. Not everyone works at the same pace and discouragement is likely if pressured. Every accomplishment is valid

and offers pride to some who have never had it. Having tutors is also very important. Although I feel that when we had two tutors per class things worked better. Now students are sitting, waiting for help and that is very discouraging for students who feel like all they are doing is sitting and waiting for help. – PLCCW

- I like the fact that we work at our own pace. My teacher Ms. Green makes sure we are ready for our GED final tests in each area. So we are prepared well for the test, so we pass the first time so it builds our confidence. I have my diploma from Olympic College in Shelton, but when they couldn't find it this was a great chance to refresh my memory. – PLCCW People who want to take classes should get priority over those who don't want classes. – AHCC
- I personally think that education is a very good thing to have in AHCC. Education works in all sorts of way, like for me, I'm trying to complete my GED and I couldn't read or do any math, and now, after 5 months in class, I got one test left to complete my GED. – AHCC
- Programs are working well in ways that there are a few vocational programs that help us to get ready for a job. But what would happen with people who are not ready for vocational programs? Many people want to be an educated person and we don't have sufficient information to reinforce which way or steps we need to follow. I suggest that if having more information posted in our units we would know how can make that happens. – AHCC
- Helps to develop understanding about computer programs as they apply to a business surrounding – i.e., spreadsheets, presentations, letters and forms – This information can also be used in receiving, billing data entry. The program also help sot keep myself focused, accountable – rewarded – motivated) Then after getting out on the street, it will not be such a jump to get back into good habits – work, school. Being productive. This all help sin successfully be part of the no-return-program. – AHCC
- In my case I have been encouraged to go back to school after realizing I have the ability to succeed in passing classes like math, English, and human relations, also ITC and the ability to work with computers ; I strongly support and encourage the programs. – AHCC
- Take a responsibility alumni and teacher, work together like team and assist regularly to class. Putting effort to develop any profession chose for the person. Also the best way is motivated to the alumni to do the best in any project or class and supervise the homework and designated homework daily. – AHCC
- I have completed voc upholstery and on December 13, I will be finished with support classes. I need more for me those gave great successes. It shows me that I'm not too old for school and that I do have talents that didn't involve crimes. Now my education is finished but I need more. These programs could save your life. – AHCC
- They have good teaching and they have some work on the computer. The teachers are nice and helpful. – AHCC
- Attitudes are great from staff members here good material, computers, lots to choose from. – AHCC

- I like the ITC class and am so pleased that at the age of sixty, I am able to gain this knowledge that I believe will greatly help with my re-entry into society. Thank you. I also have gained a GED while in custody and am so proud. – AHCC
- One of the ways the education program regarding ITC is working well for me is the ability to work at my own pace. There are guidelines such as taking a test per week, but I like goals set before me that I can achieve. – AHCC
- Being able to attend school five days a week. Three hours a day helps me get more out of the classes. – AHCC
- The ITC program is self-paced. When tests are finished, Mr. McKenzie goes over the test one discrepancy at a time. Since computers a new concept to me, it cannot be assumed that I'm already familiar with them. The way Mr. McKenzie structures his class allows a comfortable way to learn new skills. He's good with those who don't know much about computers. – AHCC
- They help those of us who need the extra time and help. – AHCC
- To get to class -- checks with teacher and get list -- check around and internet. – AHCC
- The programs work well enough to get you into an entry position, if you complete the program and if you can continue, a job after you completed the program. – AHCC
- The quality of programs here and the fact, that they are usable job skill-training programs. – AHCC
- By providing and inmate a chance to obtain marketable skills to get a better job and a chance to make a decent wage and therefore change their lifestyle. Vocational program and education can give a prisoner hope and could possibly encourage a man/woman to strive and become productive. – AHCC
- It is good to have the UBB Volunteer program here at WSR. – MCC
- The Graphic Arts program is lacking in Technology but is great hands-on experience and also good use of time for focus, credits, job opportunities and the certificate/credentials, etc. Needs more funding. – MCC
- They are working below standard (my opinion). It appears as if the programs make shift carbon copies and are only good for paper but we need intrinsic education and operational education at various levels. They have many men and women who are willing to change. But don't have help to do so. – MCC
- To a certain degree they can be very helpful. I believe that if there was more educational programs, things would be very productive. I can say that it is very helpful. – MCC
- What education programs? In all seriousness, the total absence of academic (as opposed to vocational training) education is a terrible omission!! The UBB program receives almost no support; you might say it is tutorial, and permitted, which is a good thing. – MCC

- Here at Monroe, these post-GED classes are offered: Graphic Arts, and the computer classes (ITC and CIS). They are very well structured and I think apply to a real world application. However, is there any such classes that be offered on perhaps a seasonal or rotational basis? For example, suspend the CIS and ITC courses in the summer quarters and allow other courses that would at least partially utilize these valuable resources and opportunities. Also Monroe lost its welding teacher (about 2003, I think), the Welding and vocational programs ended, despite still, I believe, having all the materials and space. That is still, some 4 years later, a wasted opportunity. – MCC
- I know that the computer classes are a helpful thing for us to use for our re-entry. And the Grasp-Math that's on the computers for the GED class is very helpful programs for a brush-up and the Aztec Program is also a very good program. – MCC
- I'm very happy to be learning and improving. My chances at finding a good job when I get out. – MCC
- Great teachers. – MCC
- Good Teachers. – MCC
- In their existence at all. Educational programs in general are the best thing that DOC offers for inmates. Educational programs provide skills and knowledge for the streets as well as for life in prison. Inmates learn and practice social skills, learning skills, and problem solving. – MCC
- Math for the Trades class is a good class for participants in building maintenance. – OCC
- GED/Basic Skills, Math and ITC are all doing well in helping those who had limited education. But trade vocational classes are ones that are struggling. – OCC
- Programs are there so that we meet the GED requirement and if we need to bring our skills up to level. Also some classes help us obtain our AA. – OCC
- Before I got here, I was working on my AA in marine tech. The Math 100 class is a big help. – OCC
- The ITC program is great and the math for the trades is great. Also the human relations class was a total success. Mr. Ensor is doing an excellent job! – OCC
- Seems that most of the teachers/instructors are knowledgeable. – OCC
- Education to any degree always helps. In today's technological world if the person doesn't have the opportunity to obtain computer skills then they are already more disadvantaged upon release. Education program will most definitely aid in reducing recidivism as it will most definitely help to slow down the revolving door, especially in the computer field where technology tends to pass a person who is locked up. The ITC program is an awesome opportunity for a person to also help themselves self change. – OCC

- I had been out of my vocation for 9 years and took the opportunity while I am in prison to start over and rejuvenate my career. I was very good at my job and made a name for myself in the hazardous waste industry. I would like to finish my working life back in my chosen field. The math, tech writing and ITC program are good for refreshing and updating. – OCC
- The computer classes are giving us much needed computer skills a considering the fact that everything is computers now days; these skills might help us to find work easier in a computer field on the streets. – OCC
- Give me a goal to achieve and a positive outcome of my incarceration. Also it gets me in the proper frame of mind towards education, which is the way towards getting a better job. – OCC
- The education programs are helping people by helping them obtain their GED and it is also helping people who need to brush up on their educational things to better themselves so when released back into the community they will be up-to-date. The education program is helping me get my GED. – OCC
- The programs are better that nothing at all. The teachers are willing and able. The classes are of good size so that help is not stretched too thin. The equipment is good as well. – OCC
 1. Help for prisoners to get a GED
 2. Help for some computer skills. – OCC
- I believe that all staff responds to all inmates with respect and understanding. – OCC
- The ITC class in beneficial to my current job training in wastewater treatment. As are the core classes for my certification (human relations, Math for Trades, vocational writing for the trades). Not to mention the fact when I came in my survival in the working world depends upon my ability to keep up. – OCC
- The education programs here at OCC are lacking tremendously. The ITC program and the building maintenance program are a start. More programs are needed such as culinary arts. – OCC
- Teaching new skills that you are able to use in the work place and allowing the opportunity to attend college.
- The programs are great I've completed. The ITC program and the follow-up programs such as Math Humanities and writing. – OCC
- In the ITC class the work at your own pace works well. Over the past few months, I have been in the class, I have learned more about computers than I ever thought I would. I honestly feel that if I am applying for a job when I get out, that asks for computer skills, I am confident that I would be considered with an ITC certificate. In the BMT class, this past week we were able to build an officer's station which was good for hands on experience. Also the blueprint education I have received has been outstanding. – OCC
- Like the requirement of GED. Need to this to get into college – AVCC

- At AVCC I am able to continue improving my typing skills and to hone basic math skills. – AVCC
- At AVCC I can use the GED computer programs to help keep sharp in Math skills. We recently now have a better key board program on the computers. This is also helpful with those skills. – AVCC
- It breaks up the time and gives me something to focus on. Something that I can take with me. – AVCC
- The programs presented give a person incentive to better educate oneself and to attain and set goals that can be reached through an education. These are stepping stones for advance learning. – AVCC
- It's helping me get through this time in a positive way which helps to keep the stress down. Thanks to the education program I am able to study for my GED so once I am released I can continue my education. – AVCC
- For those who are taking the program seriously it works well in that we become familiar with computers and its key board. It give you a sense of independency knowing you can walk in class pick a computer and get straight to work and at the same time knowing if you do run into a situation the instructor is a few feet away if you feel you need help. For the majority of students we have plenty of class time throughout the week. On one such day we get eight hours of class time so for those who take the program serious we can really progress in their education. – AVCC
- For me I haven't been in school for years, so I am learning more everyday – AVCC
- Keep on doing it the way you are doing now. – AVCC
- The teachers here are very good. The GED class lets us work on our work at our own speed. – LCC
- The education programs are provided for most everybody; however, it takes individual initiative for such programs to work. – LCC
- It makes me use my brain and think positive for a healthy future – LCC
- I think I feel we need closer monitored rotating teachers' aides at a lower disruptive noise exc. level rule. The teachers are overworked. They need help. A stricter policy for progress. I really would like to get my GED. I don't think it's going to happen. I don't have enough time left. – LCC
- Giving people a chance to get a diploma and skills of job hunting, anger/stress, parenting, etc – LCC
- They are not at the moment. Working on ITC and trying to get a degree. This is the only program that has a degree available. Need more certification on job trainings such as optical – autobody – LCC
- They offer a great way to better yourself and keep your mind working. – CBCC

- GED completions, provides programming, mimics good behavior, mimics appropriate behavior, provide guidance. – CBCC
- They provide for us to get our GEDS and also learn computer skills which will help us on the outs. – CBCC
- They are giving me a purpose in life and a goal to complete. And a chance to better my life for me and my daughter. A chance to feel good about myself again after all the times I fu*\$%@ up. – CBCC
- If a person is committed to obtaining their GED, that goal is easily achievable in a short period of time which is good for younger people doing short time. – CBCC
- It has helped me to earn my GED in a somewhat short time with little difficulty. – CBCC
- They are working great for the people who are taking them seriously. There are lots of people who come to class and just mess around. They complain about everything. Those of us however, who take these classes seriously are grateful for them. – CBCC
- I believe the education program is working very well. – CBCC
- The teachers seem to be understanding and get along well with inmates. They seem to take time to meet each inmate's needs. – CBCC
- We got good teachers. Teaching difficult subjects. – CBCC
- In some ways the tech classes are good, but they can be applied in the streets. – CBCC
- Keeping up on our progress through the CASAS test. – CBCC
- The computer courses are getting people ready for a worldwide computer driven world. – CBCC
- So far so good, from my point of view. – CBCC
- The education program is mandating that youth under the age of 22 have a verifiable GED certificate or H.S. diploma. This will ensure that upon returning to the community we will meet basic requirement for employment and further education. – CBCC
- I would say they are good for the younger generation in here. Also the older generation with no education. I have no interest for any of the existing classes you offer. I already have a higher education. – CBCC
- Teaching is meeting the needs of different skills. Explaining and opening my friends to new ideas. – CCCC
- For the people that want to learn, I feel there is a good opportunity to learn. – CCCC

- They are working well. – CCCC
- For me they are keeping mind fresh in the construction field that I was in and plan on returning to upon my release so that I don't sit and forget and have to learn all over again. Also working building maintenance I am still learning and improving my skills. – CCCC
- All the education programs are working well. – CCCC
- I think the programs offered here at Cedar Creek are working well. It depends on the individual if he wants to transition back in society with skills to keep him from crime. There's a few people that don't want to change, but for the most a lot do want to make the difference in their lives.- CCCC
- Preparation for employment and transfer to an educational facility once released. – CCCC
- Mr. Farrell has helped me to set up a program in which inmates who work in one of the motor pools can take ASE certification tests in automotive repair and become ASE certified mechanics. The ITC program is a self-paced program that helps students learn at their own pace without any pressure from staff to have to complete courses too quickly for that specific person. – CCCC
- The new programs that are being offered are great ways for felons to learn a trade and actually earn a living. Not just earning minimum wage. The Building Maintenance, Roofing, and Drywall are all great programs. Almost anyone who wants to attend does have a chance. Also the teacher actually cares about your education. Usually he is available for questions. If not, he has hired TAs that knows what they are doing, so they are willing to answer their questions. – CCCC
- I've been through GED, OES, and am now in the building maintenance. Helpful is OES it gives people who might never have been job seeking, interviewing, etc. a chance to go through mock interviews so maybe they can shed some fears and hesitations. Building maintenance is an excellent class, great teacher. – CCCC
- I think the program you guys offer and the ones to come will make a difference in the inmates that want to change their lives in the near future. – CCCC
- Instructors are doing well – CRCC
- Max provides great labor market information – CRCC
- Staff instructors are dedicated – CRCC
- They are teaching women that with an education there is a lot more windows open for them and having a GED can go a long way in today's world. – WCCW
- Human Services – they provide a challenge and make us dive inside, outside and into our dark side. By dark side, I mean the poor choices we have made to get here. We have to talk about it, through it, and be held accountable for it. You have highly educated teachers who push us to persevere and succeed. The rewards of these classes are endless and very healthy for self growth. – WCCW

- Getting an education without most of life's distractions. – WCCW
- I believe it's beneficial in building our self-confidence, self esteem, and furthering our education. The inmates that I know that are involved in the education classes seem to be more positive and have better outlook on their future outside the prison walls. – WCCW
- It gives people self-worth and confidence in their self through accomplishment, higher education and growth. – WCCW
- For me it helps toward job skills and of course knowledge. I'm taking horticulture and floriculture and hands-on help in the learning process. – WCCW
- Classes are great. – WCCW
- Students are receiving their GEDS. A lot of students are working towards degrees. Information technology, human services and drafting have long waiting lists; a lot of people want these classes. – WCCW
- To obtain education level skills. – WCCW
- I'm in AutoCAD and work for CI and I will have a good career when I leave here. – WCCW
- The established programs seem to function well, when DOC allows access to the classrooms and resources. Human Services was an excellent addition. At Purdy, the secondary educational assistance that Ms. Tolpa and Larry Richardson provide is phenomenal, particularly considering that it is not required of them. – WCCW
- People are obtaining GEDs. Average people are succeeding. Ms. Tolpa rocks. – WCCW
- Working with students one on one and helping them understand what education can do for them later on in life. – WCCW
- I feel the Human Services program has worked two-fold for one helping me with the personal issues while educating me in the field I am going into. – WCCW
- They are offered both day and night. – WCCW
- Since being here I have been very excited about getting my GED and doing other programs. But there are not many choices to pick from. – WCCW
- At WCCW the vocational programs are great, especially TDP because it allows you to be employed with institution with Correctional Industries. They allow people that desire to education themselves a chance to. – WCCW
- I think the education programs work well in the way that you offer to first get your GED. Then you offer ITC and CIS class. These are the only classes other than Parenting Class and Anger Management. I know there are many more classes and I plan to take more but they work very well to move forward in a positive way in life. – MCC

- The program is working for me because I want to learn more English. I know that I will use these language skills where ever I go. – MICC
- They are working real well. Teachers and books are helping a lot. – MICC
- I have been in GED class and have passed all tests except for my Math. Everything has been okay so far and has given me a sense of accomplishment. – MICC
- The teachers have been really great coaches. Having teachers that are willing to help us learn tools that are needed when we return to our communities. – MICC
- They are providing an opportunity for men in our position to grasp a better understanding in the trades in the community we are released to. – MICC
- The education programs inside the institution are helping me to improve my communication skills. It has helped me to learn more English and get my GED. – MICC
- I think the programs are working well because they provide an education that a person has never been able to have to get a decent job and prevent inmates from returning in the future. – MICC
- They are doing a great job. – MICC
- I will soon attain baking certification through the Retail Baker's Association. This is a respected organization within the baking industry and will greatly increase my employment opportunities. To my knowledge I'll be the first student to gain certification as a CB (Certified Baker) on McNeil Island. – MICC
- The education program is a steady program that runs daily Monday through Thursday and provides 2-6 hours per day to study for the GED test. – MICC

Appendix D Statewide Tour – Student Forums Fall 2007

How are the education programs preparing you for re-entry to your community?

General Comments:

- They are enabling me to make successful choices. I now have a socially acceptable work skill to bring security not only to my life, but to be of benefit to others. I have several children – these programs have answered prayers. I want to be a successful member of society and a good parent. I am now confident and gaining more confidence in my new Autobody technical training – WSP
- They help to rebuild our skills to be successful. - MCC
- The education I get here is the only thing changing me for the better. I think education is my best tool for staying out of jail and to be able to take care of me and my family. – OCC
- Is working well – WSP
- By keeping minds active and open. - MCC
- The education programs are preparing individuals fast for re-entry back to the streets. There are some inmates here at CCCC are only here for a certain amount of time. Some have a short time line to finish programs and some have a long time. Me, personally, I think the programs I've tracked so far have prepared my mind for re-entry to my community and I'm currently seeking more programs to keep my mind focused on the right thing. – CCCC
- By giving me the tools and confidence to obtain gainful employment – WSP
- I'm not just learning theory, or book work, but hands on. And sometimes just being able to ask our teacher who knows just about everything really helps, not just in learning, but in our confidence to try and do it and learn from our mistakes – WSP
- A dream come true. Thank you. –CBCC
- They are preparing me well. Now I am ready for re-entry to my community and get good work and start a new life. – MICC
- By giving us the education necessary to find new jobs and helping us build self confidence – WSP

- I think they do OK with the supporting classes – WSP
- I feel good about me and my accomplishments. Open my mind to new ideas – CCCC
- It's helping me to get an education that I didn't have before. –CBCC
- Before I came to prison, I knew nothing about computers and in this day and age it's a necessity to survive in the free world. – SCCC
- In the past as being released back to society, I have learned skills to help me progress in life. – WSP
- New options and opportunities. Prepares us for the job force – WSP
- I think education is the most important to preparing us to be ready to the community. – AHCC
- I have learned many good things in school while incarcerated. One of the good things about education programs is that it is given me a wider view of the world. – MICC
- Gives you everything you need for that field of work, boosts your confidence so you will want to work – WSP
- I am ready to get education on something I really enjoy. It makes me want to go out to the community and do good. – SCCC
- On the most basic level, with no stepping stones to further ourselves they are motivational pushers for us to want to try and work for. – OCC
- They give you a skill so you can get a job to support yourself and family – WSP
- They provide us with the skills needed to make it in society. Better choices, long term jobs, financial stability and overall a better life to prevent re-offending. – MICC

Vocational Training

- They help by giving me the skill that I want to learn for the job I want – WSP
- Vocational programs are good; I feel certain voc. programs should be available statewide – WSP
- For myself, I am updating my computer skills to increase the range of positions that I may qualify for when I am released. – PLCCW
- The Autobody program has given me a skill that will allow me to pay bills. This independence will be very satisfying which will cause me to be a leader and stay out of trouble – WSP
- By giving me a step up into a vocation by providing job skills necessary for employment – WSP

- Again by keeping my mind focused on the sheetrock and framing or construction field that I worked in when I was in the community and it teaches things that you may not have even known. – CCCC
- They teach you a trade that you can take with you to the streets to gain possible employment – WSP
- It gives us skills that we need to get a good paying job. A job we can be proud of – WSP
- My being in the ITC program is helping me learn the correct way to do work. Excel, Access, PowerPoint. If you work for a business you need to know Word in order to write letters, memos, etc. And Excel is important to know how to do payroll, inventory and anything that goes with numbers. Today all of the skills are very important to have when you go get a job anywhere. So this class is very helpful to me. – PLCCW
- So I have the skills of another trade when I get back into the community – WSP
- I am a repeat offender with no job skill or training. The Autobody class is helping me to change my life for the better. I can work and pay taxes every year instead of stealing or robbing people because I am drunk and feeling sorry for myself – WSP
- It has given me the job skills to be employable upon release. I have become a certified welder with all the certificates to show my education. I have also learned a set of skills from the supporting courses required for completion – WSP
- Providing us with a skill that is in demand and pays well. Good quality training helps in all fields, good instructors – WSP
- The welding class certification speaks for itself. Also math, writing long with psychology – social skills, coping skills – WSP
- The HVAC class has given me hope that I will be able to go right to work on the streets with confidence and the ability to do my job – WSP
- When I am released I will look for secretarial work. The ITC class I take is a great step in finding the work I will do. Also I intend to go to college for small business management and ITC class gives me a step up. – PLCCW
- On-the-job training, tools of the trade, confidence, pride and a feeling that you have made it through this much to go through is already half way done – WSP
- I came to prison at 18 with no job skills. I'm 36 and 3 years left. What do think my chances would be to succeed in freedom without this vocational HVAC program? – WSP
- It's giving me something to jump into that's better than what I usually get out and get into and it's also a field that has high employment demand that can guarantee me a job as long as I apply myself – WSP

- I've been in prison for 14 years. Computers were not a big deal back in 1993. Since I've been in prison, I've learned that a person cannot function financially well without an adequate knowledge of computers. My plans upon release are directly related to computer skills. In order for a computer to help its user, the user must be literate with it. It's a myth to think that the computer itself will do all the work. It's only as effective as its user. When the two go hand-in-hand, one can excel, even with a felony record. Educational and financial security strongly influence reasons to go straight in life. – AHCC
- I am able to get a new career and re-establish myself before I leave here. – WCCW
- I am confident that from education I've received in welding I believe I could walk on to any job site and become an asset – WSP
- It would help me get a job with my tribe – WCCW
- Both of the programs are great to put on a resume to find a job on the outside. – OCC
- Teaching me the skills needed in that field. – WSP
- The ability to sell yourself to get better employment and possible to get into business for yourself. Self employed having your own shop – WSP
- I've never had anything close to an option for a career until now. I've been locked up for 10 years and will be 37 when I get out. I've now got a license in wastewater treatment and useable computer skills which gives me confidence that I will succeed. – OCC
- The programs offered will help us obtain skills in computers and maintenance training which will help us obtain jobs and the credits to help further our college education. – OCC
- By providing an opportunity to develop career skills which will enable individuals to secure gainful employment and sustainable wages upon release and to become productive members of society – WSP
- Human services is preparing me to be a productive member of society by providing me with the skills and tools to become a helper. I am being held responsible to start and complete my classes. – WCCW
- I am taking a welding course and it will help me get a job and make money and provide for myself and my family. The things I'm learning and the type of work I'm doing I plan on doing on the streets – WSP
- I am thankful for the ITC class which has helped me catch up with computer technology. I most likely would not have ever done this had it not been available here. Thank you. – AHCC
- I'm learning to weld to industry standard. I also receive, on paper, a record of vocational training. I'm learning people skills. Our welding instructor and other teachers offer information about what employers expect and how to deal with co-workers – WSP

- Like previously stated, the teachers are really interested in teaching you how to earn a living, not just minimum wage. – CCCC
- By giving me experience in the fields to help qualify us better for the real world.- CCCC
- I am able to use my skills that I learned in a practical sense and apply my skills in a paid position in the institution. – WCCW
- In horticulture the hands on will help me because I'll know what I am doing. Reading a book does not put a picture in my mind of how to prune a tree. But actually pruning a tree that's what will help me know what I'm supposed to be doing. – WCCW
- They are great. The ITC class is outdated and there are already so many people out there that can do that stuff that it doesn't leave a lot of room for us. The welding program has a huge waiting list. It's a good program but not available to a lot of people. – SCCC
- Education programs are preparing me to get ready to re-entry in my community by learning more about outside necessities, like upholstery, carpentry, or computer skills. – AHCC
- Computer class has done a lot to help me prepare for re-entry, but trade classes have been a struggle. – OCC
- I am in the drafting program and this class is helping me so that I can go back to school for a B.S. in engineering and the knowledge helps for the drafting position through CI. It also gives me a portfolio and letter of recommendation to further myself. – WCCW
- Ms. Grahams ITC course has given me a plethora of new skills that I did not have before. And any new knowledge is power. In about 2.5 months I have completed almost enough course work for a Microsoft approved certificate. – OCC
- They are helping me to get the skills I need to get a job when I get out. –CBCC
- Well computers are a large part of today's world so I feel ITC is preparing us for the real world. – CBCC
- Giving me the skill I need to get a better job and be able to keep myself out of trouble and make a better life for me and my daughter. –CBCC
- With me it's giving me a new career path to follow when I get released in 2012. My previous career was accounting and the dental field which I don't plan on going back to. With horticulture and floral it gives me several job options to pursue. – WCCW
- Improving my skills for the job I have experience. – PLCCW
- I have obtained skills in graphics and web development which can help me start a small business or get a job. – AHCC

- I know the ITC computer and the CIS programs are very helpful because they are programs that are very beneficial for due to the way technology is going. - MCC

Basic Skills & GED Preparation:

- They are helping me get my GED. – SCCC
- If we get our GED in DOC then we have a better chance to get a job on the outs – WSP
- Before entering the program I didn't even know fractions. I have a GED based mainly on guessing. I've decided to enroll into a community college when released. This program has prepared me with the basic math education I need to start me off in college. It has also given me self worth in seeing how far I've come in just three months. Before I wasn't sure I could make it in college. Now I know I can. – AVCC
- I'm getting my GED – WSP
- This GED class has refreshed my math skills and given me back my confidence. – PLCCW
- By getting my GED, I have better opportunities. – AVCC
- Personally, I've used this time to get my GED so that I can find a better job than I've had in the past. Learning more makes me want to be a better person and gives me confidence to excel and the motivation. – SCCC
- I think I'm doing very well. I am going to get my GED soon. I have a very good score on my GED tests. I feel confident. The only thing that is not helping me is this job I have. I am working 5 days per week from 3 to 10 am and it's not helping me at all in my education. I like school, I am ready to go back to my community, get a job, and help the people around me. – MICC
- Giving basic skills to gain jobs within the community. Building confidence to one's self to know they can make a good living to support family or self without living the previous life style – WSP
- I am working on my GED right now and that is going to help me get a job when I get out. I would like more programs to choose from. – WCCW
- By allowing me to get my GED. – PLCCW
- I think it's important for these younger men to at least have a GED before release. –CBCC
- Getting my GED enables me to further my education. – WCCW
- When I came in here I didn't know anything about computers and now I do. – AVCC
- Everything is computers, maybe learning the things here it will help me more out in the community. – AVCC

- They are helping me greatly for the fact that I've got my GED and am working on any and all self betterment courses and/or classes possible. We need more hands-on work experience for our benefit for when we get released so we are less likely to re-offend the more we can learn the better we all will be. So more programs would be better for all the communities involved. - MCC
- By obtaining my GED I will have far more job opportunities. -CBCC
- Some jobs require GEDs to get hired or advance to college classes. – PLCCW
- If I ever decide to change careers I will at least have my GED out of the way, so I can learn a new trade. – MICC
- The education programs are helping me understand mathematics and geometry. –CBCC
- Getting my GED will open doors. - MCC
- I have almost completed the test for my GED and I have got the confidence to make a difference in my own life just by getting my GED. – PLCCW
- Education classes provide an ample GED Certificate for re-entry purposes needed for job placing and employment. – MICC
- As of now all I can see that it helps is that we are required to get out GEDs and the math for trades is a requirement for the apprenticeship program that I am looking into. – OCC
- I am getting my GED and touching up on the college courses that are offered to me and am willing to check into. – AHCC
- Earning my GED opens more doors for jobs when I get out. I'll be able to get into a college. I would have liked to have been able to take more classes than just GED and ITC. – PLCCW
- Providing a GED – CCCC
- It's hard time for to answer this. I guess just having my GED will help. I have a job I will go back to. – PLCCW
- The education is doing a great thing for my future. The accomplishment of my GED will give me opportunity to get a college degree. – AHCC
- The education program is helping me prepare for re-entry to my community by receiving my GED to help start myself by having something to help me off of a starting block. – OCC
- Completion of my GED will qualify me for work where I can get started on the right foot and become a law abiding citizen. Having a job allows me to be responsible. – PLCCW
- I'm working on my GED so I can go out to union jobs I took transfer to trades. I graduated, but cannot carry on my trades without a GED. So that is what I am working on. So that I can get a good job and be able to give something good to my community. – PLCCW

- By giving me a chance to get GED. – AHCC

Life Skills, Attitudes, & General Preparation:

- The educational programs are helping me by teaching me a multitude of things. For instance, responsibility, punctuation, morals, self worth, self esteem, self discipline. I look forward to teaching my 3 year old son all of these qualities amongst others as well – WSP
- Sharpening my work ethics and giving me new skills that will enable me to acquire a job with competitive wages. Opening doors for more college classes. – PLCCW
- Through classes such as job seeking, job psychology, and job communications I have learned numerous steps one must take in order to get a job and then keep it – WSP
- I am building good work ethics by coming to school every day and working hard. I am learning to take pride in my work – WSP
- They have given me the drive and inspiration to want to attend college upon release. It has given me pride about myself and the job skills I need to succeed. – SCCC
- It is giving me the opportunity to get out and hopefully stay out by knowing a skills and have the confidence to carry it out – WSP
- The education programs pull my state of mind out of a prison routine and put me into a business routine. – AHCC
- I truly believe that I will be able to re-enter with not only the new skills, but also the self-confidence and self esteem I will be leaving with. – PLCCW
- They are giving us job as well as people skills that will help us start over life and continue as successful people in the community – WSP
- These programs prepare me by providing vocational skills, improved work ethic, and fostering self-confidence, identity and directions. Provides the opportunities that most of us lacked prior to incarceration in order to be proactive about our lives. – WCCW
- It's preparing me in a way that I can have a trade that I could work on. Also the courses that I have taken give me better people skills. The education program has given me self confidence as well – WSP
- They are providing us with skills that we have never had. It is making us valuable potential employees. It is also giving us confidence that we can succeed. It is giving us a sense of responsibility, something most of us has never had. These classes also give us drive to learn more, be more, and expect more of ourselves. – PLCCW
- I think the class I am taking is giving me the edge I will need to be successful. Having hands on training is an excellent way to learn and gain the confidence to succeed. – AHCC

- Some of the credits that I have earned will transfer to a degree I want, it has also prepared me to be able to attend classes and succeed in them. – OCC
- They are helping me prepare a resume and pre-employment opportunities by mailing resume to future employers prior to release or work-release. – MICC
- Most of my classes are saving me where I have been going with the way I've been thinking. I have learned how to think better. – PLCCW
- To me personally, it has opened my eyes and made me realize that education is not out of reach. And that we are never too old to get an education or no matter what the circumstances are we can pursue an education if we really want one. – AVCC
- I am learning real-life skills. – AHCC
- It has given me a base education that I will use to get an AA degree. Also has been able to fill a three year gap in my resume. The job finders enabled me to build an excellent resume, updated and ready to use. Gave me confidence in myself as well as two completion certificates. – OCC
- Allowing me the opportunity to face challenges and deal with them. I was always afraid of math but now know I can conquer my fears. – AVCC
- In my case having been out of college for many years and away from my vocation for some time, I really needed to re-learn math. I came to this facility to retest for my group II state wastewater license and math is essential. – OCC
- Earning college credits that I can transfer to an outside college and apply towards later schooling. – OCC
- The education program is helping me with self discipline which leads to instill good behavior. Education corrective punishment. With education you have two things you have learning you have punishment. – AVCC

Suggestions & Criticism:

- They're not helping inmates succeed on the outside. We need more experience on which modern society is at – WSP
- I am a human services student. Our class is only 15 credits or 3 classes and I would like to see additional classes or something so that I can continue my education. I have taken several vocational programs during my incarceration and feel each one has been a benefit to me. – WCCW
- ITC is good as an introduction to using computers. It does not assist me much in re-entry. More options for grants and classes on how to apply for grant and get into school – WSP
- Need to complete secondary education before release. – WCCW

- Besides the vocational/trades programs the other programs are a joke. They do not do what they claim to do. I've taken job hunter three times at three different institutions and they are all a joke. There is nothing that is practical to provide an inmate for re-entry – WSP
- Educate the community – WSP
- I am working on my GED right now and that is going to help me get a job when I get out. I would like more programs to choose from. – WCCW
- I truly feel that the classes offered need to offer basic skills – budgeting, parental responsibilities and computer literacy. I would like to be competitive in my computer skills, not just how to turn on and off the computer. – WCCW
- Not much support for the short-timers. I am only serving seven months. I graduated with my GED but there is little else offered to me because of my short time. – WCCW
- They are not preparing me for re-entry because for myself I only have a few months and need the same things as people who have a long time. – WCCW
- Education programming should be the foundation for re-entry. How can we get speaker duties to help others post-release? How would you Mike, advise us on our education plan? How do we resolve the dichotomy between restrictive policies of custody and permissive support policies of education staff? – WCCW
- There are some great programs that allow us to do this. Possibly teaching more vocational classes of vocational skills – skills one could take with them into society. – SCCC
- Mostly with resources that I didn't know about, I would like to see basic college classes for college credit. – PLCCW
- Programs are not at all preparing for re-entry. There are men here past their release date because they have not outside support and very little inside support. Education has no answer for us for getting us housing upon release. – OCC
- Any education is better than no education. What is needed is more education, offer much needed self-respect. – SCCC
- So far, I believe that the only re-entry, is wanting to attend more school in the college level. – AHCC
- They are helping me greatly for the fact that I've got my GED and am working on any and all self betterment courses and/or classes possible. We need more hands-on work experience for our benefit for when we get released so we are less likely to re-offend the more we can learn the better we all will be. So more programs would be better for all the communities involved. - MCC
- For the most part it seems for most inmates with 24 months or less really don't have an opportunity for education. Even with ABE there are guys who are getting released and returned without a

GED. It should be mandatory for us to receive at least that. We certainly need more resources to be successful. – OCC

- They are not! They will not benefit me in any way. Like I said, I feel they help the younger generation in here and these older ones who are uneducated. – CBCC
- We need more programs. –CBCC
- In some ways it is. It would be nice to work on learning some kind of trade while getting a GED so that we can have some kind of skill when we get out. –CBCC
- GED is not preparing me for reentry. – CCCC
- They are great. The ITC class is outdated and there are already so many people out there that can do that stuff that it doesn't leave a lot of room for us. The welding program has a huge waiting list. It's a good program but not available to a lot of people. – SCCC

Appendix E Student Survey

FY08 Student Surveys
1) Student Demographics

Basic Skills Responses	1,334
Vocational Training Program Responses	1,079
Parenting Total Responses	121
Total	2,534

Institutions	Basic Skills	Voc. Training	Parenting
Ahtanum View	1%		4%
Airway Heights	12%	15%	
Clallam Bay	3%	5%	16%
Cedar Creek	1%	2%	
Coyote Ridge	7%	8%	
Larch	3%	2%	25%
Monroe	19%	7%	7%
Mission Creek	1%		
McNeil Island	9%	11%	
Olympic	2%	4%	
Pine Lodge	5%	8%	
Stafford Creek	15%	10%	16%
WA Corr Cntr	3%	2%	12%
WA Corr Cntr for Women	5%	9%	12%
WA State Penitentiary	16%	18%	9%
<i>Total (may not equal 100 percent due to rounding)</i>	100%	100%	100%

What is your age?

16-19	5%	1%	4%
20-24	19%	12%	12%
25-29	18%	18%	23%
30-34	15%	18%	21%
35-39	12%	15%	15%
40-44	10%	15%	9%
45-49	9%	11%	7%
50-54	5%	5%	5%
55-59	3%	3%	1%
60-64	1%	1%	0%
65 and older	1%	0%	0%
No response	3%	1%	2%
<i>Total (may not equal 100 percent due to rounding)</i>	100%	100%	100%

What is your race?

African American	19%	14%	23%
Native American	7%	5%	8%
White	38%	61%	55%
Asian/Pacific Islander	4%	4%	1%
Latino/Hispanic	21%	6%	4%
Mixed Race	7%	7%	7%
Other Race	2%	2%	0%
No Response	1%	1%	1%
Total <i>(may not equal 100 percent due to rounding)</i>	100%	100%	100%

2) Basic Skills

Survey Questions:

Why are you taking classes? (duplicate answers)

I'm required to Attend school	Improve my reading, Writing, math skills	Improve my English Language skills	Earn my GED	To bring up my CASAS scores	
15%	15%	7%	39%	2%	
Improve my Job skills	Set an example For my children	It's something to Fill my time	I have to program	Other	No Response
5%	4%	2%	7%	4%	0%

My teacher talks with me about my progress on projects, assignments, and tests.

Almost everyday	A few times a week	Every Week	When needed	Not very often	No Response
39%	12%	8%	32%	6%	2%

My assignments help me learn.

Almost always	Usually	Rarely	Never	No Response
54%	34%	5%	3%	4%

I get help in class from the... (duplicate answers)

Teacher	Teacher's assistant	Other students	I don't ask for help	No Response
37%	39%	16%	6%	2%

When I have questions or I'm stuck, I'm able to get help in class.

Almost always	Usually	Rarely	Never	No Response
70%	21%	4%	2%	3%

My teacher reviews my tests with me and talks about ways I can continue to make progress in class.

Almost always	Usually	Rarely	Never	No Response
57%	25%	4%	3%	10%

I feel I'm making progress toward my educational goal.

Yes	Somewhat	No	I don't know	No Response
68%	22%	5%	3%	2%

The teachers and education office are respectful to me.

Almost always	Usually	Rarely	Never	No Response
70%	21%	4%	2%	3%

Overall how would you rate the quality of the education you are receiving?

Excellent	Good	Fair	Poor	No Response
37%	41%	15%	4%	3%

I feel my class is helping me prepare for a job in the community.

Yes	Somewhat	No	I don't know	No Response
48%	27%	17%	5%	3%

Do the computers and software programs run smoothly and work well?

Yes	No	I don't use a computer in class	No Response
55%	10%	31%	3%

3) Vocational Training

Why are you taking classes? (duplicate answers)

I'm required to attend school	Improve my job skills	Set an example for my children	It's something to fill my time	I have to program
1%	28%	4%	3%	2%
Learn a new skill	Get a better job in the facility or C.I.	Get a job in the community	Other	No Response
40%	2%	17%	3%	0%

My teacher talks with me about my progress on projects, assignments, and tests.

Almost everyday	A few times a week	Every week	When needed	Not very often	No Response
32%	25%	25%	0%	16%	3%

My assignments help me learn.

Almost always	Usually	Rarely	Never	No Response
73%	23%	2%	0%	2%

I get help in class from the... (duplicate answers)

Teacher	Teacher's assistant	Other students	I don't ask for help	No Response
37%	34%	26%	2%	1%

My teacher reviews my tests with me and talks about ways I can continue to make progress in class.

Almost always	Usually	Rarely	Never	No Response
45%	29%	9%	4%	14%

I feel I'm making progress toward my educational goal.

Yes	Somewhat	No	I don't know	No Response
82%	13%	2%	1%	1%

The teachers and education office staff are respectful to me.

Almost always	Usually	Rarely	Never	No Response
82%	15%	1%	0%	2%

Overall how would you rate the quality of the education you are receiving?

Excellent	Good	Fair	Poor	No Response
50%	38%	9%	1%	2%

I feel my class is helping me prepare for a job in the community.

Yes	Somewhat	No	I don't know	No response
70%	22%	4%	3%	2%

Do the computers and software programs run smoothly and work well?

Yes	No	I don't use a computer in class	No Response
73%	3%	22%	2%

Do the program tools and equipment work well and are they safe to use?

Yes	No	I don't use program tools & equipment	No Response
90%	1%	6%	2%

4) Parenting Program

Why are you taking classes? (duplicate answers)

I'm required to attend school	It's something to fill my time	I have to program	Improve my parenting skills	Help me prepare to return to my community
14%	4%	6%	53%	15%
Improve job seeking skills	Other			
1%	8%			

My teacher talks with me about my progress on projects, assignments, and tests.

Almost everyday	A few times a week	Every week	When needed	Not very often	No Response
33%	14%	29%	17%	0%	7%

My assignments help me learn.

Almost always	Usually	Rarely	Never	No Response
61%	30%	5%	0%	4%

I get help in class from the... (duplicate answers)

Teacher	Teacher's Assistant	Other students	I don't ask for help	No Response
40%	11%	43%	6%	1%

When I have a question or I'm stuck, I'm able to get help in class.

Almost always	Usually	Rarely	Never	No Response
75%	21%	2%	1%	1%

My teacher reviews my tests with me and talks about ways I can continue to make progress in class.

Almost always	Usually	Rarely	Never	No Response
39%	26%	8%	11%	16%

I feel I'm making progress toward my educational goal.

Yes	Somewhat	No	I don't know	No Response
72%	18%	5%	3%	2%

The teachers and education staff are respectful to me.

Almost always	Usually	Rarely	Never	No response
75%	23%	0%	2%	0%

Overall how would you rate the quality of the education you are receiving?

Excellent	Good	Fair	Poor	No Response
50%	36%	9%	5%	0%

I feel my class is helping me prepare for my re-entry in the community.

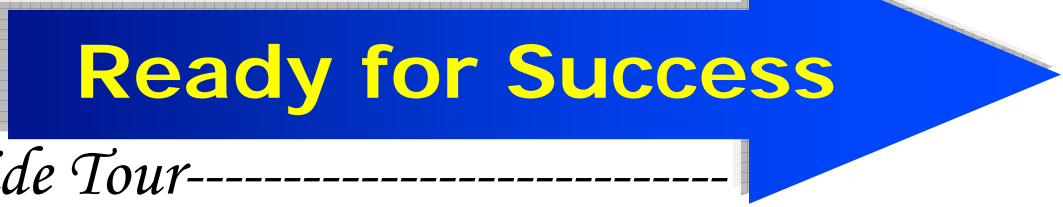
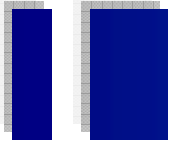
Yes	Somewhat	No	I don't know	No Response
64%	25%	7%	2%	0%

Do the computers and software programs run smoothly and work well?

Yes	No	I don't use a computer in class	No Response
12%	7%	78%	3%

Appendix F
Student and Staff Forum Questions

Correctional Education



In what ways are the education programs working well?

How could the education programs be improved?
