Rio Salado College

Workforce Development and Community Re-Entry Program Review

Review Period: Academic Years 2017-2021

Review Conducted: AY2021-22

Rio's Academic Program Review Process is an essential component of the College's Strategic Plan. The 2020-2023 work is guided by the following college-wide goals:

Rio Strategic Goal 1: Increase student goal attainment 23% by 2023 with innovative and world-class experiences

Rio Strategic Goal 2: Offer 23 new micro-credentials by 2023

Rio Strategic Goal 3: Foster a culture of diversity, equity, inclusion, and belonging

Data relating to successful course completion, persistence, credentials awarded, and equity in program- and college-level outcomes across all student populations are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

I. Degrees and Certificates in the Workforce Re-Entry Program

AAS in Workforce Development and Community Re-Entry

Description**:** The Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses in the program will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education. The program includes a Certificate of Completion (CCL) in Workforce Development and Community Re-Entry and an Associate in Applied Science (AAS) in Workforce Development and Community Re-Entry, as well as various other Certificates of Completion in the areas of Carpentry, Furniture

Construction/ Refinishing, Electrical, Trim Plumbing, Addictions and Substance Use Disorders, and Sustainable Food Systems.

CCL in Workforce Development and Community Re-Entry

The Certificate of Completion (CCL) in Workforce Development and Community Re-Entry program is designed to provide incarcerated persons with the skills needed to effectively transition from incarceration to the community. Courses will focus on job readiness, job preparation, and job retention skills as well as family reunification, personal and social skill development, and substance abuse education.

WFR110 – Personal Skill Development (3 credits)
WFR112 – Family Reunification (3 credits)
WFR114 – Social Skill Development (1 credit)
WFR116 – Substance Abuse Education (1 credit)
WFR118 – Job Readiness (3 credits)
WFR120 – Job Retention (2 credits)
Total = 13 credits

II. Program Purpose and Mission

The purpose of the Workforce Incarcerated Re- Entry program at Rio Salado College is to reduce recidivism by preparing students with the tools they need to gain employment and maintain a job/career following release from the prison system. The program is intended to support a major and growing workforce need in Arizona and other regions: This program's attributes support our college mission to provide "…educational experience by anticipating the needs of our students and future workforce. We support learners where they are and provide high-quality, flexible, and accessible education to empower individual goal attainment, foster partnerships, and strengthen communities."

Recent data reported by The Sentencing Project indicates that there are approximately 2 million individuals currently incarcerated in the United States, a disproportionate percentage of which is minority populations. This number has grown exponentially over the last 40 years, upwards of 500%.

Prisons with postsecondary education programs experience fewer incidents of violence, making the work environment for Arizona's Correctional staff and the living environment for those who are incarcerated safer. On average, every dollar invested in education programs for incarcerated students yields between four to five dollars in reduced incarceration costs. These are taxpayer dollars saved for other uses based on a reduction in recidivism. Offenders who receive postsecondary education while incarcerated are 48% less likely to recidivate, which is a social benefit to everyone in our community and a potential financial benefit to our Arizona economy. (Second Chance, 2021)

References

Second Chance Pell: Four Years of Expanding Access to Education in Prison. (April, 2021). Vera. https://www.vera.org/publications/second-chance-pell-four-years-of-expanding-access-to-education-in-prison

The Sentencing Project. (2021, June 3). Criminal justice facts. The Sentencing Project. https://www.sentencingproject.org/criminal-justice-facts/

III. Student Population of the Workforce Re-Entry Program

The Incarcerated Workforce Re-Entry program at Rio Salado College is offered in two formats: print-based and, since 2017, in-person at the Perryville prison for females.
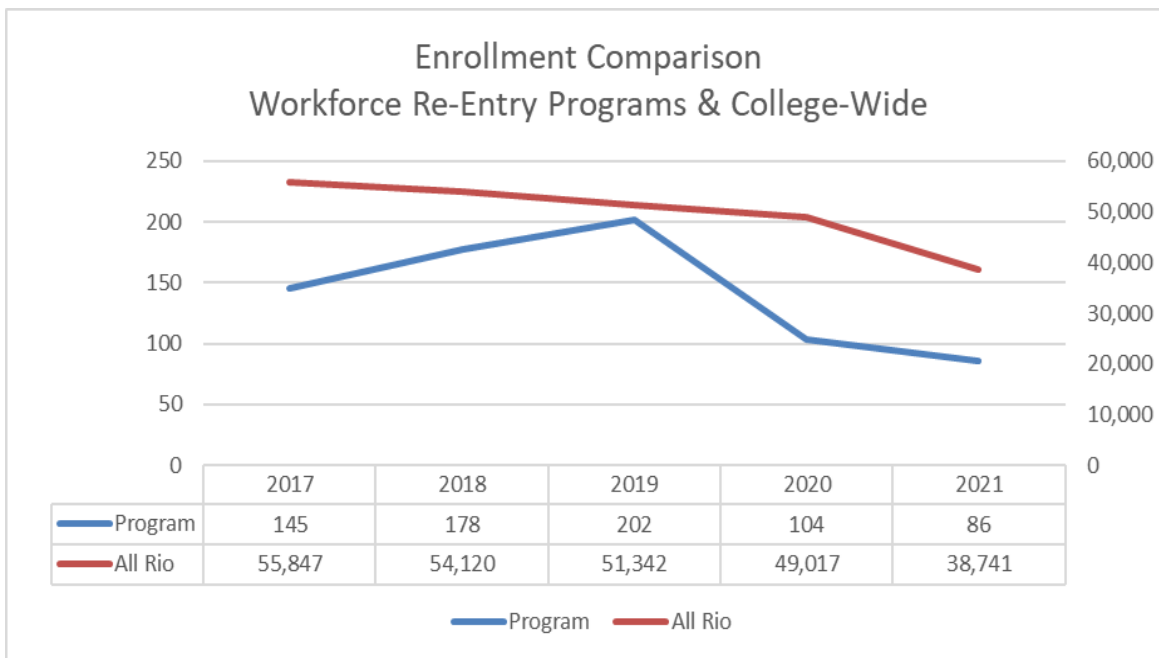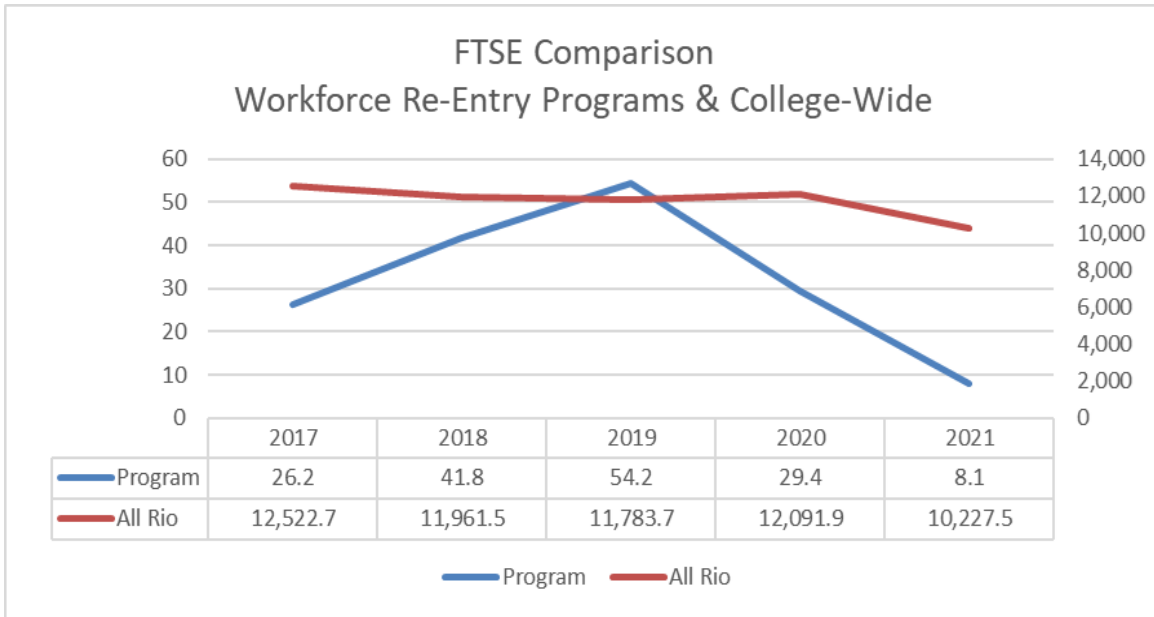
Print-based courses are largely funded through scholarships, utilizing Maricopa Grant Funds or other private scholarship funds. Classes are also paid for by family or the student. Finally, these courses are offered at no cost to the incarcerated student in the in-person modality through a contract with Arizona Department of Corrections, Rehabilitation, and Reentry (ADCRR). Students who participate in this modality are placed into the certificate courses based on the A4 priority ranking system ADCRR uses to identify students' participation in educational programs.

As shown in the following table, the student population is predominantly female (except for in 2017), Caucasian and Latino, first generation, between the ages of 30-39.
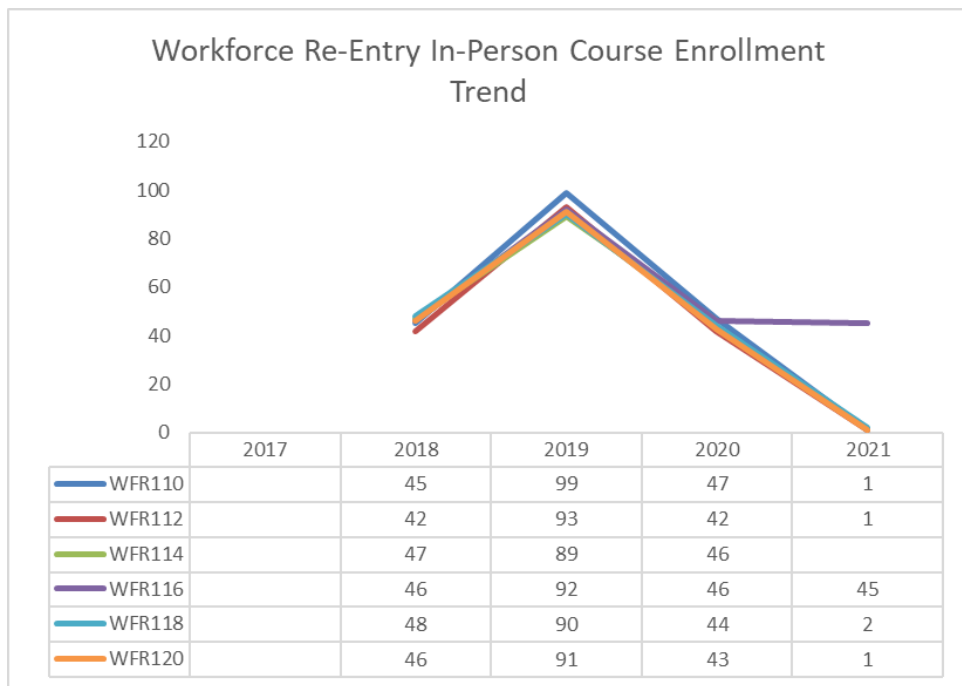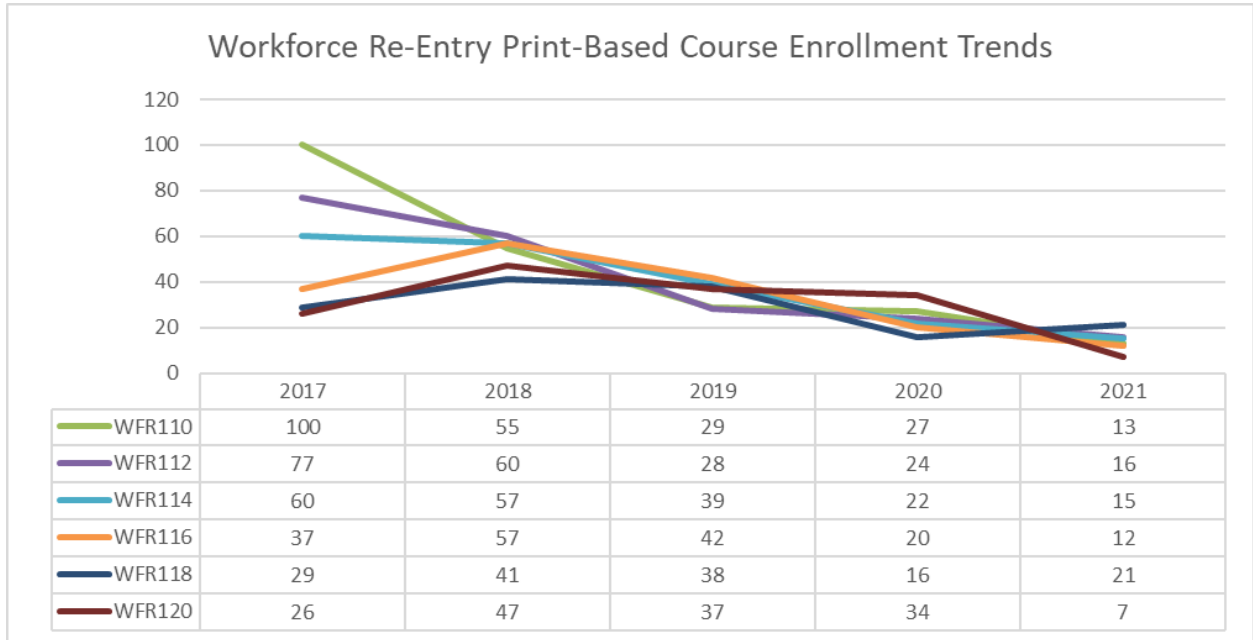
In 2017, the college hired an in-person instructor to teach at Perryville prison, which resulted in a higher percentage of female WFR students beginning in 2018.

	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	62	42.8%	102	57.3%	136	67.3%	64	61.5%	56	65.1%
Male	77	53.1%	70	39.3%	59	29.2%	35	33.7%	26	30.2%
Other/Not Specified	6	4.1%	6	3.4%	7	3.5%	5	4.8%	4	4.7%
Ethnicity										
American Indian	13	9.0%	20	11.2%	15	7.4%	12	11.5%	4	4.7%
Asian	2	1.4%	1	0.6%	6	3.0%	2	1.9%	2	2.3%
Black or African American	14	9.7%	22	12.4%	20	9.9%	10	9.6%	9	10.5%
Hawaiian		0.0%		0.0%	1	0.5%		0.0%		0.0%
Hispanic or Latino	42	29.0%	46	25.8%	68	33.7%	29	27.9%	21	24.4%
White or Caucasian	71	49.0%	81	45.5%	89	44.1%	48	46.2%	47	54.7%
Other/Not Specified	3	2.1%	8	4.5%	3	1.5%	3	2.9%	3	3.5%
Age Group										
19 and under	1	0.7%	1	0.5%	1	0.5%	1	0.9%	0	0.0%
20-20	30	20.4%	52	28.0%	53	25.2%	30	28.0%	15	17.2%
30-39	54	36.7%	72	38.7%	88	41.9%	47	43.9%	44	50.6%
40-49	47	32.0%	45	24.2%	42	20.0%	20	18.7%	19	21.8%
50 and over	15	10.2%	16	8.6%	26	12.4%	9	8.4%	9	10.3%
First Generation										
Yes	100	68.5%	143	80.3%	157	77.7%	74	71.2%	65	75.6%
No	45	30.8%	35	19.7%	42	20.8%	24	23.1%	18	20.9%
Other/Unknown	1	0.7%	0	0.0%	3	1.5%	6	5.8%	3	3.5%

FTSE Enrollment in the Workforce Incarcerated Re-Entry program increased in 2018 due to offering in-person classes at Perryville. FTSE enrollment declined in 2020-2021 due to the pandemic and lockdown at Perryville prison and other prison facilities. College-wide enrollment also declined during this timeframe.

FTSE Comparison
Workforce Re-Entry Programs & College-Wide

	2017	2018	2019	2020	2021
Program	26.2	41.8	54.2	29.4	8.1
All Rio	12,522.7	11,961.5	11,783.7	12,091.9	10,227.5

Enrollment Comparison
Workforce Re-Entry Programs & College-Wide

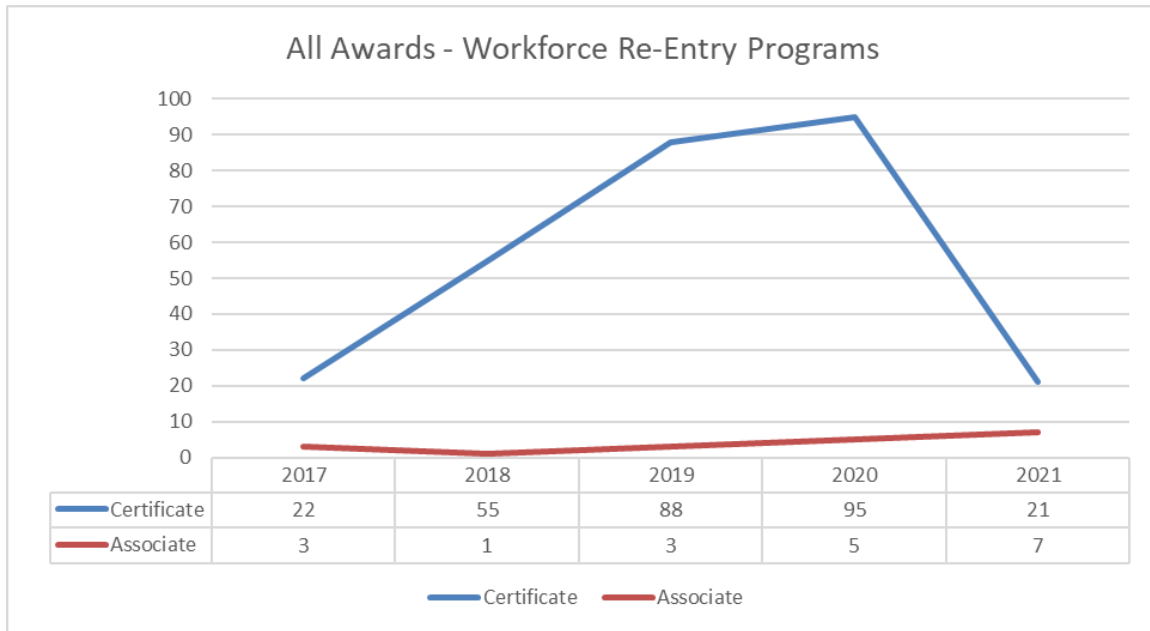|	2017	2018	2019	2020	2021
Program	145	178	202	104	86
All Rio	55,847	54,120	51,342	49,017	38,741

Courses with higher enrollment were offered in-person at Perryville. WFR 110 is usually the first course students take in any modality. Consequently, it had the highest enrollment, followed by WFR112 and WFR114.

Workforce Re-Entry Print-Based Course Enrollment Trends

	2017	2018	2019	2020	2021
WFR110	100	55	29	27	13
WFR112	77	60	28	24	16
WFR114	60	57	39	22	15
WFR116	37	57	42	20	12
WFR118	29	41	38	16	21
WFR120	26	47	37	34	7

Workforce Re-Entry In-Person Course Enrollment Trend

	2017	2018	2019	2020	2021
WFR110		45	99	47	1
WFR112		42	93	42	1
WFR114		47	89	46	
WFR116		46	92	46	45
WFR118		48	90	44	2
WFR120		46	91	43	1

The graph below shows a significant increase in certificate awards from 2017-20. This was due to the addition of the Perryville program and the fact that the

in-person instructor was able to teach full cohorts in a shorter period of time than the print-based courses.

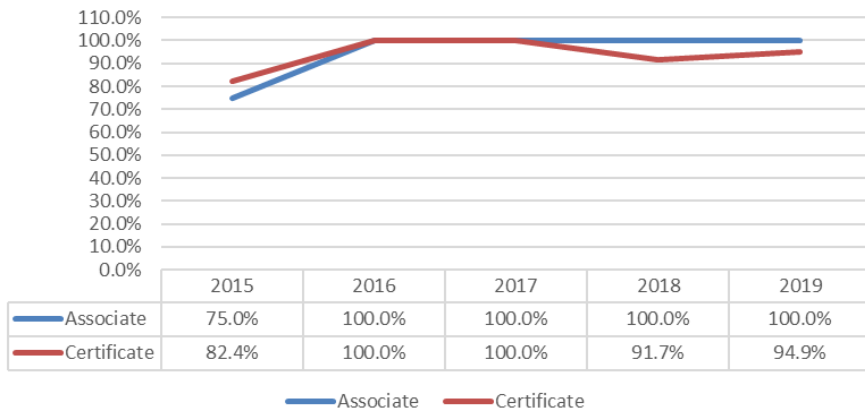|	2017	2018	2019	2020	2021
Certificate	22	55	88	95	21
Associate	3	1	3	5	7

All Awards - Workforce Re-Entry Programs
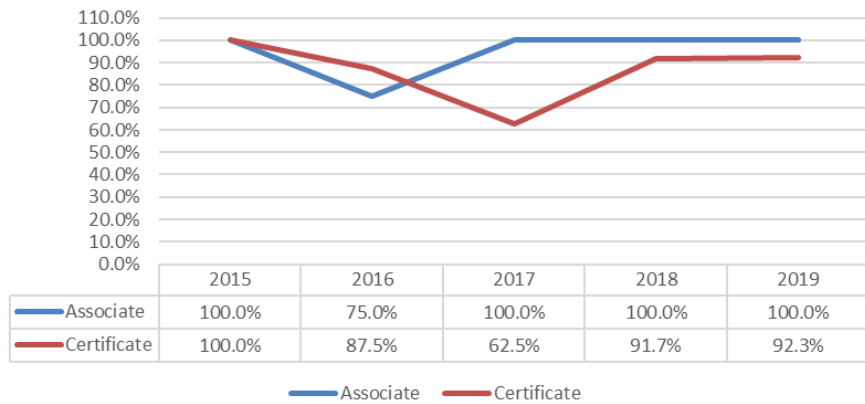
IV. Retention and Persistence

Retention, persistence, and successful completion for this program has been extremely high, even during the pandemic. This program has motivated students who may have less distractions than nonincarcerated students. See below for relevant data.

	2017		2018		2019		2020		2021	
	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention
WFR110	100.0%	98.4%	99.5%	94.0%	94.6%	91.5%	98.7%	96.1%	100.0%	100.0%
WFR112	100.0%	92.9%	97.3%	92.3%	95.9%	91.8%	98.6%	95.7%	100.0%	90.0%
WFR114	100.0%	96.3%	97.9%	92.7%	99.2%	98.4%	98.5%	98.5%	100.0%	94.4%
WFR116	100.0%	98.7%	99.0%	93.5%	95.6%	94.8%	97.0%	97.0%	96.2%	96.2%
WFR118	100.0%	98.4%	98.3%	94.4%	96.2%	94.6%	98.4%	98.4%	100.0%	96.2%
WFR120	100.0%	100.0%	100.0%	98.9%	96.9%	96.1%	98.7%	97.4%	100.0%	70.0%
Total	*100.0%*	*96.9%*	*98.7%*	*94.3%*	*96.4%*	*94.6%*	*98.3%*	*97.1%*	*98.0%*	*94.4%*

First to Second Term Persistence Rate by Cohort Year

	2015	2016	2017	2018	2019
Associate	75.0%	100.0%	100.0%	100.0%	100.0%
Certificate	82.4%	100.0%	100.0%	91.7%	94.9%

First to Second Year Persistence Rate by Cohort Year

	2015	2016	2017	2018	2019
Associate	100.0%	75.0%	100.0%	100.0%	100.0%
Certificate	100.0%	87.5%	62.5%	91.7%	92.3%

Award Completion Rate by Cohort Year

	2015	2016	2017	2018	2019
Associate	75.0%	100.0%	100.0%	100.0%	100.0%
Certificate	100.0%	100.0%	100.0%	100.0%	100.0%
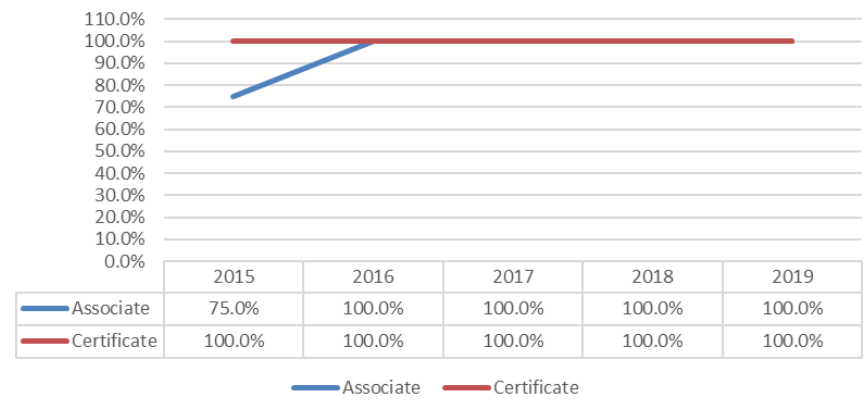
V. Program Learning Outcomes

CCL in Workforce Development and Community Re-Entry (5581N)

1. Summarize the effectiveness of conflict, time, money, and stress management for the incarcerated person. (WFR110, WFR120)

2. Explain how developing personal skills improves a person's value system. (WFR110)

3. Summarize how reunification skills promote a healthy self-esteem for the incarcerated person. (WFR112)

4. Describe communication techniques and styles to enhance healthy families and support systems. (WFR112)

5. Summarize types of personal boundaries, reasons for setting boundaries, and acceptable ways to set boundaries. (WFR114)

6. Review decision making skills, strategies, and resources for preventing substance abuse. (WFR116)

7. Identify job preparation skills for an incarcerated person re-entering the workforce. (WFR118)

8. Summarize appropriate information disclosure procedures for incarcerated persons on a resume, on a job application, and during an interview. (WFR118)

9. Summarize procedures and techniques to assist in job retention for an incarcerated person in transition. (WFR120)

10. Differentiate between protocol, conflict, and communication within the workplace. (WFR120)

Student Performance on Program Learning Outcomes: Print-Based Courses

Learning Outcome	Assessment Method	Student Count	Students @ CL
Summarize the effectiveness of conflict, time, money, and stress management for the incarcerated person.	WFR110 - Lesson 4 Exercise 4.3	156	92.3%
	WFR110 - Lesson 4 Exercise 4.5	156	92.9%
	WFR110 - Lesson 5 Activity 5.3	153	92.8%
	WFR110 - Lesson 7 Activity 7.3	151	93.4%
	WFR110 - Lesson 8 Activity 8.4	162	69.1%
Explain how developing personal skills improves a person's value system.	WFR110 - Lesson 2 Exhibit 2.3: Skill Development	158	91.8%
Summarize how reunification skills promote a healthy self-esteem for the incarcerated person.	WFR112 - Communication Style: A Self-Assessment	111	98.2%
	WFR112 - ID of Family/Support System Roles	166	84.3%
Describe communication techniques and styles to enhance healthy families and support systems.	WFR112 - Exercise 4.4	188	95.7%
Summarize types of personal boundaries, reasons for setting boundaries, and acceptable ways to set boundaries.	WFR114 - Healthy Boundaries List	190	98.4%
	WFR114 - Ways to Make Decisions	188	97.9%
Review decision-making skills, strategies, and resources for preventing substance abuse.	WFR116 - Addiction Essay	161	98.1%
	WFR116 - Family Systems Paper	157	96.8%
	WFR116 - Prevention Essay	156	98.7%
Identify job preparation skills for an incarcerated person re-entering the workforce.	WFR118 - Exercises 2.1 - 2.8	73	95.9%
	WFR118 - Exercise 2.10	73	97.3%
Summarize appropriate information disclosure procedures for incarcerated persons on a resume, on a job application, and during an interview.	WFR118 - Exercise 6.1 – 6.7	72	94.4%
	WFR118 - Exercise 7.1	71	95.8%
	WFR118 - Exercise 10.1 - 10.4	69	95.7%
Summarize procedures and techniques to assist in job retention for an incarcerated person in transition.	WFR120 - Exercise 3.2 and 3.3	78	93.6%
	WFR120 - Exercises 8.2 and 8.3	77	93.5%
Differentiate between protocol, conflict, and communication within the workplace.	WFR120 - Exercise 9.1	78	93.6%

Only one assignment did not meet college-level standards. In WFR 110, just 69.1% of the students demonstrated achievement of the designated learning outcome on Lesson 8 Activity 8.4. WFR110 is in the process of being redeveloped, and data will be pulled again after the course goes live by Spring of 2023.

As a result of the review of available learning outcomes data, it was discovered that there was a delay in the enrollment process for our in-person population. Perryville classes are accelerated and students were registered towards the end of classes even though they had physically attended classes since the beginning. Even though course outlines and student gradebooks were developed in RioLearn (Rio Salado's Learning Management System) back in 2020, they had not been used due to the issues with late enrollment. Processing time has improved, and the in-person instructor has now been trained on how to enter assessment scores in RioLearn. Starting in October 2022, all scores will be entered in the online gradebooks so learning outcomes can be tracked.

VI. College-wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, Rio Salado College places a high priority on developing core competence in the following areas:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

Student Performance on College Wide Learning Outcomes: Print-Based Courses

Class	Critical Thinking	Reading	Information Literacy	Oral Communication	Writing
WFR110	Y				
WFR112					Y
WFR116	Y	Y			Y
WFR120		Y			Y

Learning Outcome	All Student Assessments	Assessments at College Level	Percent of Assessments at College Level
Critical Thinking	181	148	81.8%
Information Literacy	n.a.	n.a.	n.a.
Oral Communication	n.a.	n.a.	n.a.
Reading	84	73	86.9%
Writing	327	274	83.8%

The Information Literacy and Oral Communication outcomes are not assessed in the WFR print-based courses due to the limitations of this modality. However, the goal of 80% of students performing at a college level was met for the Critical Thinking, Reading, and Writing outcomes. Oral Communication is assessed in the Perryville program, and student performance will be tracked as the in-person instructor transitions to entering scores in RioLearn beginning in October of 2022.

VII. Impact of Co-curricular Programs

In 2019, the national bylaws for the Phi Theta Kappa (PTK) Honor Society were updated to allow incarcerated students to join. If students have 12 credits or more and a 3.5 GPA, they can apply to become a member. Since that time, 4 incarcerated students have joined PTK. This is currently the only co-curricular programming available for this population, and there is not enough data to be able to determine the impact on student learning. Phi Theta Kappa has future plans to include a PTK information page in the materials for Rio's print-based courses.

VIII. Effective Teaching

All print-based WFR instructors have a Master's degree in Counseling or Psychology. The single in-person instructor has an MBA, higher education experience, and has attended district MCLI training. After teaching in-person at the prisons every day for a long time, the lockdown was implemented and this instructor was no longer able to teach in-person. The instructor worked diligently on teaching skills (in an online setting) during this time and participated in the Association of College and University (ACUE) program for Effective Teaching Practices through the "Teaching Effectiveness for Adjuncts at Maricopa" (TEAM) Fellowship. This program has been proven to improve student achievement outcomes and to close equity gaps. The

instructor earned the nationally-recognized ACUE Certificate endorsed by the American Council on Education (ACE).

The Counseling Department evaluates new instructors once a semester for the first 3 semesters and then every three years thereafter. In addition, during the fall and spring All-Faculty Meetings, the entire Department meets to discuss high-level processes and requirements, and content-specific meetings are held with Lead Faculty members. This allows adjuncts to interact with administrators, their Lead Faculty member, and peers in their subject area.

Based on the student evaluation data available in the chart below, adjunct faculty members in the WFR program are providing students with critical course information, timely, detailed assessment feedback, and helpful responses to questions.

Total Surveys = 124

Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
WFR110	4.70	4.74	4.35	4.48	4.67	4.63	4.54
WFR112	4.74	4.58	4.47	4.42	4.74	4.68	4.74
WFR114	4.50	4.35	4.30	4.25	4.37	4.32	4.37
WFR116	4.65	4.65	4.29	4.41	4.44	4.65	4.44
WFR118	4.38	4.52	4.30	4.38	4.52	4.48	4.56
WFR120	4.59	4.59	4.65	4.53	4.71	4.59	4.53
Grand Total	*4.60*	*4.58*	*4.39*	*4.41*	*4.58*	*4.56*	*4.53*

Questions rated on a Likert-type scale, range from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

1. My instructor communicated the course policies and procedures.

2. My instructor communicated his/her expected response time for messages and grading assignments.

3. My instructor responded to messages within the stated time frame.

4. My instructor graded assignments within the stated time frame.

5. My assignment feedback explained why I earned or lost points.

6. My instructor's feedback on assignments helped to increase my understanding of the

course content.

7. My instructor provided complete responses to my questions.

IX. Evaluation of Curriculum

The WFR program has an advisory committee that meets once a year. Members work in a field that is related to corrections or employment/career exploration and are considered subject matter experts. These meetings provided an opportunity to hear from experts in the field about the most important skills required for people entering or reentering the workforce. Members make recommendations for new courses, programs, and skills related to the incarcerated population re-entering the workforce.

In response to committee feedback, WFR courses with a physical text are being converted to lessons with embedded Open Educational Resources (OER) so articles can be printed for students. Not only does this address the issue of customized texts no longer being an option with the existing publisher, the use of curated OER helps ensure that the content is current and relevant. A new version of WFR110 will be available by spring of 2023. WFR118 and WFR120 will follow, with new versions slated for fall of 2023.

X. Program Resources

The Workforce Development and Community Re-Entry degree and certificate are offered in two modalities for currently incarcerated individuals. The in-person modality requires a dedicated instructor to provide on-site programming at the Perryville Women's Prison Facility. The current cost of programming for this certificate is $90,000 annually to include instructor salary and benefits, course materials, and administrative support. Funding is provided from a continuing contract with the Arizona Department of Corrections, Rehabilitation, and Reentry.

The Workforce Development and Community Re-Entry degree and certificate are also offered as print-based correspondence. The department that supports this modality consists of one full time program manager, two full time student support specialists, and 2 part time staff. This department facilitates 1,000+ enrollments annually in the correspondence program for currently incarcerated individuals. The total fiscal impact of this department to include salary, benefits, and supplies is

roughly $200,000 annually, a cost that is shared over the multiple programs they support. The funding is provided through traditional tuition and fees.

Students who take in-person WFR courses at Perryville and complete their certificate can apply with the Rio Salado Incarcerated Re-Entry Program to take more courses towards a degree. The Re-Entry program students can be funded by scholarships, including Maricopa Grant Funds or other private scholarship funds. Alternatively, tuition can be paid by the family or the student.

Students who have been released from prison before completing the program can continue with print-based courses to finish their certificate or degree. In those cases, students are referred to academic advisors who contact the Faculty Chair for permission to enroll.

Though Rio is not permitted to offer counseling and career services prior to release, the college does provide resources to help previously incarcerated students gain employment and/or continue with coursework post-release. If they identify themselves, students can be referred directly to the Rio Incarcerated Re-Entry program for specialized support when they call or visit Rio in-person.

XI. Program Recommendations, Decisions, and Action Plans

There are increased and improved employment opportunities available for formerly incarcerated individuals who engaged in prison education programs, and reentry is far smoother and more successful for those who took classes in prison, especially insofar as gainful employment is one of the defining features of successful reentry.

The Bureau of Justice Statistics studies have found high rates of recidivism among released prisoners. One study, which tracked 404,638 prisoners in 30 states after their release from prison, found that about 2/3 (67.8%) of released prisoners were rearrested within 3 years of release and more than 3/4 (76.6%) were rearrested within 5 years. More than half (56.7%) of these rearrests were in the first year after release. However, there is a 43% reduction in recidivism rates for those prisoners who participate in prison education programs. Indeed, the higher the degree, the lower the recidivism rate is: 14% for those who obtain an associate degree, 5.6% for

those who obtain a bachelor's degree, and 0% for those who obtain a master's degree.

Prison education is a highly cost-effective investment. A study by the Department of Policy Studies at the University of California at Los Angeles, for instance, found that "a $1 million investment in incarceration will prevent about 350 crimes, while that same investment in [prison] education will prevent more than 600 crimes. [Prison] education is almost twice as cost effective as incarceration." Another study found that for every $1 invested in prison education, taxpayers save $4-$5 in re-incarceration costs during the first three years post-release.

Even for those who are serving lengthy—even natural life—sentences, prison education has profound and often life-changing benefits. There is a substantial reduction in violence and disciplinary infractions among those involved in prison education. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled. Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners' self-esteem.

Sources: https://sites.northwestern.edu/npep/benefits-of-prison-education/
https://www.insidehighered.com/news/2021/12/15/incarcerated-students-face-maze-legal-obstacles-jobs

The RAND Corporation (RAND) conducted a meta-analysis study to determine the impact of correctional education on participants. Findings from the analysis show that participation in education programs during incarceration greatly reduce the likelihood of recidivism:

Recidivism Base Rate Source	Recidivism Base Rate Definition	Recidivism Base Rate	Estimated Recidivism Rate for Correctional Education Participants	Risk Difference
P. A. Langan and D. J. Levin, *Recidivism of Prisoners Released in 1994*, NCJ 193427, 2002	Rearrest within 3 years of release	67.5%	54.3%	13.2%
P. A. Langan and D. J. Levin, *Recidivism of Prisoners Released in 1994*, NCJ 193427, 2002	Reincarceration within 3 years of release	51.8%	38.0%	13.8%
Pew Center on the States, *State of Recidivism: The Revolving Door of American Prisons*, Washington, D.C.: Pew Charitable Trusts, 2011	Reincarceration within 3 years of release	43.3%	30.4%	12.9%

RAND also found evidence that providing education to incarcerated individuals is ultimately more cost-effective. Focusing only on the direct costs of correctional education programs and of three-year reincarceration rates and using a hypothetical pool of 100 inmates, Rand estimated that the three-year reincarceration costs for those who did not receive correctional education would be between $2.94 million and $3.25 million. In comparison, for those who did receive correctional education, the three-year reincarceration costs are between $2.07 million and $2.28 million. This means that reincarceration costs are $0.87 million to $0.97 million less for those who receive correctional education. Given that the costs of providing education to this group of 100 inmates would range from $140,000 to $174,400, providing correctional education appears to be cost-effective when compared with the cost of reincarceration:

Cost Analysis Results

	Lower-Bound Estimate	Upper-Bound Estimate
Reincarceration costs for participants not participating in correctional education[a]	$2.94 million	$3.25 million
Reincarceration costs for those participating in correctional education[b]	$2.07 million	$2.28 million
Difference in costs between the two groups	$0.87 million	$0.97 million
Cost of providing correctional education to the 100 inmates	$140,000	$174,400
Cost of providing correctional education per inmate	$1,400	$1,744

[a] Assumes that 43.3 percent of correctional education nonparticipants would be reincarcerated within three years.
[b] Assumes that 30.4 percent of correctional education participants would be reincarcerated within three years.

When examining estimates from 18 studies of correctional education programs spanning 32 years of research, RAND found that the majority of studies showed higher rates of employment among inmates receiving correctional education than among inmates who did not receive correctional education. On average, the odds of obtaining employment postrelease among inmates receiving correctional education are 13 percent higher than the odds of obtaining employment postrelease among inmates not receiving correctional education.

c. Action Plans

As detailed in Section VI of this review, assessment data was not accessible for the in-person program due to late enrollment issues and gradebook training. The instructor has now been trained on how to enter assessment scores in the official RioLearn gradebook, and will follow that procedure effective October, 2022.

Looking forward, the college has been selected to participate in Second Chance Pell funding, which allows currently incarcerated students to use Pell funding for postsecondary educational opportunities. However, the college is still developing an online modality that meets the requirements of the Pell disbursement guidelines. Once a pilot is completed, the plan is to allow a wider population of incarcerated students to enroll in the online modality so they can access Second Chance Pell

funding. In addition to expanded funding opportunities, this will decrease time to completion by eliminating inefficiencies of conducting the course via snail mail.

The understanding is that the provisions of 2nd chance Pell will allow for tracking of student outcomes after release as the participating prison is required to provide gainful employment data to the Department of Education. The progress on this process will be included in the next review cycle.

d. Assessment Team Recommendation

X Continue program and implement stated action plan. Next review due 2026-27.

☐ Continue program, implement stated action plan, and address comments listed below. Spotlight follow-up report due {1-2 years}.

☐ Refer to college administration to determine program viability.

☐ Discontinue program.

Comments:

Version 8. Last Updated by Assessment Committee 11/21