COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

CORRECTIONS EDUCATION

ANNUAL REPORT 2024-2025

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Executive Summary

Education within Washington's correctional facilities continues to serve as a transformative pathway, expanding opportunities for our justice-impacted students, and supporting them in their educational pathways. In partnership with the Department of Corrections (DOC), the Washington State Board for Community and Technical Colleges (SBCTC) deliver on high-quality equitable education across all 11 state prisons.

Scope and Impact

In FY25, Washington's colleges served **4,542 incarcerated students**, who earned **873** high school credentials, **440** workforce certificates, and **87** associate degrees. Furthermore, **458** students were served in Intensive Management Units, Skill Builders Units, Treatment Centers, and Closed Custody. These outcomes represent both the persistence of students and the dedication of our corrections education teams working under uniquely challenging conditions. Education remains a proven public investment, reducing recidivism, and preparing individuals for employment, further education, and reentry to the community.

Innovation and Infrastructure

FY25 marked a milestone in digital equity with the statewide migration to the Off-State Network (OSN). This transition enhanced secure laptop access, the utilization of more than 100 vetted educational websites, and the launch of online GED® testing. Washington's unique Open Prison Education Platform continues to serve as a national model for innovation, now adopted in multiple other states.

Challenges

Despite these gains, FY25 presented significant barriers to meeting FTES targets. Extended faculty vacancies, major facility disruptions, such as the year-long closure of instructional space at the Twin Rivers Unit, and the transition of providers at the Washington Corrections Center for Women and Mission Creek Corrections Center for Women all constrained enrollments and completions.

Future Pathways

Looking ahead, SBCTC will continue to leverage the opportunities created by HB 1044 and the federal restoration of Pell Grants, advancing efforts to support our students. SBCTC and its college partners remain committed to transforming corrections education in Washington and supporting our justice-impacted students.

Background

This report is submitted pursuant to the interagency agreement between SBCTC and DOC, and in fulfillment of [RCW 72.09.467](#). In accordance with these statutory requirements, SBCTC has prepared and submitted this annual report to document progress, highlight outcomes, and identify opportunities for continued improvement in Corrections Education.

In fiscal year 2025, SBCTC partnered with seven community and technical colleges — Centralia

College, Edmonds College, Grays Harbor College, Olympic College, Peninsula College, Spokane Community College, and Walla Walla Community College. These colleges deliver onsite instruction, coordinate faculty and staff, and provide students with the support necessary for their success within the correctional facilities. These colleges bring the depth of Washington's Community and Technical College system into the prison setting, ensuring alignment with statewide standards for academic quality, workforce preparation, and equitable access.

Figure 1: Overview of each college and facilities served

Washington State Community and Technical Colleges and the correctional institutions that they serve

1 Centralia College
■ Cedar Creek Corrections Center
■ Washington Corrections Center

2 Edmonds College
■ Monroe Correctional Complex (MCC)

3 Grays Harbor College
■ Stafford Creek Corrections Center (SCCC)

4 Peninsula College
■ Clallam Bay Corrections Center (CBCC)
■ Olympic Corrections Center (OCC)

5 Spokane Community College
■ Airway Heights Corrections Center (AHCC)

6 Olympic College
■ Mission Creek Corrections Center for Women (MCCCW)
■ Washington Corrections Center for Women (WCCW)

7 Walla Walla Community College
■ Coyote Ridge Corrections Center (CRCC)
■ Washington State Penitentiary (WSP)

Reporting and Data Sources

The findings and outcomes presented in this report are drawn from SBCTC's Data Warehouse and the ctcLink student information system. Data is analyzed to track enrollment, FTES, credential completions, demographics, and program outcomes. To ensure consistency and accuracy, SBCTC employs standardized reporting protocols and conducts periodic audits to validate enrollment figures and student achievement data.

This report provides a transparent and reliable account of corrections education in Washington state. It reflects not only the quantitative outcomes, but qualitative insights into the partnerships, innovations, and systemic challenges that shape delivery of educational opportunities for our justice-impacted students. Together, this evidence forms the basis for evaluating progress and charting a roadmap for the future of corrections education.

Programs Offered

Basic Education for Adults

Our Basic Education for Adults programs play a vital role in equipping individuals in DOC facilities with essential academic skills to succeed. These programs include High School Equivalency Preparation (GED®), English Language Acquisition (ELA), High School+ (HS+), and pre-college preparatory courses. SBCTC publishes an annual course catalog which details course offerings at each of the facilities. Below is a high-level overview of our offerings:

- **High School Equivalency (GED®) Preparation:** This program targets individuals who have not yet earned a high school diploma or equivalency certificate. To obtain a GED® certificate, students must pass a comprehensive test battery covering Reasoning Through Language Arts, Science, Social Studies, and Mathematical Reasoning.

- **High School+ (HS+):** This competency-based diploma program enables students to earn a high school diploma through community and technical colleges. Students demonstrate competencies in reading, writing, math, science, history, government, occupational studies, and digital literacy. This comprehensive approach aligns with adult learning styles and includes competency-based assessments that demonstrate the academic, career, and personal competencies needed in further education and employment.

- **English Language Acquisition (ELA):** these courses support English learners in developing proficiency in speaking, listening, reading, and writing. ELA programs are funded at all eleven facilities.

- **Pre-College Courses:** These courses are designed for individuals who score below the college level on standardized assessments, focusing on enhancing reading comprehension, writing, and math skills to prepare students for further academic pursuits. For students who have completed their high school credential but are not yet ready for college-level coursework, pre-college courses offer critical preparation to meet the demands of higher education.

Workforce education programs

Workforce education programs offer specialized training in professional-technical fields, equipping

students with the skills necessary for meaningful employment in their communities. Our workforce programs adhere to the same rigorous standards as the campus programs, ensuring high-quality instruction across the board. Students who successfully complete are awarded college certificates that enhance career prospects. These programs often focus on vocational training in areas such as construction, HVAC, computer technology, and more. Our programs are tailored to meet labor market demands by providing incarcerated students with hands-on experience and education. Several of our programs utilize the highly effective Integrated Basic Education and Skill Training (I-BEST) model. I-BEST seamlessly integrates basic education with workforce training through team teaching and integrated outcomes, providing critical support for students with foundational skill gaps and accelerating their progress toward both academic and career goals.

Academic programs

The passage of HB 1044 in 2022 continues to enhance our academic offerings by authorizing the use of state funding for postsecondary education. Academic programs in prison play a crucial role in transforming lives by expanding higher education opportunities. These programs foster critical thinking, personal growth, and a sense of achievement and goal setting. They equip students with the knowledge and skills needed to succeed in a wide range of fields. Our academic programs are structured educational pathways designed to provide students with comprehensive knowledge and skills in specific fields of study. Through these programs, students gain the expertise needed to navigate an increasingly complex world and contribute meaningfully to their communities.

Certificates

For several years, colleges have been gradually shifting their focus from short-term certificates of fewer than 20 credits to certificates that range from 20-44 credits. Research from SBCTC and recent legislative initiatives indicate that longer-term certificates lead to better job opportunities and higher wage positions.

These longer certificates often encompass more comprehensive training, equipping students with advanced skills and knowledge that enhance their employability and career advancement potential. By completing these programs, students can earn credentials that are recognized by employers, and this shift aims to better align educational offerings with labor market demands and ensure that students gain the skills necessary for long-term success.

Pre-Apprenticeship Preparation Program

Pre-Apprenticeship Preparation programs are designed to prepare individuals for entry into formal apprenticeship training. These programs provide foundational skills and knowledge related to specific trades, often including hands-on experience, safety training, and instruction in essential tools and techniques. By completing a pre-apprenticeship program, students enhance their employability and readiness for apprenticeship opportunities, positioning themselves for successful careers in various skilled trades.

SBCTC continues to actively collaborate with various organizations, including DOC, Correctional Industries, the Apprenticeship and Non-Traditional Employment for Women, The Department of Children, Youth, and Families, and numerous local trade unions and apprenticeship organizations to enhance apprenticeship opportunities for our students.

One notable initiative is the Construction Trades Pre-Apprenticeship (CTAP) program which has gained recognition from the Washington State Apprenticeship and Training Council, part of the Washington State Department of Labor and Industries. This program not only equips participants with essential skills but also opens pathways to gainful employment in the construction sector. Our partnerships have established memorandums of understanding with key organizations, including the Carpenters Employer-Partnership Training Trust, Cement Masons, and Plasters Training Centers of Washington, and the Pacific Northwest Ironworkers. These partnerships have been critical for our programs. Union partners go into the DOC facilities on a quarterly basis to connect with current CTAP students and faculty.

Funding Framework

SBCTC and DOC enter into an annual Interagency Agreement that outlines expectations for correctional education programs. Both agencies are committed to a performance-based system that not only enhances educational opportunities but also delivers a significant return on investment for taxpayers. The success of SBCTC and the college is primarily measured by their ability to meet enrollment and completion targets.

Funding is allocated to the colleges based on full-time equivalent students (FTES) enrollment goals. Additionally, SBCTC receives Federal Perkins funds from the Workforce Training and Education Coordinating Board. The allocation of FTES funding to colleges, along with the administrative allocation to SBCTC for managing the interagency agreement and providing IT support, is detailed in Table 1.

In addition to funding instructional programs and navigational support, the interagency agreement includes allocations for intensive management unit (IMU) education services. These funds ensure that students in IMU setting retain their access to educational opportunities. Colleges are resourced to deliver instruction directly within IMU's, through specialized coding and modified course delivery. Due to the restrictive nature of IMU, students are not counted towards headcount or enrollment targets set for the colleges.

FTES Allocation

Table 1: Interagency agreement contract amounts and FTES by facility FY25

College	Location	Enrollment Target	Contract Amount	% share of allocation
Spokane	Airway Heights	301	2,129,432	10.94%
Peninsula	Clallam Bay	86	1,144,740	5.88%
Centralia	Cedar Creek	76	564,003	2.90%
Walla Walla	Coyote Ridge	617	3,936,667	20.22%
Edmonds	Monroe	215	1,716,974	8.82%
Olympic	Mission Creek	47	353,170	1.81%
Peninsula	Olympic	27	187,012	.96%

College	Location	Enrollment Target	Contract Amount	% share of allocation
Grays Harbor	Stafford Creek	254	1,853,959	9.52%
Centralia	WA Corrections	85	895,636	4.6%
Olympic	WA Corrections for Women	102	824,019	4.23%
Walla Walla	WA State Penitentiary	637	4,499,922	23.11%
Clark College	Navigator	--	88,550	0.45%
Columbia Basin	Navigator	--	88,550	0.45%
Clover Park	Navigator	--	88,550	0.45%
Renton	Navigator	_	88,550	0.45%
Seattle Central	Navigator	_	88,550	0.45%
Skagit	Navigator	_	88,550	0.45%
South Seattle	Navigator	_	88,550	0.45%
Pierce	Navigator	_	88,550	0.45%
Yakima	Navigator	--	88,550	0.45%
SBCTC	Administration	--	262,452	1.35%
SBCTC	Technology Support	_	305,409	1.57%
TOTAL	--	2447	19,470,345	100%

Carl D. Perkins Career and Technical Education Act Funding

The Carl D. Perkins Career and Technical Education Act provide vital funding to enhance and improve career and technical education (CTE) programs across the United States. The funding helps institutions upgrade facilities, purchase equipment, and develop curricula that align with current industry standards. The Washington Training and Education Coordinating Board awards 0.5% of total Perkins funding to SBCTC for Corrections Education Programs.

Table 2: Perkins funding FY25

College	Amount Spent FY25	Program/Funded
Centralia College	$15,058	CTAP: Updated tools and equipment
Edmonds College	$13,925	Computer Programming (CIS): Docking stations and RAM memory modules CTAP: tools, supplies, and instructor materials
Grays Harbor College	$17,287	Welding: 9 welders
Olympic College	$9,761	Horticulture: 30 units Horticopia software Technical Design: 15 units of 3 different textbooks
Peninsula College	$8,000	Facilities Maintenance: Tools and supplies Pastry and Specialty Baking: tools and equipment
Spokane Community College	$33,277	Carpentry: Tool replacement
Walla Walla Community College	$58,039	Business program: Desktop computers Collison Repair: Tools and supplies Diesel Tech: Tools and supplies Faculty professional development registration and travel
Total	$155,347	

Student Services

Computer lab

In addition to classroom instruction, Washington's community and technical colleges provide dedicated computer lab services within correctional facilities. These labs offer students a secure environment to access technology, the OSN, complete assignments, and practice digital skills outside of scheduled class time. Faculty and staff ensure that labs are available for study and tutoring. By extending access beyond the classroom, computer labs play a critical role in supporting persistence and creating a college learning-centered environment.

Technology and IT

With technical assistance from SBCTC, Washington's community and technical colleges deliver corrections education and provide dedicated educational technology within prison classrooms. This includes maintaining network servers, classroom computers, student laptops, connectivity, software systems, and all devices needed for instruction and testing. Ensuring digital equity between corrections education and traditional campus environments is essential, as access to reliable technology directly shapes student learning and has a profound impact on the student experience. Washington continues to lead in developing a robust technology infrastructure.

Open Prison Education platform

In Washington, SBCTC IT staff have developed the Open Prison Education (OPE) platform, which has been adopted by five other states for its innovative approach to providing technology in restricted prison environments. The platform offers a prison-ready learning management system (open-source Canvas), open-source learning materials, and secure laptop software, enabling students to study offline in their living units. This platform was updated this year to support the Off-State Network (OSN), provided by DOC. While the OPE platform still supports the migration of online resources to an offline format, in some cases the live, online resources are now available to students via the OSN. There are currently around 100 websites that are available to students via OSN. For sites and content that are not yet open to students, faculty can leverage the content conversion tools in the OPE platform to bring that content to their students in an offline mode.

Laptops

With the move to OSN, new laptop software has been developed to allow connection to the network. The laptops still maintain robust security detection capabilities, which include a background screenshot tool, and a lockdown of administrative capabilities of the devices. Colleges purchase and maintain the security compliance of all laptops used in correctional education programs. The following table provides a layout of laptops in Deployment for FY25, noting that challenges to deploying laptops include limited staffing to support the imaging of the devices to ensure continued security.

Table 3: Laptop Deployment by Facility

Site	Summer	Fall	Winter	Spring
AHCC	82	82	74	62
CBCC	95	100	100	79
CCCC	7	8	18	31
CRCC	366	323	325	325
MCC	110	110	112	103
MCCCW	0	0	0	0
OCC	0	0	0	0
SCCC	160	200	158	156
WCC	38	35	38	23
WCCW	0	0	0	0
WSP	192	211	284	148
System Total	1,050	1,069	1,109	927
All Quarters	4,155			

The "Off-State" Network Migration project

In FY25, SBCTC led the efforts to migrate colleges to the utilization of the off-state network. The migration project began in January and was completed by the end of March. Most educational programming has now shifted to the utilization of the OSN, providing access to limited, approved, online resources to support student work. Currently:

- Over 100 whitelisted websites that are available for student use
    - Including a corrections-approved version of the JSTOR library database
- 10 of 11 sites have deployed online GED® testing via the OSN
- 2,801 Desktop computers active on the OSN
- 2,900 active student accounts

Figure 2: Breakdown of active computers on OSN by facility
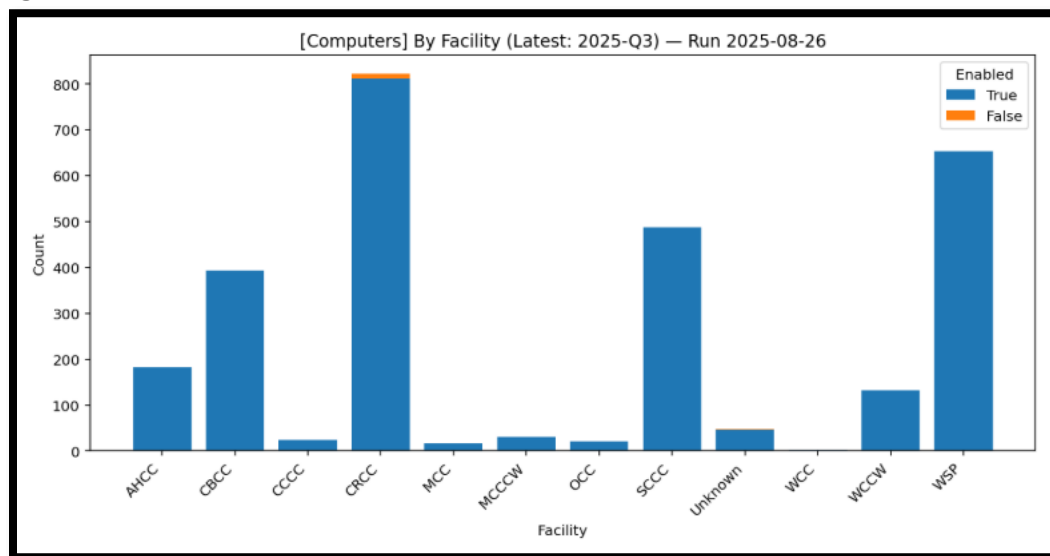
Figure 3: Active student accounts on OSN by facility
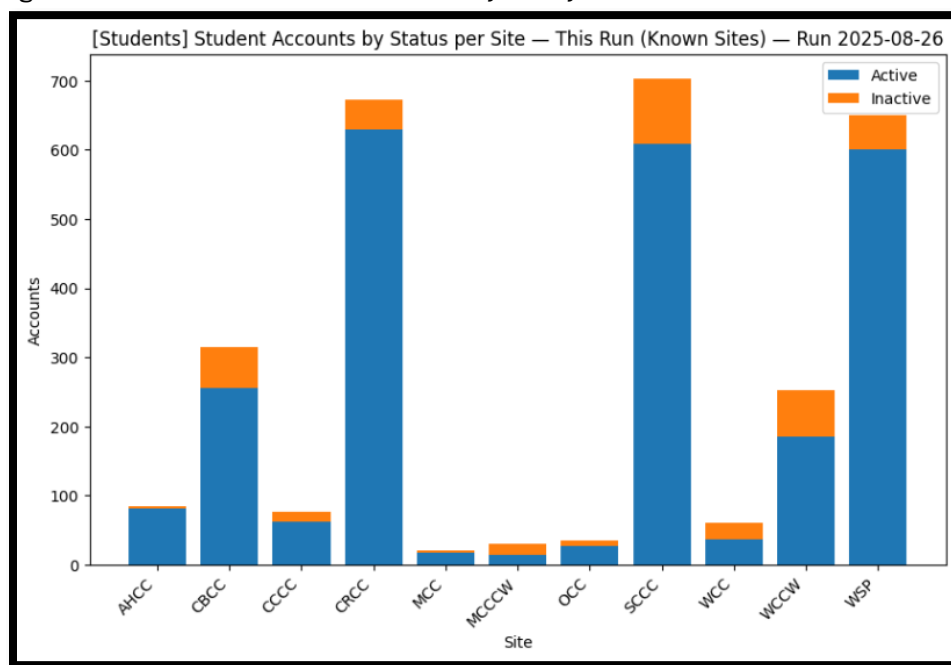
Ongoing collaboration

Collaboration between SBCTC, college partners, and DOC remains a cornerstone of technology support in corrections education. Weekly IT and OSN meetings bring together staff from across systems to address challenges, coordinate solutions, and align priorities. These touchpoints have produced shared tools, policies, and service level targets that improve efficiency, reduce downtime, and strengthen the educational technology environment.

Beyond formal meetings, SBCTC maintains a Microsoft Teams space that serves as the central hub

for documentation, resource sharing, and real-time communication and support for its college partners. This resource provides guidance, an exchange of best practices, and a resolution to technical issues.

Upcoming initiatives

- Implementation of a centralized OPE instance using multi-factor authentication (MFA). This will help reduce the local IT workload and ensure that everyone is on the latest stable release of the OPE.

- Integration of the Panopto Lecture capture tool. This will allow faculty to record lectures and other educational content, including captioning, for students.

- Education Wi-Fi expansion. This will allow colleges to enhance educational content by providing access to students even when they are unable to attend classes due to facilities restrictions.

Challenges

While the OSN has provided important opportunities for justice-impacted students, several challenges arose during the migration phase. These disruptions highlight the need for stronger infrastructure planning, clearer approval processes, and better coordination with DOC.

Outages

Olympic Corrections Center experienced two issues with their Starlink equipment. In one instance, an antenna failure led to an outage of approximately three weeks due to delays securing vendor support and receiving parts. The second issue occurred with the Starlink antenna being out of alignment with satellites, which caused an outage of approximately two weeks.

At Cedar Creek Correctional Complex, the Starlink network was taken offline for approximately two weeks so it could be used for DOC's State Government Network because its connection was blocked by the tree line in the area.

Networking

Monroe Correctional Complex experienced an issue with OSN connected switch prevented connectivity to the OSN network which delayed the implementation of OSN at MCC for an academic quarter.

URL Approvals

In January of 2025, education received a notice from DOC Cybersecurity that all URL requests would be denied until user identity mapping was implemented on the OSN. This interrupted URL approvals which limited the number of sites available at OSN launch in March. It also affected the education staff workload as they had to re-submit all URLs that had been previously denied in this process. When the colleges migrated to the OSN in April, the approval process was re-established to a limited extent.

Software Approvals

The approval process took longer than expected due to a significant backlog of software requests. Limited DOC staff were available to approve software, causing a delay in available applications after migration to the OSN. At times, education staff contributed to delayed applications for approval. In one instance an application for horticulture at Washington Corrections Center for Women took approximately four months to be approved, further delaying its usage in the classroom for two quarters.

Corrections Education Navigator cadre

The Corrections Education Navigator cadre has continued to grow and strengthen over FY25, evolving into a coordinated statewide community of practice that is making a measurable impact on reentry and student success. Navigators, both facility-based and community-based, serve as critical support for justice-impacted students, providing individualized education and career planning, connecting them to resources, and facilitating seamless transitions between prison and community-based supports. For a more detailed description of Washington's unique education navigator model, please see Appendix A.

Strengthening a statewide community of practice

This year marked significant progress in creating a cohesive statewide Navigator network. Key accomplishments include:

- Updated data collection systems and revised quarterly report templates

- Streamlined processes, including the development of an effective warm-hand-off model that bridges facility and community support

- Program expansion, with Clover Park Technical College hiring for a navigator in Fall of FY25 and two additional college partners set to add Navigator positions in FY26

Community-Based Education Navigators: Bridging prison and community reentry

2024–25 Community-Based Impact

Outreach and engagement
107 outreach events
170 reentry center visits
82 additional partner events attended

Referrals facilitated
657 total referrals
280 from facility navigators
193 from reentry centers
54 from other reentry staff

Direct student support
358 admissions/enrollment supports
296 financial aid applications
433 career planning sessions
46 apprenticeship referrals

Justice-impacted students reached
440 individuals enrolled in BFET, WorkFirst, Worker Retraining, or WIOA programs

Housing assistance requests supported
101 new enrollments
16 certificates earned
24 degrees earned

Figure 4

Community-Based Education Navigators are embedded at 11 of Washington's community and technical colleges, where they support justice-impacted students in their transition. Their role is to connect individuals with education, workforce training, and wraparound supports to critical long-term success.

Challenges in Technology

A significant challenge faced by the Community-Based Education Navigators is the reliance on the DOC's KIOSK system for communication with currently incarcerated students. The KIOSK, a decades-old technology, limits meaningful interaction by restricting messages to a small character count and displaying all text in capital letters. These constraints make it challenging to establish a professional rapport, build trust, and fully understand or respond to students' needs.

Despite these limitations, KIOSK messaging remains one of the primary metrics utilized to evaluate whether Community-Based Education Navigators are successfully fulfilling their responsibilities, thus creating a tension between quantitative measurement and the qualitative relationship that is central to effective reentry navigation.

As part of ongoing change management efforts, SBCTC and the Navigator program have worked to elevate these concerns to DOC leadership to highlight the essential services navigators provide and the barriers they must navigate. This work represents both progress in repairing relationships and the continued need for advocating for system-level change.

Facility-Based Education Navigators: Guiding education pathways inside prisons

Facility-Based Education Navigators worked directly with students across Washington's 11 prisons to connect them with academic, vocational, and reentry resources. Their efforts reached thousands of incarcerated individuals through orientation, 1:1 advising, transcript support, and educational planning.

College fair at Washington State Penitentiary

One of the most significant collaborative achievements of the year was the college fair held at Washington State Penitentiary in the fall of F25. The event was organized by Facility-Based Education Navigators, with Community-Based Navigators traveling from across the state to participate and share information about their colleges. The program administrator of corrections education at SBCTC and the DOC postsecondary education manager also attended, underscoring the importance of the initiative.

2024–25 Facility-Based Impact:

Orientations delivered: **146**, reaching **2,114** incarcerated students

Ongoing guidance provided: **817** individuals

Reintegration guidance: **3,241** individuals preparing for release

College applications submitted: **298**

FAFSAs completed: **520**

Transcripts requested: **622**

Connections with Community Navigators: **423** warm hand-offs

New students within 6 months of release supported: **652**

Figure 5

The college fair generated overwhelming interest from students, with demand far exceeding available space. While capacity allowed for 40 students per call-out, nearly double that number requested to participate, resulting in a waitlist.

- **East Complex:** All 30 available spots were filled.

- **South Complex:** Due to the cancellation of movement, only one call-out occurred, serving approximately 30 students.

- **West Complex:** Both morning and afternoon callouts were filled, with 40 students in each session.

The strong turnout of incarcerated students demonstrated a high level of interest in postsecondary and apprenticeship opportunities, reinforcing the vital role Navigators play in connecting incarcerated students to meaningful pathways. Building on this success, additional college fairs are proposed for the upcoming year, including a return to Washington State Penitentiary and expansion to other facilities across the state. These proposed fairs may be limited due to funding and travel restrictions in the new fiscal year.
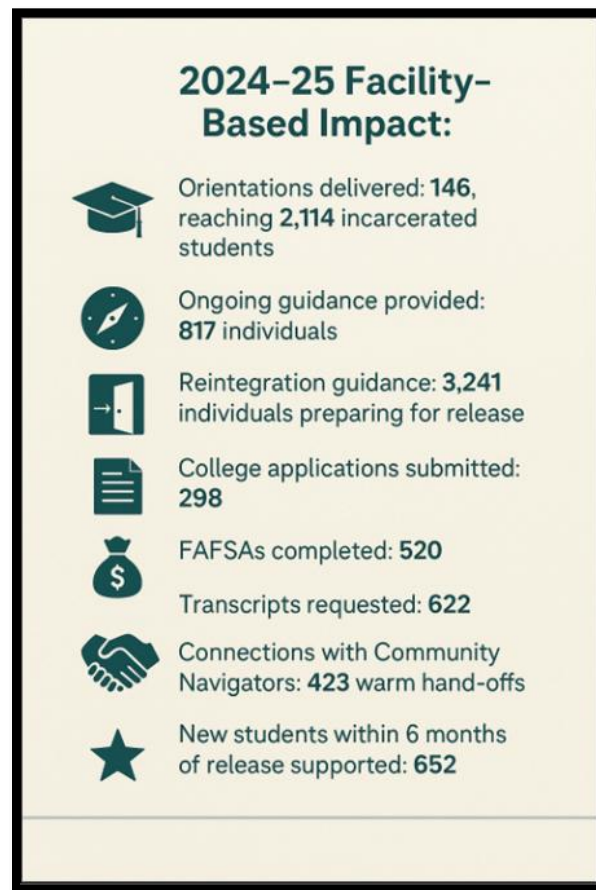
Navigating cultural barriers

As collaboration with DOC continues to evolve, there remain complexities inherent in cross-system work, especially for Community-based Education Navigators who engage across multiple agencies. These conditions underscore the critical role Navigators play in shifting perceptions, advocating for the importance of education in reentry, and steadily building a culture that recognizes education as a pathway to long-term success.

Program administrator's role in strengthening navigator success

The program administrator of corrections education at SBCTC has led statewide efforts to strengthen the Corrections Education Navigator Program. Serving as the primary liaison between the colleges and DOC, the program administrator has worked closely with Navigators to develop a unified approach to addressing issues, closing systemic gaps, and overcoming barriers that justice-impacted individuals face when pursuing education.

This year, the program administrator also launched the first corrections education newsletter, "Pathways & Possibilities," designed to highlight the accomplishments of Navigators and the success of students. The inaugural edition featured stories of incarcerated students and individuals reentering their communities, showcasing how education serves as a transformative pathway to reintegration, economic mobility, and reduced recidivism.

Through strategic leadership and collaboration, the program administrator has supported the Navigator program's growth into an effective statewide community of practice, underscoring the essential role Navigators play in advancing educational access and supporting successful reentry.

Change management and system alignment

This year marked a period of intentional change management for the Navigator program. The program administrator for corrections education at SBCTC led efforts to strengthen the role of Navigators across Washington state, ensuring their essential services are clearly understood and valued. Recognizing opportunities to strengthen shared understanding of the college navigator role, focused efforts were directed toward relationship-building, cross system communication, and the development of clearer reporting practices. As a result, alignment between the colleges and DOC has improved, the impact of the navigators work is more visible, and collaboration is better positioned for continued growth.

Future navigator initiative

As the Navigator program continues to expand, with Lower Columbia College and Wenatchee Valley College joining in 2025–26, the statewide community of practice is positioned to build on its momentum and collective strength. The coming year will focus on refining data collection systems, further strengthening cross-system collaboration, and enhancing student support throughout the full reentry continuum.

Equally important will be sustaining the change management work that is already underway. This includes deepening the shared understanding of Navigators' essential services, ensuring their work is fully recognized across correctional and community systems. While significant progress has been made in shifting perceptions and repairing relationships, cultural resistance to education as a central reentry tool persists.

The program will also continue to advocate for improved communication tools to replace or enhance the outdated KIOSK system. Addressing this challenge is part of a broader management strategy ensuring that DOC policies and practices reflect the realities of effective reentry support. While progress has been made in shifting perceptions and building stronger partnerships, barriers rooted in DOC systems and culture remain. Overcoming these barriers, particularly those that impact Community-Based Navigators' ability to provide timely, personalized support, will be key to sustaining progress and ensuring every student has access to meaningful educational pathways.

By continuing to address these barriers while celebrating successes, the Navigator program is well-prepared to transform challenges into opportunities, ensuring that justice-involved students receive the support they need to pursue education, employment, and long-term stability.

SBCTC & DOC FY25 Goals

In addition to enrollment and completion targets, SBCTC and its college partners have focused on the following areas for program development in FY25:

1. Increase the number of students obtaining a high school equivalency (Diploma or GED®) in FY25 and FY26, with the shared agencies (SBCTC & DOC) goal that no more than 10% of the population is released without a high school completion each fiscal year.

2. Alignment of Adult Basic Education, Pre-Apprenticeship, and post-secondary programming across 11 prisons, where applicable, for increased transferability and student completions.

3. Implement the use of federal and state financial aid for approved Prison Education Programs in FY25 and FY26.

4. Develop a process for transferability of two-year postsecondary degrees to four-year postsecondary degrees.

5. Collaborate to ensure that qualifying students with disabilities have equal access to education programs through the provision of reasonable accommodation and modifications.

6. Improve the quality of data reported to the department in quarterly and annual reports, ensuring FTES and completions are calculated correctly each quarter and Colleges are accurately reporting data required by RCW 72.09.467.

7. Evaluate the effectiveness of the facility and Community-Based Education Navigator program and the completion of core services by Navigators annually.

Progress made

High School Equivalency and diploma completions

In FY25, SBCTC and its college partners prioritized expanding access to high school equivalency (GED®) and diploma (HS+) programs with the goal that no more than 10% of students release without a high school completion credential each fiscal year. Completions remained strong, with a combined total of **873 secondary credentials** demonstrating the commitment of faculty and staff to support students in achieving foundational credentials. DOC plays a critical role in access, operational stability, and clearances that allow education programs to function effectively.

To advance this priority, SBCTC has requested the need for more robust data from our DOC partners, to better target technical assistance to the colleges. DOC has been working with SBCTC closely to ensure these data requests are being met. Information on which individuals release each year, and whether they were enrolled at the time of their release is essential for providing targeted support. SBCTC and its college currently receive the monthly education assistance report for colleges to review and identify students at risk of releasing without a credential to develop tailored interventions.

Alignment of Adult Basic Education, pre-apprenticeship, and postsecondary programming

In FY25, SBCTC and its college partners continued efforts to strengthen alignment between Adult Basic Education (ABE), Pre-Apprenticeship, and postsecondary programming across correctional facilities. Colleges maintain articulation agreements that support the transferability of coursework, ensuring that students can move more seamlessly between basic skills, workforce training, and college-level pathways. When student transfers occur between facilities, SBCTC plays a coordinating role in supporting individualized transition plans and preventing interruptions in a student's educational progress.

Under DOC Policy 500.000, colleges may place an educational hold on a student to limit transfers while they are enrolled in an ongoing program, helping preserve continuity of instruction. However, when transfers are unavoidable, colleges collaborate to provide transcripts and relevant documentation to the receiving institution, allowing the student to pick up their program without starting over. Similarly, if a student releases before completing a program, they can continue their studies at the same college in the community and finish from the point at which they left off, if they choose to do so. These practices underscore the commitment of colleges and SBCTC to ensure that students have reliable, transferable pathways that lead to completion, regardless of changes in custody or location.

Implementation of federal and state financial aid

In FY25, SBCTC and its college partners advanced the implementation of federal and state financial aid for incarcerated students through the Prison Education Program (PEP) approval process. Grays Harbor College and Spokane Community College submitted applications to the U.S. Department of Education (DOE) for approval to begin PEP programs. The programs submitted were identified by DOC as candidates to transition from DOC funding to federal financial aid support, yet both colleges are still awaiting DOE approval. Walla Walla Community College and Centralia College, both former Second Chance Pell institutions, have also been working to move from the experimental program to fully approved PEP status. Edmonds College is progressing in its application and is currently at the stage of approval by the Northwest Commission on Colleges and Universities (NWCCU). Olympic College and Peninsula College did not apply at this time due to facility limitations that prevent program delivery at the scale required for PEP approval.

In addition to supporting colleges through the application process, SBCTC has worked closely with partners to establish a cost of attendance model tailored to incarcerated students and to develop a process for completing the FAFSA online, ensuring students can apply for aid despite restricted technology access in facilities. These efforts have been critical in preparing colleges to manage financial aid once approvals are finalized.

Online FAFSA access is a direct effort to address the request of the Off-State Network, which provides internet access for colleges to support students.

Due to delays with DOE approvals and ongoing challenges with paper FAFSA processing, this goal remains in progress. However, significant strides have been made toward building the infrastructure, compliance systems, and student access supports necessary to ensure that incarcerated students can benefit from federal and state financial aid in the coming fiscal years.

Transferability of postsecondary degrees to four-year institutions

In FY25, SBCTC and its college partners continued to prioritize transferability of associate degrees to four-year institutions, ensuring that incarcerated students have a clear pathway to bachelor's degree attainment. Colleges maintain articulation agreements with four-year partners, which provide the foundation for transfer of credits and recognition of completed two-year degrees. These agreements are essential for maintaining continuity in students' academic journeys, particularly for those preparing to release and continue their education in the community.

Building on this foundation, SBCTC has taken the initiative to work alongside colleges and four-year institutions that are serving in the same correctional facilities. This collaboration has focused on the development of two-plus-two models, which allow students to complete the first two years of a degree through a community or technical college and then transition seamlessly into a four-year program. SBCTC's role has been to coordinate processes across institutions, ensuring that the transfer pathway is not only structurally sound but also designed with student experience in mind. Efforts include addressing barriers to course sequencing, ensuring shared academic advising, and creating clear communications for students so they understand the transfer process while still incarcerated.

These initiatives reflect the broader goal of expanding educational opportunities beyond the associate level and ensuring that incarcerated students can achieve a bachelor's degree through coherent, accessible pathways. SBCTC will continue to facilitate coordination between two- and four-year partners, refine transfer processes, and prioritize student-centered approaches to ensure that these pathways are both rigorous and achievable.

Disability access and accommodations

The accommodations process for incarcerated students mirrors the established procedures used across Washington's Community and Technical Colleges to ensure equity and compliance with the Americans with Disabilities Act (ADA). The process begins with the student initiating a request for support directly with their college. Once a request is made, the college's Disability Support Services (DSS) staff conduct an intake meeting to gather information about the students' needs, educational goals, and relevant documentation. Following intake, DSS performs an individualized assessment to determine the specific accommodations necessary to support the student's learning and academic success. These may include adjustments such as extended testing time, alternative formats for instructional materials, assistive technology, or other supports tailored to the student's circumstances. Once determined, accommodations are communicated to instructors and relevant DOC partners to implement within the classroom setting.

Several challenges are associated with this process, including limited access to previous diagnostic records, stigma surrounding self-disclosure, and logistical constraints. These barriers can delay the

initiation of services. SBCTC and its colleges remain committed to working alongside DOC to address these challenges to ensure equitable access to accessibility services for our justice-impacted students.

Improving data quality and reporting

In FY25, SBCTC and its college partners continued efforts to strengthen the accuracy and consistency of data reporting to DOC in both quarterly and annual reports. Accurate data on FTES and completions is critical for tracking progress. SBCTC is now able to generate live reports of FTES to assist colleges in their processes.

Despite these improvements, challenges remain in achieving complete alignment. Most data challenges are a result of staffing turnover, and colleges often have duplicative data efforts in the DOC OMNI system and the ctcLink system. This barrier is noted in the unreported ethnicity data collected in Appendix B. While colleges have seen improvements in collecting this demographic data, there are still areas for improvement. SBCTC has helped colleges identify a ctcLink Query to ensure all student demographic data is being collected.

Evaluation of the Navigator Program

In FY25, SBCTC prioritized evaluating the effectiveness of both the facility-based and community-based education Navigator programs. Navigators provide essential support to justice-involved students, including admissions and enrollment assistance, financial aid application guidance, career and education planning, and connection to wraparound services.

Detailed reporting on the Corrections Education Navigators and the services they provide can be found in this report under Student Services, Corrections Education Navigator Cadre.

FY 2025 — Review

In FY24, DOC and Tacoma Community College made the decision to end their contract for educational services. After a comprehensive review process, Olympic College was awarded the contract to provide essential educational services at Washington Corrections Center for Women (WCCW) and Mission Creek Corrections Center for Women (MCCCW).

Despite this transition, FY25 presented significant challenges in implementing educational services at both facilities. Olympic College faced persistent difficulties in recruiting and retaining qualified faculty. Over the course of the year, the college reported conducting more than 14 interviews, all of which were declined by candidates due to the restrictive teaching hours, seat-time requirements, and unique scheduling demands. These conditions, while rooted in interagency expectations, did not align with Olympic College's faculty workload models or budgetary structures.

As a result of these challenges, Olympic College was unable to launch programming at WCCW and MCCCW to the level originally envisioned. By the close of FY25, the college determined it could not sustainably meet the enrollment targets or financial requirements outlined in the interagency agreement. Citing budgetary infeasibility and the inability to reconcile seat-time requirements with college workload policies, Olympic College formally notified SBCTC and DOC of its decision to conclude the contract.

Importantly, Olympic College has committed to maintaining operational support through the first half

of FY26 to ensure continuity of service while SBCTC identifies a new college partner. This transitional period will allow SBCTC, in collaboration with DOC, to evaluate lessons learned, revise expectations, and secure a college that can provide sustainable, high-quality educational programming.

Performance measures and accountability

SBCTC measures college success through meeting FTES targets set forth in the interagency agreement and student attainment of academic and workforce credentials. SBCTC also considers the impacts on FTES resulting from constraints outside the college's control.

In fiscal year 2025, Washington colleges enrolled 4,542 incarcerated individuals. This figure represents a decline in numbers from the previous fiscal year, primarily due to limited programming at WCCW and MCCCW to accommodate the transition between colleges.

Colleges were funded to serve 2,447 FTES[1] and reached 2,067 of their contracted targets. FY 2025 presented several challenges to meet FTES targets.

Alternative classrooms

In addition to traditional classroom instruction, Washington's community and technical colleges served 458 students in specialized environments due to direct line-item funding from DOC. These students were enrolled in the Intensive Management Unit (IMU), the Skill Builders Unit (SBU), Sky River Treatment Center (SRTC), and Clallam Bay Corrections Center Closed Custody Unit. These settings are constrained and do not make standard classroom teaching possible.

Faculty deliver instruction in cell-front, modified formats, and through individualized, resource intensive methods tailored to the security context.

Challenges to meeting FTES targets

Fiscal Year 25 presented several significant challenges that directly impacted college's ability to meet their FTES targets. These barriers were varied, systemic, and often beyond the immediate control of our college partners.

- **Facility Disruptions:** The Twin Rivers Unit underwent major renovations after roofing failures forced Edmonds College to consolidate operations into a single classroom at the start of FY25 through the end. This disruption severely impacted instructional capacity.

- **Limited Operations at Women's Facilities**: Programming at the Washington Corrections Center for Women and Mission Creek Corrections Center for Women never reached full implementation due to Olympic College's sustained challenges recruiting faculty. Despite multiple hiring efforts, vacancies prevented courses from being launched as planned.

- **Extended Faculty Vacancies and Conflicting Programming:** Several sites experienced prolonged faculty vacancies that could not be quickly filled, creating gaps in instruction. At the same time, facility-level programming priorities—such as mandatory work assignments or

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[1] Full-Time Equivalent Students (FTES) is a measure of college effort to deliver instruction. One FTES is equal to 45 credits of annual enrollment or 15 credits of quarterly enrollment. Colleges offer between 10-15 hours per credit depending on the type of course (basic education, vocational, academic).

treatment programs—often conflicted with education schedules, preventing eligible students from enrolling.

- **Unique Facility Challenges**: Each facility presented its own constraints. At times, facilities were temporarily closed for security or operational reasons. In other instances, colleges were required to operate classes even when enrollment was below sustainable levels—such as at Olympic Corrections Center, where basic skills classes served very small cohorts but could not be discontinued due to student need.

Progress despite obstacles

Despite these significant barriers, colleges demonstrated persistence and adaptability. Systemwide, institutions remained largely on track to meet most of their FTES targets. Year-over-year comparisons reveal measurable improvements in enrollment and completion rates. Facility targets and their enrollment outcomes are summarized in Table 2. For more information about demographics, headcounts, FTES and faculty totals, please see appendices.

In FY25, incarcerated students earned 400 GED® credentials. Multiple sites have moved their GED® testing to be on the Off-State Network (OSN). As GED® testing is regularly impacted by software updates in the offline environment, moving to the OSN has significantly increased testing availability for students in FY25.

FY25 underscored both the difficulty of meeting FTES targets and the resilience of our colleges and faculty. By addressing these structural barriers, SBCTC and DOC can collaboratively ensure that educational access is not determined by facility disruptions or outdated measures, but rather by the needs and potential of the students we serve.

Table 4: FY25 FTES and headcount

Location	FTES Target	FTES Total	% Total FTES Target	Student Headcount	% Total Student Headcount
Airway Heights	301	286.4	95%	616	12%
Clallam Bay	86	45.9	53%	209	4%
Cedar Creek	76	65.4	86%	161	3%
Coyote Ridge	617	626.9	101%	1,203	23%
Monroe	215	147.9	68%	359	7%
Mission Creek	47	20.2	43%	62	1 %
Olympic	27	12.1	44%	61	1 %
Stafford Creek	254	216.5	85%	533	10%
WA Corrections	85	68.4	80%	308	6%

Location	FTES Target	FTES Total	% Total FTES Target	Student Headcount	% Total Student Headcount
WA Corrections for Women	102	81.2	79%	206	4%
WA State Penitentiary	637	496.7	78%	1,053	20.1%
IMU, SBU, SRTC, CBCC	0	0	0	458	8%
Total	2,447	2,067.6	84%	5,229	100%
Unduplicated System Total Headcount: 4,542					
Unduplicated System Total Headcount: 4,542 + 458 non FTE students 5,000 students Served					

Table 5: Academic and workforce outcomes

Award Type	FY23	FY24	FY25
High School Equivalency (GED®)	219	249	400
High school diplomas (HS+)	351	458	473
Vocational certificates	511	536	449
Vocational certificate, 45-89 credits	135	159	181
Vocational certificate, 20-44 credits	206	253	210
Vocational certificate, 1-19 credits	114	170	58
Associate degree	82	60	87

Table 6: GED® tests passed

Quarters	Examinees	Test Given	Tests Passed	GED® credentials awarded
Spring	412	1,086	502	135
Winter	371	971	469	119

Quarters	Examinees	Test Given	Tests Passed	GED® credentials awarded
Fall	329	803	403	89
Summer	252	507	285	57
Total	1,364	3,367	1,659	400

Source: GEDTS, GED® Manager

Table 7: Degree and certificate completions

College	Program	CIP	Certificate Type	Enrollment	Completion	Rate
Centralia	Advanced High School Compl	32.020	Advanced High School Compl	296*	38	12.8%
	Drywall Installation	46.0404	Certificate, 1-19 credits	26	15	57.7%
	Roofer	46.0410	Certificate, 1-19 credits	26	21	80.8%
	Building/Home/Construction	46.0403	Certificate, 1-19 credits	26	18	69.2%
	Construction Trades Pre-Apprenticeship Program-CTAP	46.0415	Certificate, 20-44	93	98	105.4%
Edmonds	Advanced High School Compl	32.0208	Advanced High School Compl	204*	45	22.1%
	Business Admin & Mgmt	52.0201	Certificate, 1-19 credits	-	-	-
	Web Page, Digital/Multimedia	11.0801	Certificate, 1-19 credits	-	-	-
	Office Mgmt & Supervision	52.0204	Certificate, 1-19 credits	-	-	-
	Business Admin & Mgmt	52.0201	Certificate, 20-44 credits	-	-	-
	Web/Multimedia Mgmt/Webmst	11.1004	Certificate, 20-44 credits	26	18	69.2%
	Retail Management	52.0212	Certificate, 20-44 credits	-	-	-

College	Program	CIP	Certificate Type	Enrollment	Completion	Rate
	Construction Trades Pre-Apprenticeship Program-CTAP	46.0415	Certificate, 20-44 credits	15	11	73.3%%
	Marketing/Marketing Management	52.0212	Certificate, 20-44 credits	-	-	-
	Entrepreneurship	52.0701	Certificate, 45-90 credits	111	11	9.9%
	Business Admin & Mgmt	52.0201	Workforce Degree	111	17	15.3%
Grays Harbor	Advanced High School Compl	32.0208	Advanced High School Compl	162*	64	39.5%
	Construction Engineering Tech	15.1001	Certificate 20-44 credits	53	33	62.3%
	Welding Tech	48.0508	Certificate, 45-89 credits	43	1	2.3%
	Business Admin & Mgmt	52.0201	Workforce Degree	66	5	7.6%
	Direct Transfer AA	52.0101	Workforce Degree	101	1	1%
Olympic	High School Completion	32.0208	Advanced High School Compl	212*	1	.47%
	Computer Coding	11.1006	Certificate, 1-19 credits	3	-	
	Horticulture	01.0601	Certificate, 20-44 Credits	42	-	

College	Program	CIP	Certificate Type	Enrollment	Completion	Rate
Peninsula	Advanced High School Compl	32.0208	Advanced High School Compl	194*	46	23.7%
	Business Administration and Ma	52.0201	Certificate, 1-19 credits	58	4	6.9%
	Accounting Tech & Bookkpg	52.0302	Certificate, 20-44 credits	58	4	6.9%
	Baking and Pastry Arts	12.0501	Certificate, 20-44 Credits	2	2	100%
	Building Construction Technology	46.0415	Certificate, 20-44 credits	2	2	100%
	Computer Programming	11.0201	Certificate, 20-44 credits	19	-	
Spokane	Advanced High School Compl	32.0208	Advanced High School Compl	395*	125	31.6%
	Carpentry	46.0201	Certificate 1-19 Credits	-	-	-
	Business Admin & Mgmt	52.0201	Certificate, 45-90 credits	108	8	7.4%
	CAD Draft/Design Tech	15.1302	Certificate, 45-90 credits	-	-	-
	HVAC	47.0201	Certificate, 45-90 credits	64	8	12.5%
	Carpentry	46.0201	Certificate, 45-90 credits	79	24	30.4%
	Machine Tool Technology	48.0501	Certificate,	48	15	31.3%

College	Program	CIP	Certificate Type	Enrollment	Completion	Rate
			45-90 credits			
Walla Walla	Advanced High School Compl	32.0208	Advanced High School Compl	1,167*	154	13.2%
	Auto body/Collision & Repair	47.0603	Certificate, 20-44 credits	-	-	-
	Building Construction Technology	46.0415	Certificate, 20-44 credits	23	18	78.3%
	Diesel Mechanics Tech	47.0605	Certificate, 20-44 credits	26	2	7.7%
	Heating, Air Conditioning, Ven	47.0201	Certificate, 20-44 credits	86	11	12.8%
	Graphic Design	50.0409	Certificate, 20-44 Credit	156	3	1.9%
	Auto Mechanics	47.0604	Certificate, 45-90 credits	17	6	35.3%
	Business Admin & Mgmt	52.0201	Certificate, 45-90 credits	609	41	6.7%
	Carpentry	46.0201	Certificate, 45-90 credits	-	-	-
	Auto body/Collision & Repair	47.0603	Certificate, 45-90 credits	26	4	15.4%
	Diesel Mechanics Tech	47.0605	Certificate, 45-90 credits	-	-	-
	Digital Media: Web Media	11.0801	Certificate, 45-90 credits	-	-	-

College	Program	CIP	Certificate Type	Enrollment	Completion	Rate
	Heat/AC/Vent/Refrig Maint	47.0201	Certificate, 45-90 credits	86	24	27.9%
	Web Media/Digital Media	11.0801	Certificate, 45-90	159	9	5.7%
	Welding Tech	48.0508	Certificate, 45-90 credits	147	31	21.1%
	Associate in Applied Science	51.1504	Workforce Degree	6	3	50%
	Liberal Arts and Sciences	24.0101	Workforce Degree	6	-	-
	Automobile/Automotive Mechanic	47.0604	Workforce Degree	17	6	35.3%
	Business Admin & Mgmt	52.0201	Workforce Degree	609	27	4.4%
	Heating, Air Conditioning, Ven	47.0201	Workforce Degree	86	16	18.6%
	Web page, Digital/Multimedia	11.0801	Workforce Degree	159	1	.63%
	Welding Tech	48.0508	Workforce Degree	147	11	7.5%

* Enrollment numbers for Advanced High School Completion include enrollment for students on the GED track, completions do not reflect GED track.

Variances observed between enrollment and completion counts are partially due to stackable certificate structures. In many programs, a single student may complete multiple certificates along a pathway, resulting in completion counts that exceed enrollment figures or distort the direct one-to-one comparisons.

Looking Forward

As Washington enters FY26, the work ahead is shaped by both the successes of FY25 and the challenges that remain. Our focus will be on expanding opportunity and modernizing the systems that support corrections education. The more than 4,500 students served in the past year remind us that education is critical in prisons.

A central priority for FY26 is the commitment to providing equitable education access at WCCW, following the closure of MCCCW. The transitions of the past year have been challenging for students, and SBCTC remains committed to identifying a college partner to best serve our students at WCCW.

At the same time, Washington is entering a new era of funding and student support. The restoration of Pell Grants and the availability of state financial aid create unprecedented opportunities for our students, and SBCTC will continue to support colleges through the PEP process. With several colleges already positioned for approval, the coming year will be about building the infrastructure needed to deliver financial aid effectively inside prisons.

Technology will remain at the forefront of the work. The migration of the OSN was a milestone that revealed how fragile the digital backbone of corrections education can be. It highlighted the challenges and opportunities for collaboration with DOC to address students' technological needs. SBCTC will continue to focus on stabilizing and strengthening the technological infrastructure by working with DOC to expand secure Wi-Fi access, reduce delays in URL and software approvals, and ensure that technology serves as a bridge, not a barrier for our incarcerated learners.

The Navigator program will continue to expand as the vital connection between prison and the community, with new positions at Lower Columbia College and Wenatchee Valley College, strengthening our statewide network of Navigators. Washington's model for student support ensures a continuity of care, guiding students through a full continuum of educational and reentry services. This program is a model that other states now look to replicate and remains a forefront of national best practice.

In all of this, the path forward depends on shared responsibility, and SBCTC looks forward to close collaboration with DOC leadership, the legislature, and the community to continue to support colleges in providing educational opportunities for our justice-impacted students.

Appendix A: Description of Education Navigators

- **Prison-Based College Education Reentry Navigators** initiate the reentry process at two primary reception centers: The Washington Corrections Center, and the Washington Corrections Center for Women. These educational professionals work with students to determine the appropriate entry point for each student within the educational system. Elements such as transcript requests, evaluations of financial aid eligibility, and a review of employment history all contribute to the foundation of each student's education plan. As individuals are transferred to different "parent" facilities or experience a change in custody level, the Prison-Based College Education Navigators remain dedicated to creating a well-guided pathway for continued prison education and ensuring a smooth transition from incarceration to postsecondary education upon community reentry. The colleges with Prison-Based Navigators in FY23 were Spokane Community College, Centralia College, Clark College, Edmonds College, Grays Harbor College, Peninsula College, Tacoma Community College, and Walla Walla Community College.

- **Community-Based College Education Reentry Navigators** are a vital part of transition from prison to community postsecondary education. Originally, SBCTC contracted with colleges in King, Pierce, Snohomish, Clark, Thurston, Skagit and Spokane counties — identified by DOC as the seven counties with the highest population of people released from prison — to assist incarcerated persons releasing into the community. As the transfer of students releasing throughout Washington state has increased, so has the need for on-campus educational services for post-released incarcerated individuals. In 2022, SBCTC contracted with four additional colleges to serve Kitsap (Olympic College), Lewis (Centralia College), Yakima (Yakima Valley College) and Franklin (Columbia Basin College) counties as direct campus service provider. Although not every community or technical college has a DOC-funded Education Navigator on site, the 14 community campus Education Navigators support post-incarcerated individuals throughout Washington state regardless of campus location. Community-Based College Education Reentry Navigators are essential to directing students to necessary resources such as transportation, housing, employment, food, and medical needs setting up the student for educational success.

Appendix B: Headcounts and Demographics

Table 9: System unduplicated headcount by gender

Gender	FY24 Headcount	FY25 Headcount	% Of Enrolled Students	Comparison to % of All Department of Corrections Individuals
Female	476	264	6%	2%
Male	4,842	4,278	94.2%	34%

Table 10: System unduplicated headcount by age

Age group	FY24 headcount	FY25 headcount	Percent
Under 22	108	119	2.6%
22-34	2,274	1,924	43%
35-44	1,714	1,467	32%
45-59	1,006	879	19%
60 and over	216	153	3.4%
System total	5,318	4,542	100%

Table 11: System duplicated headcount by age and program area

Age Group	Basic Skills	Vocational	Total Headcount
Under 22	118	17	135
22-34	1,355	880	2,235
35-44	850	821	1,671
45-59	498	483	981
60 and over	81	88	169
Duplicated Site Total	2,902	2,289	5,191

Table 12: System unduplicated headcount by ethnicity

Ethnicity	FY24 headcount	FY25 headcount	% Enrolled students
African American	800	729	16%
Asian or Pacific Islander	141	149	3%
Latino/Hispanic	651	685	15%
Native American	209	175	4%
Other Race	536	438	10%
White	2,023	1,753	39%
Unreported/Unknown	958	613	13%
Total	5,318	4,542	100%

Table 13: Percent participation by gender and ethnicity duplicated by program area: men's prisons

Location	Program Area	African American	Asian/ Pacific Islander	Latino/ Hispanic	Native American	Other Race	White	Unreported
Airway Heights	Basic Skills	7%	1%	12%	4%	6%	26%	45%
	Vocational	8%	1%	14%	3%	14%	35%	25%
	Total	7%	1%	13%	3%	9%	30%	37%
Clallam Bay	Basic Skills	22%	6%	27%	2%	7%	30%	6%
	Vocational	13%	2%	21%	2%	12%	37%	12%
	Total	19%	5%	25%	2%	9%	32%	8%
Cedar Creek	Basic Skills	25%	5%	10%	6%	13%	32%	9%
	Vocational	22%	5%	4%	7%	17%	37%	7%
	Total	24%	5%	7%	7%	15%	34%	8%
Coyote Ridge	Basic Skills	16%	4%	26%	4%	6%	39%	4%
	Vocational	17%	4%	12%	2%	10%	49%	5%
	Total	16%	4%	21%	4%	8%	43%	4.4%
Monroe	Basic Skills	20%	1%	14%	3%	18%	33%	11%
	Vocational	15%	2%	11%	1%	12%	47%	11%
	Total	17%	2%	12%	2%	14%	42%	11%
Olympic	Basic Skills	17%	8%	17%	8%	5%	46%	0%
	Vocational							
	Total	17%	8%	17%	8%	5%	46%	0%
Stafford Creek	Basic Skills	17%	4%	9%	3%	6%	36%	24%
	Vocational	16%	2%	5%	1%	8%	38%	29%
	Total	17%	3%	7%	2%	7%	27%	26%
WA Corrections	Basic Skills	17%	2%	16%	8%	10%	43%	5%
	Vocational	19%	1%	11%	4%	12%	46%	6%
	Total	17%	2%	15%	6%	10%	44%	5%
WA Penitentiary	Basic Skills	19%	3%	18%	7%	11%	35%	6%
	Vocational	23%	3%	12%	3%	11%	39%	7%
	Total	21%	3%	15%	5%	11%	37%	7%
System Duplicated		16%	3%	15%	4%	10%	39%	13%

Table 13: Percent participation by gender and ethnicity duplicated by program area: women's prisons

Location	Program Area	African American	Asian/ Pacific Islander	Latino/ Hispanic	Native American	Other Race	White	Unreported
WA Corrections Center, Women	Basic Skills	12%	2%	5%	7%	12%	39%	23%
	Vocational	14%	6%	4%	0%	12%	50%	14%
	Total	13%	3%	4%	5%	12%	42%	21%
Mission Creek, Women	Basic Skills	3%	2%	8%	8%	10%	52%	15%
	Vocational	25%	0%	25%	0%	0%	50%	0%
	Total	5%	2%	9%	8%	9%	52%	14%
% of Department of Corrections total		7%	1%	16%	5%	1%	16%	5%

Appendix C: FTES Detail

Table 14: FTES by location and program area

Basic skills

Facility	Target	Completed	% Met
Airway Heights	162	159.9	99%
Clallam Bay	49	30.7	63%
Cedar Creek	38	31.1	82%
Coyote Ridge	202	257.5	127%
Monroe	77	54.0	70%
Mission Creek	32	19.8	62%
Olympic	24	12.1	50%
Stafford Creek	49	33.7	69%
WA Corrections	61	36.7	60%
WA Corrections for Women	57	57.3	100%
WA Penitentiary	225	182.6	81%
Total	976	875.4	90%

Pre-college

Facility	Target	Completed	% Met
Airway Heights	0	0	N/A
Clallam Bay	4	0	0%
Cedar Creek	2	1.9	95%
Coyote Ridge	35	38.6	110%
Monroe	3	0	0%
Mission Creek	3	0	0%
Olympic	0	0	N/A
Stafford Creek	30	25.6	85%
WA Corrections	0	2.6	100%
WA Corrections for Women	0	2.4	100%
WA Penitentiary	36	27.2	75%
Total	113	98.3	87%

Vocational

Facility	Target	Completed	% Met
Airway Heights	124	124.0	100%
Clallam Bay	33	15.2	46%
Cedar Creek	36	32.3	90%
Coyote Ridge	324	274.8	85%
Monroe	135	93.9	69%
Mission Creek	15	0.4	2%
Olympic	–	0	–
Stafford Creek	155	155.8	101%
WA Corrections	24	29.1	121%
WA Corrections for Women	41	21.5	52%
WA Penitentiary	376	286.2	76%
Total	1,263	1,033.2	82%

English language acquisition

Facility	Target	Completed	% Met
Airway Heights	15	2.4	16%
Clallam Bay	0	0	–
Cedar Creek	0	0	–
Coyote Ridge	56	56.0	100%
Monroe	0	0	–
Mission Creek	0	0	–
Olympic	0	0	–
Stafford Creek	20	1.4	7%
WA Corrections	–	–	–
WA Corrections for Women	4	–	–
WA Penitentiary	0	0.7	–
Total	95	60.5	64%

Total FTES

Facility	Target	Completed	% Met
Airway Heights	301	286.4	95%
Clallam Bay	86	45.9	53%
Cedar Creek	76	65.4	86%
Coyote Ridge	617	626.9	101%
Monroe	215	147.9	69%
Mission Creek	47	20.2	43%
Olympic	27	12.1	45%
Stafford Creek	254	216.5	85%
WA Corrections	85	68.4	80%
WA Corrections for Women	102	81.2	80%
WA Penitentiary	637	496.7	78%
Total	2,247	2,067.6	92%

Appendix D: Faculty Full-Time Equivalents (FTEF)

Table 15: College corrections education faculty

College	Site	Annualized Headcount	Annualized FTEF
Peninsula	Clallam Bay Corrections Center	11	7.77
	Olympic Corrections Center	1	1.08
	Peninsula Total	**12**	**8.85**
Grays Harbor	Stafford Creek Corrections Center	15	9.32
	Grays Harbor Total	**15**	**9.32**
Olympic	Washington Corrections Ctr for Wmn	6	2.70
	Mission Creek Corrections Center	5	0.67
	Olympic Total	**11**	**3.37**
Centralia	Cedar Creek Corrections Center	5	3.33
	Washington Corrections Center	6	2.62
	Centralia Total	**11**	**5.95**
Spokane	Airway Heights Corrections Center	12	14.86
	Spokane District Total	**12**	**14.86**
Walla Walla	Coyote Ridge Corrections Center	29	32.59
	Washington State Penitentiary	32	35.25
	Walla Walla Total	**61**	**67.84**
Edmonds	Monroe Correctional Complex	9	9.19
	Edmonds Total	**9**	**9.19**
	College Total	**131**	**119.37**

Appendix E: Facility/College Breakdown

Degree and Certificate Programs by Facility

1 Centralia College
- Cedar Creek Corrections Center
  - Adult Basic Education/GED®/ High School+/English Language Acquisition
  - Construction Trades Pre-Apprenticeship
  - Drywall, Roofing and Siding
- Washington Corrections Center
  - Adult Basic Education/GED®/ High School+
  - Associate of Arts
  - Construction Trades Pre-Apprenticeship

2 Edmonds College
- Monroe Correctional Complex (MCC)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition
  - Business Management
  - Construction Trades Pre-Apprenticeship
  - Computer Programming

3 Grays Harbor College
- Stafford Creek Corrections Center (SCCC)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition/Pre-College
  - Associate of Arts-Direct Transfer Agreement*
  - Business Management*
  - Construction Trades Pre-Apprenticeship
  - Welding
  - *Prison Education Pell programs

4 Peninsula College
- Clallam Bay Corrections Center (CBCC)
  - Adult Basic Education/GED®/ High School+/Pre-College
  - Business Management
  - Computer Programming
  - Facilities Maintenance
  - Pastry and Specialty Baking
- Olympic Corrections Center (OCC)
  - Adult Basic Education/GED®/ High School+

5 Spokane Community College
- Airway Heights Corrections Center (AHCC)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition
  - Business Management
  - Carpentry
  - Heating, Ventilation and Air Conditioning
  - Machining

6 Olympic College
- Washington Corrections Center for Women (WCCW)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition/Pre-College
  - Business Management
  - Computer Programming
  - Horticulture
  - Technical Design

7 Walla Walla Community College
- Coyote Ridge Corrections Center (CRCC)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition/Pre-College
  - Auto Mechanics
  - Auto Mechanics (I-BEST)
  - Business Administration
  - Carpentry
  - Digital Design
  - Associate of Arts-Direct Transfer Agreement
  - Heating, Ventilation and Air Conditioning
  - Heating, Ventilation and Air Conditioning (I-BEST)
  - Welding
- Washington State Penitentiary (WSP)
  - Adult Basic Education/GED®/ High School+/English Language Acquisition/Pre-College
  - Autobody Collision
  - Autobody Collision (I-BEST)
  - Business Administration
  - Construction Trades Pre-Apprenticeship
  - Diesel Mechanics
  - Diesel Mechanics (I-BEST)
  - Digital Design
  - Heating, Ventilation, Air Conditioning and Refrigeration
  - Heating, Ventilation, Air Conditioning and Refrigeration (I-BEST)
  - Welding