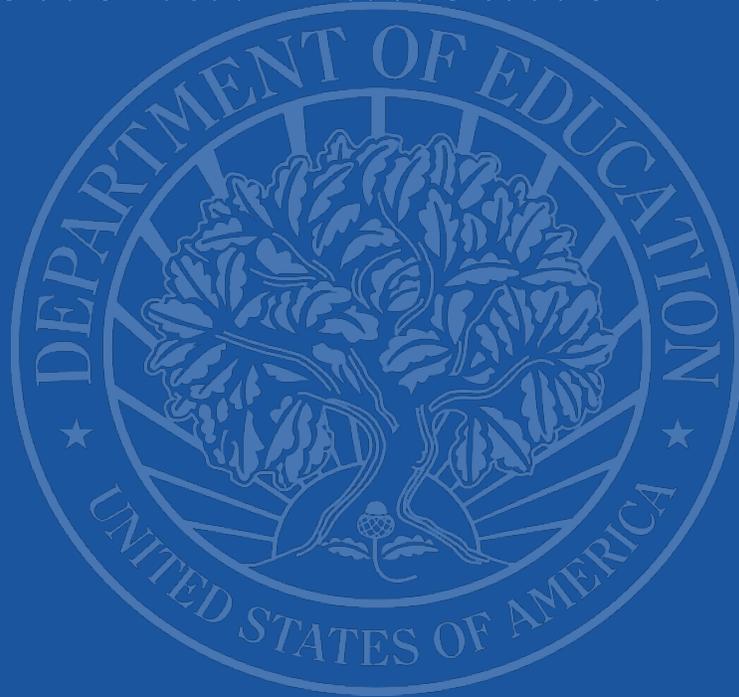


*How States Made Available Carl
D. Perkins Career and Technical
Education Act Funds to Support
Correctional Education*



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December 2019

Office of Career, Technical, and Adult Education

U.S. Department of Education

U.S. Department of Education

Betsy DeVos
Secretary

Office of Career, Technical, and Adult Education

Scott Stump
Assistant Secretary

December 2019

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Abbreviations

ADECTE	Arizona Department of Education, Career and Technical Education
ADJC	Arizona Department of Juvenile Corrections
CAR	Consolidated Annual Report
CHSVT	Community High School of Vermont
CNC	Welding/Computer Numerical Control
CTE	Career and Technical Education
CTE/ACT	Career Technical Education/Association of Career and Technical Education
Department	U. S. Department of Education
DJJ-DOE	Virginia Department of Juvenile Justice/Division of Education
DPSCS	Department of Public Safety and Correctional Services (Maryland)
ESP	Education Success Program
FSR	Final Status Report
HVAC	Heating, Ventilation, and Air Conditioning
IBC	International Building Code
LGHS	Lawrence-Gardner High School (Kansas)
JCFVC	Juvenile Correctional Facilities Technical Consortium (Kansas)
JSTP	Joint Skills Training Partnership (Maryland)
MDE	Mississippi Department of Education
NCCER	National Center for Construction Education and Research
NJTS	New Jersey Training School
OCTAE	Office of Career, Technical, and Adult Education (U.S. Department of Education)
OSHA	Occupational Safety and Health Administration (U.S. Department of Labor)
<i>Perkins IV</i>	<i>Carl D. Perkins Career and Technical Education Act, 2006</i>
<i>Perkins V</i>	<i>Strengthening Career and Technical Education Act for the 21st Century</i>
STAR	State Treatment and Rehabilitation Academy (South Dakota)

VADOC Virginia Department of Corrections
VCCS Virginia Community College System

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Executive Summary

Congress amended and extended the *Carl D. Perkins Career and Technical Education (Perkins IV)*¹ in 2018 with passage of the *Strengthening Career and Technical Education Act for the 21st Century (Perkins V)*;² the law became effective on July 1, 2019. *Perkins V* increases federal funding for career and technical education (CTE), including the amount available for states³ to spend on educating students who are incarcerated.

In implementing *Perkins V*, states must prepare and submit, new four-year plans to the U.S. Department of Education (Department) in spring 2020.⁴ With increased federal funding made available for state institutions under *Perkins V*, this is an important time for CTE's state and local administrators to carefully consider how best to use *Perkins V* funds to improve outcomes and prepare youth and adults for the future, including those who are incarcerated.

The Department's interest in educating those incarcerated is fueled by data. There are now more than 1.2 million adults (Kaeble & Cowhig 2018) and nearly 53,000 juveniles from ages 12–18 (Sawyer) incarcerated in U.S. state prisons or correctional institutions. Research shows that this population is less educated than the general population, with below-level skills in literacy and numeracy (Ramsey 2014). Research also indicates that educational services for those in correctional institutions correlate with lower recidivism rates.

To provide a framework and to support states as they develop their *Perkins V* plans, this report looks back at how states used *Perkins IV* funds to serve individuals in state institutions during three fiscal years (FYs) 2012–14. This report addresses four research questions:

1. What was the total amount of *Perkins IV* funds that each state made available in each of the three fiscal years (FYs 2012–14) for state institutions, including states correctional institutions?
2. What percentage of their total grant allocation from *Perkins IV* did each state make available in each of the three fiscal years (FYs 2012–14) for all types of state institutions?
3. How many incarcerated students in state correctional institutions received programs and services with the *Perkins IV* funds for state institutions?
4. What types of programs and services did states offer incarcerated students in their state correctional institutions with *Perkins IV* funds?

¹ https://s3.amazonaws.com/PCRN/uploads/perkins_iv.pdf

² [https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006\(not-in-effect\).pdf](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006(not-in-effect).pdf)

³ The term "State", unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area (see sec.3(49) of *Perkins V*).

⁴ See <https://cte.ed.gov/cal/perkins-v-state-plans-due>.

In submitting their data, states provided total *Perkins IV* dollar amounts made available for educating individuals in all state institutions. The states did not break out how much they made available for services within varying types of state institutions — correctional institutions for adults, juvenile justice facilities, and institutions that serve individuals with disabilities.

Perkins is a noncompetitive formula program that awards funds to the 50 states, District of Columbia, Puerto Rico, U.S. Virgin Island, Guam, and Palau.⁵ This program is administered by the Department’s Office of Career, Technical, and Adult Education (OCTAE).

Section 112(a) (2) of *Perkins IV* authorized states to reserve 10 percent of their State Basic Grant allocations for “State leadership activities.” Of this amount, section 112(a) (2) (A) of *Perkins IV* permitted an amount equal to not more than 1 percent of their allocations to be used “to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.” *Perkins V* (section 112(a)(2)(A) increases to not more than 2 percent of a state’s allocation the amount allowed for use in state institutions.

This report shows that the total amount that states made available for use in all of their state institutions during FYs 2012–14 with *Perkins IV* funds was \$24,019,220.35. (This is the sum of the state amounts in the third column of Tables 1, 2, and 3 in this report.) Data in this report also shows that the total number of incarcerated youths and adults served during FYs 2012–14 with *Perkins IV* funds was 268,020 and the average percentage of the state allocation made available for state institutions of all types was 0.72.

Perkins IV allowed states discretion in how much of their grant funds to spend on education in state institutions, providing it didn’t exceed 1 percent. Data indicates that states varied considerably in how much of the allowable 1 percent states made available on educating individuals in their state institutions.

Between 0.90 and 1.00 percent of the maximum 1 percent allowed with *Perkin IV* funds were made available during FYs 2012, 2013, and 2014 by the following 25 states — Arizona, Arkansas, District of Columbia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Texas, Vermont, Virginia, Washington, and West Virginia (see Tables 1, 2, and 3). In addition to those 25 states, for specific FYs, the following states also made available between 0.90 and 1.00 percent of the maximum 1 percent allowed with *Perkin IV* — Nevada and New York (FY 2012, see Table 1), South Carolina (FY 2013, see Table 2), and Puerto Rico (FY 2014, see Table 3). During the same three fiscal years, the remaining states made available between 0.02 and 0.89

⁵ Guam and Palau did not provide services to their incarcerated populations during the three fiscal years. The U. S. Virgin Islands consolidates its allocation under *Title I Perkins IV* with the allocations it receives from other Department elementary and secondary education programs using the consolidated grant authority established for the insular areas by 48 U.S.C. 1469a et seq. Consequently, the Department does not report data on how the *Perkins IV* allocation is used by the U. S. Virgin Islands.

percent of their *Perkins IV* funds to provide programs and services in their state institutions (see Tables 1, 2, and 3).

The number of individuals served in state institutions could increase with the *Perkins V* 1 percent increase in funds made available to serve individuals in state institutions, such as state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. The data and the information in the state narratives about the services and activities for incarcerated students may assist state and local decisions makers in developing correctional education programs with the amount made available under *Perkins V*.

Introduction

Congress amended and extended the *Carl D. Perkins Career and Technical Education (Perkins IV)*⁶ in 2018 with passage of the *Strengthening Career and Technical Education Act for the 21st Century (Perkins V)*;⁷ The law became effective on July 1, 2019. *Perkins V* increases federal funding for career and technical education (CTE), including the amount available for states⁸ to spend on educating the incarcerated, and it allows states additional flexibility for the use of those funds. In implementing *Perkins V*, states must submit new four-year plans to the U.S. Department of Education (Department) in spring 2020.⁹ With increased federal funding made available for state institutions under *Perkins V*, this is an important time for CTE state and local administrators to carefully consider how best to use *Perkins V* funds to improve outcomes and prepare youth and adults for the future, including those who are incarcerated.

The Department's interest in educating youths and adults who are incarcerated is fueled by data. There are now more than 1.2 million adults (Kaeble and Cowhig 2018) and nearly 53,000 juveniles from ages 12–18 (Sawyer) incarcerated in U.S. state prisons or correctional institutions. Research shows that this population is less educated than the general population, with below-level skills in literacy and numeracy (Rampey. 2014).

Research also indicates that educational services for those in correctional institutions correlate with lower recidivism rates. Individuals receiving educational services while incarcerated to improve their skills and prepare for various occupations are less apt to end up back in prison than those who do not receive such services. (Lois, Bozick, Steele, Saunders, and Miles. 2013)

The State Basic Grant Program, in Title I of *Perkins IV*, provided funds for education in state institutions. This noncompetitive formula program made awards to the 50 states, the District of Columbia, Puerto Rico, U.S. Virgin Islands, Guam, and Palau¹⁰ and is administered by the Department's Office of Career, Technical, and Adult Education (OCTAE). This law is the principal source of federal funding for states, school districts, and community colleges to improve secondary and postsecondary career and technical education.

⁶ https://s3.amazonaws.com/PCRN/uploads/perkins_iv.pdf

⁷ [https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006\(not-in-effect\).pdf](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006(not-in-effect).pdf)

⁸ The term "State", unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. (see Sec. 3(49) of *Perkins V*)

⁹ <https://cte.ed.gov/cal/perkins-v-state-plans-due>

¹⁰ Guam and Palau did not provide services to their incarcerated populations during the three fiscal years. The U. S. Virgin Islands consolidates its allocation under *Title I Perkins IV* with the allocations it receives from other Department elementary and secondary education programs using the consolidated grant authority established for the insular areas by 48 U.S.C. 1469a et seq. Consequently, the Department does not report data on how the *Perkins IV* allocation is used by the U. S. Virgin Islands.

Section 112(a)(2) authorized states to reserve 10 percent of their grant for “State leadership activities.” Of this amount, not more than 1 percent of their allocations could be used “to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.

The total funding made available for state institutions of all types during fiscal years (FYs) 2012 through 2014 through *Perkins IV* was \$24,019,220.35. (This is the sum of the state institutions amounts in Tables 1, 2, and 3 in this report.) The average percentage of the state allocation made available for state institutions of all types was 0.72. States reported that the total number of incarcerated youths and adults served during the same three FYs with *Perkins IV* funds was 268,020.

With *Perkins V*, both the total funding and the number of individuals in state institutions who can be served may increase significantly; *Perkins V* increases the maximum amount of each state’s grant allotment that can be made available on education in their state institutions from 1 to 2 percent (section 112(a)(2)(A)).²

To provide a framework and to support state efforts in developing their *Perkins V* plans — particularly in deciding how they can address educational needs of the incarcerated — this report looks at how states used *Perkins IV* funds to serve individuals in state institutions during three fiscal years (FYs 2012–14). The report addresses four research questions:

1. What was the total amount of *Perkins IV* funds that each state made available in each of the three fiscal years (FYs 2012–14) for state institutions, including state correctional institutions?
2. What percentage of their total grant allocation from *Perkins IV* did each state make available in each of the three fiscal years (FYs 2012–14) for all types of state institutions?
3. How many incarcerated students in state correctional institutions received programs and services with the *Perkins IV* funds for state institutions?
4. What types of programs and services did states offer incarcerated students in their state correctional institutions with *Perkins IV* funds?

In submitting their data, states provided total *Perkins IV* dollar funds made available for educating individuals in state institutions. The states did not include information regarding how much they made available for services for each of the three types of state institutions — correctional institutions for adults, juvenile justice facilities, and institutions that serve individuals with disabilities.

Data Sources and Methodology

Data Sources

Information in this report is drawn from data submitted to the Department by each state in its *Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV CAR)* for FYs 2012–14. *Perkins IV* requires states to submit by December 31 of each year the *Perkins IV CAR*, which includes a cover page; narrative responses; financial information; and enrollment and performance data on the progress in achieving state levels of performance. The specific parts of *Perkins IV CAR* used for this report are Section 5.b., row L of the final financial status reports (final FSRs), which includes the federal funds authorized for state institutions.

Further, this report includes information from “Section B., Use of Funds, Question 7,” which asked states to “describe the CTE services and activities carried out in state correctional institutions.” Section B., Use of Funds, also includes enrollment data on the number of incarcerated students participating in *Perkins IV* CTE programs in state correctional institutions and a narrative description of the programs and services provided to incarcerated youths and adults. The *Perkins IV CAR* during these years did not collect outcome data on the students served with the state institutions funds.

Final Financial Status Report

The states provided the information contained in each of the final FSRs for review and approval by Department officials. The information in the final FSRs includes the following: name of state; federal funding period; federal reporting period; accounting basic; grant award number, grant award amount; total *Perkins IV* Title 1 funds; local use of funds; reserve; funds for secondary recipient; funds for postsecondary recipients; formula distribution; state leadership; nontraditional training and employment; state institutions; other leadership activities; state administration; and state allocation. The specific information for this report came from the state institutions column, which provided the funding amount.

Methodology

This report consists of information on the amount states made available with *Perkins IV* funds for state institutions at the secondary and postsecondary levels during FYs 2012–14.

The report examined the *Perkins IV* CAR final FSR for FYs 2012-14 for each state's total grant allocation and amount made available for their state institutions.¹¹ It next calculated the percentage of each state's grant allocation that was made available for their state's institutions to determine the percentage of the allowed 1 percent that states made available for state institutions. It next examined the Section B. Use of Funds for the enrollment data on incarcerated individuals, and the state's narrative description of the activities.

The report then reviewed the data in the three tables to determine how many states made available between 0.90 and 1 percent of the allowed state institutions funds during each of the three reporting periods to highlight in this report. The report identified states that made available between 0.90 and 1 percent of the allowed state institutions funds and then used information in the narratives of 23 of those states to describe how the funds were used to support incarcerated individuals.

Tables 1, 2, and 3 include information from each state's final FSR for FYs 2012–14. Tables 1, 2, and 3 include the state, the state total grant allocation, the amount each made available to their state institutions, the percentage of the state grant allocation that each state made available for state institutions, and the number of incarcerated served. The final section focuses on the programs and services that state institutions provided with *Perkins IV* funds to support correctional education.

¹¹ The *Perkins IV* CAR did not collect data on whether or the extent to which states made available the funds they made available for state institutions to those state institutions that were not correctional institutions. Consequently, this report focuses only on the use of such funds for state correctional institutions.

Table 1. Fiscal Year 2012 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Alabama	\$19,175,065.00	\$20,000.00	0.1	1,103
Alaska	\$4,214,921.00	\$10,000.00	0.24	134
Arizona ^c	\$24,305,238.00	\$243,052.00	1	1,090
Arkansas	\$11,421,660.00	\$108,713.00	0.95	100
California	\$123,513,546.00	\$992,420.00	0.8	6,175
Colorado	\$15,419,857.00	\$60,000.00	0.39	1,794
Connecticut	\$9,403,428.00	\$13,813.44	0.15	3,286
Delaware	\$4,681,061.00	\$20,000.00	0.43	45
District of Columbia ^c	\$4,214,921.00	\$42,150.00	1	16
Florida	\$61,373,632.00	\$464,904.00	0.76	11,182
Georgia	\$37,580,242.00	\$37,580.00	0.1	9,879
Hawaii ^c	\$5,523,624.00	\$55,236.00	1	84
Idaho	\$6,394,899.00	\$63,949.00	1	604
Illinois ^c	\$40,924,618.00	\$409,246.00	1	1,469
Indiana	\$25,465,153.00	\$150,000.00	0.59	2,577
Iowa	\$11,963,946.00	\$100,000.00	0.84	611
Kansas ^c	\$10,245,408.00	\$102,454.00	1	1,380
Kentucky	\$17,905,647.00	\$124,050.00	0.7	777
Louisiana ^c	\$21,041,943.00	\$210,419.00	1	733
Maine ^c	\$5,523,624.00	\$55,236.00	1	20
Maryland ^c	\$15,487,207.00	\$154,872.00	1	7,656
Massachusetts ^c	\$17,849,432.00	\$178,494.00	1	250
Michigan	\$38,708,045.00	\$247,000.00	0.64	2,077
Minnesota	\$16,684,637.00	\$50,000.00	0.3	100
Mississippi ^c	\$13,363,550.00	\$133,635.50	1	78
Missouri ^{c,d}	\$21,575,129.00	\$212,973.36	0.99	^e
Montana	\$5,202,584.00	\$2,601.00	0.05	62
Nebraska	\$6,816,893.00	\$40,000.00	0.59	309
Nevada	\$9,226,209.00	\$92,262.05	1	193
New Hampshire	\$5,523,624.00	\$30,541.05	0.55	54
New Jersey ^c	\$22,566,330.00	220,558.20	0.98	4,358
New Mexico	\$8,198,470.00	\$3,743.04	0.05	126
New York	\$52,736,100.00	\$527,361.00	1	3,039
North Carolina	\$35,567,554.00	\$50,000.00	0.14	158
North Dakota ^c	\$4,214,921.00	\$42,149.00	1	72
Ohio ^c	\$42,750,001.00	\$427,500.00	1	7,920
Oklahoma ^c	\$15,094,180.00	\$150,942.00	1	1,079

Table 1. Fiscal Year 2012 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Oregon ^c	\$13,408,089.00	\$134,080.00	1	474
Pennsylvania	\$42,365,869.00	\$206,544.86	0.49	235
Puerto Rico	\$18,458,484.00	\$141,535.74	0.77	2,015
Rhode Island ^c	\$5,523,624.00	\$55,236.00	1	167
South Carolina	\$18,678,722.00	\$150,000.00	0.8	1,052
South Dakota ^c	\$4,214,921.00	\$42,149.00	1	97
Tennessee ^c	\$23,638,770.00	\$76,000.00	0.32	-- ^c
Texas ^c	92,218,972.00	\$831,532.75	0.9	9,813
Utah	\$12,045,788.00	\$15,000.00	0.12	6,745
Vermont ^c	\$4,214,921.00	\$42,149.00	1	250
Virginia ^c	\$24,011,928.00	\$220,000.00	0.92	7,466
Washington ^c	\$20,629,135.00	\$206,291.00	1	134
West Virginia ^c	\$8,428,617.00	\$84,286.00	1	184
Wisconsin	\$20,241,685.00	\$140,300.00	0.69	538
Wyoming	\$4,214,921.00	\$10,000.00	0.24	222
Total	\$1,104,151,745.00	\$8,202,958.99	Average 0.72%	99,982

^a “State institutions” refer to state correctional institutions and institutions that serve individuals with disabilities. The amount made available refers to what states made available “to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities.

^b State institutions funds can also be used to serve individuals in other institutional settings. Data on the numbers of individuals served in non-correctional settings are not available.

^c The state’s narrative regarding the services and activities provided for incarcerated students appears in the final section of this report.

^d Missouri reported that no individuals were served during this program year because the funds were made available “to upgrade technology in selected facilities in an effort to implement a new program” that would be offered in the next program year.

^e The state did not identify the number of incarcerated individuals served.

Source: State’s Final Financial Status Reports, *Consolidated Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006*

Table 2. Fiscal Year 2013 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Alabama	\$19,175,065.00	\$20,000.00	0.1	1,304
Alaska	\$4,214,921.00	\$10,000.00	0.24	195
Arizona ^c	\$22,459,217.00	\$224,592.00	1	571
Arkansas	\$11,403,795.00	\$114,038.00	1	115
California	\$113,295,476.00	\$891,586.00	0.79	6,533
Colorado	\$14,273,168.00	\$60,000.00	0.42	1,508
Connecticut ^d	\$8,596,623.00	\$15,000.00	0.17	-- ^d
Delaware	\$4,494,945.00	\$4,250.00	0.09	340
District of Columbia ^c	\$4,214,921.00	\$42,150.00	1	60
Florida	\$56,063,464.00	\$441,217.00	0.78	11,177
Georgia	\$34,407,329.00	\$34,407.00	0.1	2,145
Hawaii ^c	\$5,235,475.00	\$52,355.00	1	84
Idaho	\$5,999,521.00	\$59,995.20	1	271
Illinois ^c	\$38,934,174.00	\$389,342.00	1	1,469
Indiana	\$23,687,919.00	\$150,000.00	0.63	2,093
Iowa	\$11,963,946.00	\$100,000.00	0.83	739
Kansas ^c	\$10,245,408.00	\$102,454.00	1	1,076
Kentucky	\$17,905,647.00	\$94,142.50	0.53	938
Louisiana ^c	\$21,041,943.00	\$210,419.00	1	733
Maine ^c	\$5,235,475.00	\$52,356.02	1	35
Maryland ^c	\$14,812,307.00	\$148,123.00	1	2,180
Massachusetts ^c	\$17,323,922.00	\$173,239.00	1	250
Michigan	\$35,015,474.00	\$222,300.00	0.63	1,584
Minnesota	\$16,684,637.00	\$50,000.00	0.3	186
Mississippi ^c	\$13,363,550.00	\$133,635.50	1	160
Missouri ^c	\$20,939,820.00	\$202,398.00	1	486
Montana	\$4,939,307.00	\$2,470.00	0.05	271
Nebraska	\$6,816,893.00	\$40,000.00	0.59	209
Nevada	\$8,633,133.00	\$60,327.76	0.7	256
New Hampshire	\$5,235,475.00	\$23,017.16	0.44	631
New Jersey ^c	\$21,030,188.00	\$210,193.64	1	2,749
New Mexico ^d	\$8,017,422.00	\$5,722.93	0.07	-- ^d
New York	\$51,361,536.00	\$389,122.00	0.76	3,743
North Carolina	\$32,524,684.00	\$50,000.00	0.15	158
North Dakota ^c	\$4,214,921.00	\$42,149.00	1	97
Ohio ^c	\$42,750,001.00	\$427,500.00	1	8,304
Oklahoma ^c	\$15,094,180.00	\$150,942.00	1	1,085

Table 2. Fiscal Year 2013 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Oregon ^c	\$12,410,066.00	\$124,101.00	1	474
Pennsylvania	\$40,722,778.00	\$317,787.20	0.78	377
Puerto Rico	\$18,458,484.00	\$136,514.25	0.78	1,071
Rhode Island ^c	\$5,235,475.00	\$52,355.00	1	183
South Carolina	\$16,827,895.00	\$150,000.00	0.9	830
South Dakota ^c	\$4,214,921.00	\$42,149.00	1	45
Tennessee ^d	\$21,457,158.00	\$76,000.00	0.35	...-- ^d
Texas ^c	\$84,168,234.00	\$789,866.18	0.94	11,248
Utah	\$11,495,239.00	\$15,000.00	0.13	6,583
Vermont ^c	\$4,214,921.00	\$42,149.00	1	277
Virginia ^c	\$23,247,014.00	\$209,000.00	0.9	3,824
Washington ^c	\$19,584,244.00	\$195,842.00	1	469
West Virginia ^c	\$8,428,617.00	\$84,286.00	1	288
Wisconsin	\$20,241,685.00	\$140,202.09	0.69	652
Wyoming	\$4,214,921.00	\$10,000.00	0.24	222
Total	\$1,046,527,534.00	\$7,784,695.43	Average 0.71%	80,278

^a “State institutions” refer to state correctional institutions and institutions that serve individuals with disabilities. The amount made available refers to what is made available “to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities.

^b State institutions funds can also be used to serve individuals in other institutional settings. Data on the numbers of individuals served in non-correctional settings are not available.

^c The state’s narrative regarding the services and activities provided for incarcerated students appears in the final section of this report.

^d The state did not identify the number of incarcerated individuals served.

Source: State’s Final Financial Status Report, *Consolidated Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006*

Table 3. Fiscal Year 2014 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Alabama	\$19,175,065.00	\$20,000.00	0.1	1,141
Alaska	\$4,214,921.00	\$10,000.00	0.24	76
Arizona ^c	\$24,934,607.00	\$249,346.00	1	458
Arkansas	\$11,403,795.00	\$114,038.00	1	60
California	\$122,943,598.00	\$890,210.00	0.72	9,936
Colorado	\$15,944,320.00	\$60,000.00	0.38	1,903
Connecticut ^d	\$9,466,507.00	\$7,624.00	0.08	-- ^d
Delaware	\$4,720,975.00	\$19,750.00	0.42	340
District of Columbia ^c	\$4,214,921.00	\$42,150.00	1	136
Florida	\$61,726,876.00	\$506,851.00	0.82	12,528
Georgia	\$38,240,445.00	\$38,240.00	0.1	4,000
Hawaii ^c	\$5,496,906.00	\$54,948.00	1	24
Idaho	\$6,376,981.00	\$63,770.00	1	610
Illinois ^c	\$40,519,069.00	\$405,191.00	1	2,626
Indiana	\$24,843,250.00	\$150,000.00	0.6	3,509
Iowa	\$11,963,946.00	\$100,000.00	0.84	471
Kansas ^c	\$10,245,408.00	\$102,454.00	1	1,288
Kentucky	\$17,905,647.00	\$103,562.80	0.58	958
Louisiana ^c	\$21,041,943.00	\$210,419.00	1	797
Maine ^c	\$5,496,906.00	\$52,474.00	0.95	175
Maryland ^c	\$15,289,772.00	\$152,898.00	1	2,191
Massachusetts ^c	\$17,766,415.00	\$177,664.00	1	250
Michigan	\$37,280,167.00	\$247,000.00	0.66	1,730
Minnesota	\$16,684,637.00	\$50,000.00	0.3	35
Mississippi ^c	\$13,363,550.00	\$133,635.00	1	155
Missouri ^c	\$21,433,742.00	\$214,337.00	1	2,112
Montana	\$5,179,103.00	\$30,000.00	0.58	28
Nebraska	\$6,816,893.00	\$40,000.00	0.59	300
Nevada	\$9,650,599.00	\$71,505.45	0.74	946
New Hampshire	\$5,496,906.00	\$48,738.86	0.89	240
New Jersey ^c	\$22,370,715.00	\$221,596.53	0.99	3,575
New Mexico ^d	\$8,028,679.00	\$1,986.47	0.02	^d --
New York	\$51,368,505.00	\$200,000.00	0.39	834
North Carolina	\$35,695,795.00	\$50,000.00	0.14	780
North Dakota ^c	\$4,214,921.00	\$42,149.00	1	98
Ohio ^c	\$42,750,001.00	\$427,500.00	1	2,884
Oklahoma ^c	\$15,094,180.00	\$150,942.00	1	1,014

Table 3. Fiscal Year 2014 State Basic Grants (Title I of the Carl D. Perkins Career and Technical Education Act of 2006) by selected categories

State	State Total Grant Allocation	Amount Made Available for State Institutions ^a	Percentage of State Grant Allocation Made Available for State Institutions ^a	Number of Incarcerated Individuals Served ^b
Oregon ^c	\$13,448,245.00	\$134,482.00	1	307
Pennsylvania	\$40,722,778.00	\$335,825.00	0.82	317
Puerto Rico	\$18,458,484.00	\$184,585.00	1	950
Rhode Island ^c	\$5,496,906.00	\$54,969.00	1	209
South Carolina	\$18,310,739.00	\$150,000.00	0.82	781
South Dakota ^c	\$4,214,921.00	\$42,149.00	1	42
Tennessee ^d	\$23,042,024.00	\$76,000.00	0.33	-d-
Texas ^c	\$92,014,058.00	\$873,480.82	0.95	15,527
Utah	\$12,274,340.00	\$15,000.00	0.12	208
Vermont ^c	\$4,214,921.00	\$42,149.00	1	317
Virginia ^c	\$23,634,248.00	\$220,000.00	0.93	8,492
Washington ^c	\$20,736,066.00	\$207,360.00	1	190
West Virginia ^c	\$8,428,617.00	\$84,286.00	1	713
Wisconsin	\$20,241,685.00	\$140,300.00	0.69	1,423
Wyoming	\$4,214,921.00	\$10,000.00	0.24	76
Total	\$1,098,813,619.00	\$8,031,565.93	Average 0.73%	87,760

^a “State institutions” refer to state correctional institutions and institutions that serve individuals with disabilities. The amount made available refers to what is made available “to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities.

^b State institutions funds can also be used to serve individuals in other institutional settings. Data on the numbers of individuals served in non-correctional settings are not available.

^c The state’s narrative regarding the services and activities provided for incarcerated students appears in the final section of this report..

^d The state did not identify the number of incarcerated individuals served.

Source: State’s Final Financial Status Report, *Consolidated Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006*

Summary of Tables

The total amount made available for state institutions during these three fiscal years (FYs 2012–14) was \$24,01,220.35, or an average of 0.72 percent of the state allocation. The number of incarcerated individuals in correctional institutions served was 263,662.

The tables indicated that between 0.90 and 1.00 percent of the maximum 1 percent allowed with *Perkin IV* funds were made available during FYs 2012, 2013, and 2014 by the following 25 states — Arizona, Arkansas, District of Columbia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Texas, Vermont, Virginia, Washington, and West Virginia (see Tables 1, 2, and 3). In addition to those 25 states, for specific FYs, the following states made available between 0.90 and 1.00 percent of the maximum 1 percent allowed with *Perkin IV* — Nevada and New York (FY 2012, see Table 1), South Carolina (FY 2013, see Table 2), and Puerto Rico (FY 2014, see Table 3). During the same three fiscal years, the remaining states made available between 0.02 and 0.89 percent of their *Perkins IV* funds to provide programs and services in their state institutions (see Tables 1, 2 and 3), .

In the following section each of the state highlights includes the amount made available for state institutions of all types, including state institutions that are not correctional institutions, the number of incarcerated individuals served, and the types of programs and services provided in correctional institutions. The remaining states also provided similar programs and services offered by those supported by the 23 states highlighted in this report.

State Highlights

The state summaries include the amount of *Perkins IV* funds made available to state institutions of all types, including state institutions that were not correctional institutions, the number of incarcerated individuals in correctional facilities who were served, and the types of programs and activities supported in correctional institutions with *Perkins IV* State Basic Grant funds in these states during FYs 2012 through 2014. The summaries are based on information that the states provided in the *Perkins IV* CAR for FYs 2012-14, in Section 3: Use of Funds; Part B, Question 7 Serving Individuals in State Institutions. Question 7 asked states to describe the CTE services and activities carried out in state correctional institutions. Please note that although the states were asked to explain how they made available CTE funds for services and activities in state correctional institutions, they were not required to follow a format or provide detailed information. Therefore, the written narrative about the services and activities for incarcerated students varied from one sentence to several sentences, and from one paragraph to several paragraphs.

Arizona

During FYs 2012–14, the amount made available for state institutions of all types was \$716,990.¹² The correctional education funds provided programs and services to 2,119 students incarcerated in correctional institutions. The Arizona Department of Juvenile Corrections (ADJC) and Arizona Department of Education, Career and Technical Education (ADECTE) developed a local plan and application goals for this population, which included training in automotive technologies, culinary arts, cosmetology, graphic arts, building trades, and fire science.

ADJC and ADECTE also provided professional development opportunities on the following topics: Arizona College and Career Ready Standards, assessment development techniques, lesson planning, differential instruction, and multiple assessment strategies for special needs and English Language Learners students through the Career Technical Education/Association of Career and Technical Education Summer Conference. Career counselors also participated in professional development opportunities to assist students in career planning and career literacy.

District of Columbia

During FYs 2012–14 the amount made available for state institutions was \$126,450. The correctional education funds provided training to 212 incarcerated students. The District of

¹² The amount reported allocated for state institutions is the sum of the “Amount Made Available for State Institutions” in Tables 1, 2 and 3 in this report. See the source information for each table.

Columbia used *Perkins IV* funds to offer Workforce Readiness Skills Training with incarcerated youths, and adult males and females. The State Office of Career and Technical Education (State Office) provided workforce development training for the imprisoned men and women at the District of Columbia Jail. Workforce Skills Training offered participants the Education Success Program (ESP), which provided high-quality literacy-based programs for participants housed by the District of Columbia Department of Corrections. The ESP focuses on essential skill enhancement, college and career awareness, and employability skill training.

Also, the State Office created a partnership with the University of the District of Columbia Community College to provide workforce development noncredit course offerings for male and female students. Adult and juvenile males participated in two separate core construction programs. Adult females participated in a hospitality and tourism program. To broaden the learning workforce readiness preparation, all students also participated in a workforce readiness curriculum.

Hawaii

During FYs 2012–14 the amount made available for state institutions was \$162,539. The correctional education funds provided programs and services to 192 incarcerated students in the Culinary Arts Program for Women at the Women’s Community Correctional Center and an Office Worker Business Application Program for imprisoned men at Waiawa Correctional Facility.

Funds also supported two culinary arts modules offered in partnership with Kapolei Community College. The two modules included Introduction to the Culinary Industry and Safety and Sanitation. All 14 of the women enrolled in Modules 1 and 2 completed both modules. Ten of these women also passed the ServSafe certification exam and received a ServSafe national certificate.

Illinois

During FYs 2012–14, the amount made available to state institutions was \$1,203,779. The funds used for correctional education provided programs and services to 5,564 incarcerated students. The correctional education system provided standardized vocational programs approved by the Illinois Community College Board. The Illinois Department of Corrections funded several training programs for nontraditional fields,¹³ including culinary arts and cosmetology. Funds also were used for Life Skills Centers that facilitate the reentry of released individuals into the workforce by providing services to assist them in obtaining gainful employment.

¹³ Section 3(20) of *Perkins IV* defines “non-traditional fields” as “occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.”

Kansas

During FYs 2012–14, the amount made available to state institutions was \$307,362. The correctional education funds provided programs and services to 3,744 incarcerated students in agriculture, construction, production, and restaurant and event management pathways.

Westside High School and Lawrence-Gardner High School (LGHS) offered construction, production, and restaurant and event management pathways for the juveniles in state institutions in Kansas. LGHS also provided agricultural experiences through a greenhouse for their Agriculture Pathways program.

Additionally, the Juvenile Correctional Facilities Technical Consortium (JCFVC) used the [ACT Work Keys Assessment Tool](#) to provide an industry-recognized certification/credential opportunity for students. As a result, students earned a Kansas Work Ready Certificate. LGHS students also had the chance to acquire the Occupational Safety and Health Administration (OSHA) 10 certification, which provided 10 hours of training about common safety and health hazards on the job. Steps have been taken to enable students to obtain a license to drive a forklift.

The state also reported that it has acquired and kept current articulation agreements with Washburn Technical College, Barton Community College, and North Central Kansas Technical College.

Louisiana

During FYs 2012–14, the amount made available to state institutions was \$631,257. The correctional education funds provided programs and services to 2,263 incarcerated students. Students received training in the following career pathways: carpentry, automotive technology, collision repair, welding, culinary arts, horticulture, heating ventilation and air conditioning (HVAC), drafting, and cabinet and furniture construction. In most of the career pathways, students were awarded industry-based credentials. Students are encouraged to complete testing for the International Building Code (IBC). The state’s narrative did not indicate which IBC test.

Maine

During FYs 2012–14, the amount made available for state institutions was \$112,966.02. The correctional education funds provided programs and services to 230 incarcerated students. Maine used *Perkins IV* funds to support correctional education for teacher’s professional development, to purchase supplies and equipment, and to provide training as noted in the subsequent paragraphs.

The state reported that teachers participated in training aligned to a proficiency-based education model, attended a CTE certification conference, participated in an OSHA compliance conference, and took a course in assessment and evaluation in CTE programming.

The state purchased training manuals, books, and other media at modified literacy levels for the youth facility CTE programs and updated equipment in the culinary arts, graphic arts, and carpentry

programs. The culinary arts updates allowed students to set up and cater events both inside and outside the facility (including several banquets), and plans have been developed to open the “SOLO Café,” which will provide the opportunity for Thursday pizza sales.

Additionally, the state purchased a graphic arts dryer to facilitate textile printing, which will enable students to learn current industry skills.

The carpentry students can obtain certification on how to safely use the new planer, magnesium saw, brad nailer, and finish sander. The students can use these skills in employment and daily home maintenance.

Maryland

During FY 2012–14, the amount made available for state institutions was \$455,893. The correctional education funds provided programs and services to 12,027 incarcerated students.

Maryland used *Perkins IV* funds to offer 23 technical programs taught in 40 classes in 10 institutions. The state provided occupational programs in areas including automotive maintenance and inspection, construction, CORE and National Center for Construction Education and Research (NCCER) (to provide professional building craft certification), carpentry, electrical wiring, masonry, plumbing, sheet metal, fabric cleaning, and HVAC and refrigeration.

The state reported that instructors for the pre-apprenticeship programs in electrical wiring and welding received training and certification as NCCER instructors. In addition, CORE, the basic NCCER construction course, also was added to the roofing program, and the instructor was trained and certified in this occupation. The state reported that with support from the Maryland Department of Public Safety and Correctional Services (DPSCS), it could provide online testing for the Automotive Service Excellence certification for the automotive maintenance and inspection program at five institutions.

The state also developed a “Joint Skills Training Partnership” (JSTP) in its Hagerstown correctional facilities to document specific competencies that inmate workers master in the different prison jobs provided in these facilities. JSTP works with the DPSCS staff to specify what skills inmates learn on the job, which are noted on inmate resumes and discussed with possible employers upon their release. As a result of this training, 298 inmates met the standards established by their supervisors and received certificates after completing their training.

Massachusetts

During FYs 2012–14, the amount made available for state institutions was \$529,397. The correctional education funds provided programs and services to 750 incarcerated students.

Massachusetts used *Perkins IV* funds to improve career and technical education programming in correctional institutions. Some of the programs offered to student inmates in state institutions were in the following areas: graphic design, culinary arts, computer operation, website development, construction, custodial services, small engine repair, horticulture, HVAC, welding, automotive technology, and green technologies.

Additionally, seven institutions received funding for 12 programs that served inmates in youth facilities and adult male and female facilities. Some correctional institutions contracted with regional vocational-technical schools and colleges to provide instruction. All student inmates participated in reintegration programs at their facilities. Career assessments, career development, and employability skills were included in several programs. Some inmates received support with career and educational planning, and some received assistance with remedial education and high school equivalency preparation from funding sources other than *Perkins IV* funds.

Mississippi

During FYs 2012–14, the amount made available for state institutions was \$400,905.50. The correctional education funds provided programs and services to 393 incarcerated students. Inmates attended vocational evening programs to provide them with marketable skills needed to obtain employment upon release from prison. The vocational programs are governed by Mississippi Delta Community College Policy and Procedures and by the regulations of the Mississippi Department of Education (MDE). The programs follow the statewide curriculum framework mandated by the MDE. All programs are individualized, allowing inmates to proceed at their own pace and according to their potential. Inmate tutors assist the instructors in accommodating the vast range of ability levels.

The classes are open entry/open exit, so that when a student completes a program, another student is enrolled. Priority for placement in the vocational school is given for inmates within five years of release. The vocational instructors are licensed by the MDE, and current licensure is always maintained. Vocational training is offered in the following programs: automotive body collision and repair technology, automotive repair technology, carpentry technology, HVAC, and refrigeration.

Missouri

During FYs 2012–14, the amount made available for state institutions was \$636,708. Missouri reported that it did not serve any individuals during FY 2012 because the funds were used “to upgrade technology in selected facilities in an effort to implement a new program” that would be offered in the next program year. The correctional education funds provided programs and services to 2,598 incarcerated students for FYs 2013–14. The Employability Skills class used *Perkins IV* funds to provide access to technology and to teach basic computer/technology skills.

The Employability Skills class also taught typing skills, provided opportunities for students to evaluate their existing skills, and addressed their roadblocks to success within the curriculum. Toward these ends, students examined their personality traits, learned about personal satisfaction on the job, and discussed how to overcome incarceration history.

New Jersey

During FYs 2012–14, the amount made available for state institutions was \$652,378.35. The correctional education funds provided programs and services to 11,628 incarcerated students. The New Jersey Department of Education’s Office of Career Readiness awarded *Perkins IV* funding for the period of July 1, 2015, through June 30, 2016, to the New Jersey State Department of Corrections and the New Jersey Juvenile Justice Commission (commission) to provide services for students in state correctional institutions.

The New Jersey Department of Corrections operates at 12 facilities, which the state did not identify. However, these facilities all offer both academic and transitional programming for the inmate students and together awarded 451 high school equivalency diplomas. These facilities also enabled 53 students to earn high school diplomas from their high school districts.

The New Jersey Department of Corrections used the *Perkins IV* allocation to provide inmates with access to

- certificate programs for transitioning students (including ones in forklift safety, traffic flagging, and work zone safety), as well as OSHA 10 training and the ServSafe Safe Food Handling certification;
- CTE programming with certifications in communication technology, carpentry, culinary arts, electricity, HVAC, masonry, pesticide licensing, plumbing, and welding, as well as an expanded National Center for Construction Education and Research curriculum;
- high-quality workforce learning laboratories with technology, curriculum, and software, and programs materials and equipment from the Certified Technician Voice and Messaging program;
- the CareerScope Interest Inventory assessment;
- the New Jersey Career Assistant Navigator (at each facility) and an expanded curriculum of nontraditional occupational safety training (to the female population); and
- OSHA Outreach teacher training that offers OSHA instruction and certification.

Additionally, the commission operates CTE program services at 11 residential community homes, one-day programs, and four secure care facilities. The commission provided organized educational

activities that offer a sequence of courses, which may include structured learning experiences that provide students with rigorous academic and technical knowledge and skills required to prepare them for postsecondary education or training and careers in emerging and established professions. The commission used its *Perkins IV* allocation to

- provide instructional equipment for the Recording Arts/Audio Visual Technology programs at the New Jersey Training School (NJTS);
- develop audio recording, multi-microphone techniques, digital audio recording, audio for television and film and digital processing;
- participate in the New Jersey Restaurant Association;
- provide training and materials to support all aspects of the food service industry;
- deliver a career exposition with 22 volunteer presenters from diverse industries, four trade unions, three community colleges, two county technical-vocational schools and four industrial companies;
- provide resources and speakers for the Equine Program at NJTS and to provide a financial reality fair;
- provide a virtual reality fair for 30 students to be exposed to various career interests;
- integrate team teaching and collaboration using project-based learning, and up-to-date strategies that are incorporated into the instructional plans and lesson delivery for these CTE students; and
- update instructional equipment for the graphic arts classroom at the NJTS in Jamesburg, New Jersey.

North Dakota

During FYs 2012–14, the amount made available for state institutions was \$126,447. The correctional education funds provided programs and services to 267 incarcerated students.

The *Perkins IV* funds provided technical assistance for specific programs and to support the modification of programs to fit individual needs in the fields of agriculture education, family and consumer sciences, technology education, trade, industry, technical, and health programs.

Ohio

During FYs 2012–14, the amount made available for state institutions was \$1,282,500. The correctional education funds provided training to 19,108 incarcerated students.

All instruction offered to both juvenile and adult students within correctional settings consisted of single courses, rather than programs. The state asserts that the single-course model is the best way to deliver services to the maximum number of students while providing them with marketable skills that maximize their chances of remaining law-abiding, employed citizens after their release. Services and activities offered in the Ohio Department of Youth Services included career-based intervention courses in all facilities, as well as administrative office technology instruction (in the business and administrative services career field). Other courses offered, and the career field in which they were offered, included visual design and imaging (arts and communication), carpentry (construction technologies), horticulture (agricultural and environmental systems), auto specialization (transportation systems) and healthy living/career search (family and consumer sciences).

Services and activities provided in the Department of Rehabilitation and Correction in 23 adult prisons encompassed a wide range of 92 programs. In the adult education portion, classes consisted of one-year career development and five- to 10-week career enhancement courses. The programs covered the following career fields: agricultural and environmental systems, arts and communication, business and administrative services, construction technologies, human services, information technology, manufacturing, and transportation systems. Both types of classes provided graduates with valuable credentials, including OSHA 10 training, NCCER certificates, American Welding Society certifications, ServSafe certifications, Automotive Service Excellence certifications, Ohio Nursery and Landscaping Association Nursery Technician certifications, A+ certifications (for those interested in a career in informational technology), forklift operator certifications, barbering licenses, cosmetology licenses, and Webcam training.

Oklahoma

During FYs 2012–14, the amount made available for state institutions was \$452,826. The correctional education funds provided programs and services to 3,178 incarcerated students. The funds were used to promote a smooth transition from incarceration to the world of work by funding two Skills Centers employment transition coordinators. These individuals worked directly with students to help with reintegration issues, including housing, transportation, job search, and community services.

All Skills Centers used KeyTrain to prepare the students to take the WorkKeys test. Students were instructed in employability and life skills.

The state reported that for every \$1 the Skills Centers spends on minimum-security inmate training there is a return to each Oklahoma taxpayer of at least \$3.53 within five years. Included in the return are savings from reduced recidivism and incarceration costs.

Certifications are a critical factor in successful job placement for ex-offenders. Skills Centers helped students obtain the following: apprentice cards certifications (in areas including refrigeration, plumbing, electricity, vehicle maintenance, and forklift operation); OSHA 10 cards; career readiness credentials (1,166 inmates had their readiness skills assessed); NCCER certifications (in construction, electricity, HVAC, plumbing, and welding); Brainbench certificates (in information technology and customer service); and Life Skills Certifications.

Oregon

During FYs 2012–14, the amount made available for state institutions was \$392,671. The correctional education funds provided programs and services to 1,255 incarcerated youths and adults. The Oregon Youth Authority and the Oregon Department of Corrections provided the training. For example, New Bridge High School provided comprehensive courses in business, health, and manufacturing technology. The school also partnered with Rogue Community College and provided college credit to students in business and manufacturing. The manufacturing students produced and sent personalized wooden pens to troops from southern Oregon serving in Afghanistan.

RiverBend Juvenile Correctional Facility with assistance from Mountain Education Service District created a new program of study in wildfire science.

Coffee Creek Correctional Facility continued to gain state and national recognition for its partnership with Oregon Lions Sight and Hearing Foundation, which provided female inmates an opportunity to become certified technicians in paraoptometrics. Over 100,000 pairs of glasses are recycled annually through this program. Coffee Creek also established a business partnership with a local hair-cutting franchise. This partnership allows qualified inmate interviews and an opportunity to gain employment upon release.

Rhode Island

During FYs 2012–14, the amount made available for state institutions was \$162,560. The correctional education funds provided programs and services to 559 incarcerated students. The Rhode Island Department of Children, Youth, and Families continued to operate two programs at the Rhode Island Training School. The Harvest Kitchen program taught students safe food handling and wholesale and retail food production. The barbering and cosmetology program offered classes that provided students with the hours needed to achieve state licensure in those two fields.

The Rhode Island Department of Corrections ran three programs at the Adult Correctional Institution. It provided training, testing, and certification for an OSHA 10 training lead hazard site supervision, a culinary arts assistant program, and a food management program..

South Dakota

During FYs 2012–14, the amount made available for state institutions was \$126,447. The correctional education funds provided programs and services to 184 incarcerated students through the State Treatment and Rehabilitation Academy (STAR Academy) and South Dakota’s juvenile corrections center in Custer, South Dakota. The court system placed youths served by the STAR Academy in the custody of the Department of Corrections, and both delinquent children and children in need of supervision were placed at the STAR Academy. Due to changes in the South Dakota Juvenile Justice System, the STAR Academy was closed in April 2016, and students enrolled in the facility were placed in programs in their local communities.

During the reporting year (while STAR Academy was operational), the facility had approved CTE programs in architecture and construction, business management and administration, information technology, and manufacturing. The instructors in these programs and the administrators assisted students in developing employability skills and certifications so that upon release, they would have the skills and knowledge to successfully navigate their environments. Students at STAR Academy also had access to a counselor who worked with them in [SDMyLife](#), an online career development tool, and helped them prepare for the Armed Services Vocational Aptitude Battery, [ACT](#), and the General Education Development exams.

Texas

During FYs 2012–14, the amount made available for state institutions was \$2,494,879.75. The funds for correctional education provided programs and services to 36,588 incarcerated students through the Windham School District and Texas Juvenile Justice Department. The Windham School District offered secondary education services to adult inmates. The Texas Juvenile Justice Department provided secondary education services to juvenile inmates.

Additionally, Lee College used *Perkins IV* funds to provide CTE textbooks at a lending library at a correctional facility.

Vermont

During FYs 2012–14, the amount made available for state institutions was \$126,447. The correctional education funds provided programs and services to 844 incarcerated students.

The Vermont Department of Corrections used *Perkins IV* funds to support technical education programs in all correctional facilities across the state. The Community High School of Vermont (CHSVT) operates as an accredited independent high school in the state’s correctional facilities,

delivering training and education leading to high school completion, industry certification, and/or employment. *Perkins IV* funds supported the high school's construction, safety, and fabrication programs that used NCCER curriculum and standards, automotive technician and small engines programs that used National Automotive Technician Education Foundation and Automotive Service Excellence curriculum and standards, and its Agriculture/Culinary Farm-to-Plate program through the National Restaurant Association and University of Vermont Master Gardener curriculum and standards.

Additionally, through *Perkins IV* funds, CHSVT continued to enhance programs and maintain industry standards, which allow for increased opportunities for students and collaboration with regional CTE centers in the state.

Virginia

During FYs 2012–14, the amount made available for state institutions was \$869,000. The funds for correctional education provided programs and services to 19,782 incarcerated students through the Department of Virginia Department of Corrections (VADOC) Division of Education and the Virginia Department of Juvenile Justice Division of Education (DJJ-DOE).

The types of programs and services provided by VADOC included dual enrollment programs, apprenticeships, and industry-based credentials. Dual enrollment programs were offered through a partnership with the Virginia Community College System (VCCS). These programs were provided in the areas of business software applications, computer systems technology, computer-assisted drafting/drafting, masonry, commercial foods, and HVAC.

As part of VADOC's efforts to expand postsecondary opportunities, apprenticeship programs were expanded. A total of 781 apprentices registered, with a total of 63 apprentices completing their programs. A variety of programs were available, depending on the opportunities for establishing them at a particular prison. Additionally, VADOC added five CTE programs recommended by the American Council on Education (ACE). The ACE courses included Introduction to Computers, Business Software Applications, Print Production, and Communications Arts and Design.

Industry-based certifications continued to be emphasized despite the difficulty of offering some of the exams inside prisons. VADOC now has agreements in six adult facilities for 16 programs. Agreements continue that enable the schools to provide testing from Pearson VUE for CompTIA A+ and Certiport for the Microsoft Office Specialist, as well as from the National Occupational Competency Testing Institute for the Residential Construction Academy for several programs. These include ones in the trade areas of carpentry, plumbing, building maintenance repair, electricity, and HVAC. For the past several years, the VCCS has annually served more than 2,500 inmates in Virginia's correctional facilities to qualify them for a Career Readiness Certificate certifying their workplace skills. The VCCS offered these assessments through Southside Community College with funding support from VADOC.

The DJJ-DOE serves as an independent school district for the Yvonne B. Miller High School. DJJ-DOE operates in cooperation with the Virginia Department of Juvenile Justice and the Virginia Department of Education in providing career and technical education instruction.

During the 2015–16 school year, the DJJ-DOE offered CTE programs to juveniles at the Yvonne B. Miller High School Bon Air and Beaumont campus locations. Programs comprised nine different courses focusing on 10 cluster areas for secondary students. DJJ-DOE continued to emphasize industry-based certifications and with some limitations implemented the Workplace Readiness Skills test. Additional exams included the ServSafe Manager Certification examination and the Virginia Board for Barbers and Cosmetology licensing exam.

Washington

During FYs 2012–14, the amount made available for state institutions was \$609,493. The correctional education funds provided programs and services to 793 incarcerated students.

The Office of Superintendent of Public Instructions coordinated efforts with two Juvenile Rehabilitation Administration (JRA) agencies, Green Hill School and Naselle Youth Camp. The goal of the CTE-JRA collaboration is to preserve the vital connections between youth and their families and communities by providing courses that offer students an opportunity to work towards attaining an industry-based certification, eventually leading to gainful and meaningful employment.

Green Hill School students participated in a horticulture class during spring and summer terms. In addition to working in a greenhouse and gardening, they did extensive classroom work to prepare for Washington State University Master Gardener certification. *Perkins IV* funding helped the program purchase consumables and small supplies to support the spring/summer program, as well as expand this program to the fall and winter terms. Funding also supported the acquisition of laboratory equipment to outfit a classroom for special needs students who participated in the operation of the greenhouse.

Green Hill's Welding/Computer Numerical Control (CNC) program was fully operational and introduced students to the use of a high-end CNC machine. Students could earn an intermediate welding certification after completing a written exam. The program provided students with skills and experience to help them become certified welders, and it also helped them develop leadership and employability skills.

The school's C-Tech program allowed students to earn certifications via C-Tech in copper cabling, fiber-optic cabling, and home entertainment installation certification. *Perkins IV* funds supported the purchase of supplies to continue this program.

Green Hill's Automotive Mechanics and Collision Repair program allowed students to develop skills in automotive mechanics and collision repair that can lead to Automotive Service Excellence

and I-CAR certification. *Perkins IV* funding supported the purchase of supplies and equipment, including upgrading the shop software to align with current industry standards.

Naselle Youth Camp students learned about coding and application development through the Computer Applications program, in which students engaged in graphic design activities and became familiar with Microsoft products.

Naselle's Saw Shop program offered students an opportunity to earn vocational credit while learning job skills in saw repair and maintenance. Students also learned to use the laser engraver and the lathe to do projects in the shop. Students repaired and maintained STIHL® chainsaws used by the Department of Natural Resources Program at Naselle, engaged in hands-on projects such as building and programming robots, and made crafts such as wooden or acrylic pens and turned them down on the lathe. They also designed logos and emblems and used the laser engraver to print their designs on wood or other hard surfaces, such as cutting boards.

West Virginia

During FYs 2012–14, the amount made available for state institutions was \$252,858. The funds used for correctional education provided training to 1,185 incarcerated students. *Perkins IV* funds provided training for professional development; curriculum; technical assistance; and assuring simulated workplace environments were in place at juvenile institutions through CTE programs. The institutions used the programs and curricula approved by the West Virginia Department of Education.

Additionally, the West Virginia Department of Education's Office of Institutional Education Programs administered programs for juveniles in residential treatment centers and juveniles in regional jails and state correctional facilities through the Division of Corrections. Education programs at 10 institutions are accredited by the Correctional Education Association. The 10 institutions offered national certification in the core curriculum through the National Center for Construction Education and Research. The state did not identify the 10 institutions.

Also, Career-Integrated Experiential Learning (CIEL) Certificate online courses were developed and restricted to approved juvenile centers. Students transitioning from these centers could enroll in a CIEL concentration at their home school for seamless completion of a program.

Summary

During FYs 2012–14, the total amount of *Perkins IV* funding allocated to state institutions of all types, including state institutions that were not correctional institutions, was \$24,019,220.35; the average percentage of the state allocation made available for state institutions of all types was 0.72; and the total number of incarcerated juveniles and adults served in state correctional institutions during the three fiscal years with these funds was 268,020. The states provided programs and services to incarcerated youths and adults in areas such as culinary arts, welding, production, automotive mechanics, hospitality and tourism, horticulture, and graphics, as well as life and employability skills. The programs and services are designed to prepare the incarcerated students with marketable skills and to become self-sufficient once released.

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