

## **TRANSITION PLAN DECISION NUMBER THREE: INDIVIDUALS IN STATE INSTITUTIONS**

To assure that each state provides services for individuals in institutions, Perkins III **requires the state to determine an amount for services, up to one percent of leadership dollars, for individuals in State Institutions, such as state correctional institutions, and institutions that serve individuals with disabilities.** Funds must be used for allowable leadership activities.<sup>1</sup> Perkins III does not include individuals in institutions in the definition of special populations. There are no required accountability or reporting criteria for services to individuals in institutions, but the state may add indicators and levels of performance.

### **Background**

Perkins III maintains much of the Offender Setaside that was required in Perkins II and administered by the Correction Clearinghouse (CCH) at Employment Security. Perkins III maintains an emphasis on individuals in correctional institutions, but adds the individuals in state institutions that serve the disabled. Within the state there are several institutions that serve individuals with mental, physical, and developmental disabilities.

There are several adult state correctional centers: Airway Heights, Cedar Creek, Clallam Bay, Coyote Ridge, Larch, McNeil Island, Olympic, Stafford Creek, Twin Rivers, Washington Correction Centers at Shelton and Purdy, plus the State Penitentiary at Walla Walla and the State Reformatory at Monroe. There are also juvenile facilities at Echo Glen, Green Hill, Indian Ridge, Maple Lane, Medical Lake, Mission Creek, and Naselle.

There are state Schools for the Deaf and the Blind located in Vancouver that educate and train hearing and visually impaired children. Both schools are state supported and available at no cost to residents of the state between the ages of three and twenty-one who are hearing or visually impaired. Each sensory handicapped school admits students on a space-available basis and according to established criteria. All school districts report the names of the visually or hearing impaired students to their Educational Service District, which then reports the information to the Superintendent of Public Instruction and the appropriate sensory handicapped school. There are also schools for the mentally retarded and developmentally disabled: Fircrest School, Lakewood Village, Rainier, Yakima Valley, and the Francis Hodden Morgan School. These schools are administratively attached and funded through the Department of Social and Health Services/ Health and Rehabilitative Services. There are approximately 150 students at the School for the Blind, 175 students at the School for the Deaf, and 1,500 students at the schools for the mentally retarded and developmentally disabled.

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<sup>1</sup> Perkins III, Section 124. Leadership activities include: assessment; professional development; supporting integration of academic and vocational education; developing, improving, and expanding use of technology; supporting partnerships of LEAs, institutions of higher education, and adult education providers; and supporting programs for special populations, which includes single parents (including single pregnant women), individuals with disabilities, economically disadvantaged, individuals preparing for non-tradition employment, displaced homemakers, and individuals with limited English proficiency or other barriers to educational achievement.

Once students with disabilities complete their state support school experience, there are community groups, such as Diversified Industries and Goodwill, that provide opportunities for the adults with disabilities. These community groups often receive funding from federal, state, local, and private sources and individuals with both residential and employment opportunities.

The desired outcomes are to have individuals in institutions prepared with occupational and workplace skills that will allow them to maximize productivity in the workplace and to use these funds for statewide activities that promote the coordinated systems necessary to accomplish this goal.

## **DECISION**

What is the best use of the funds for the transition year to advance the desired outcomes?

1. Support at 1 percent to include necessary dollars for a study (with oversight by WTECB) to identify the best way to meet the vocational education needs of the client populations and for CCH to continue current activities with an emphasis on incarcerated clients with disabilities.

Pros: State lacks experience with our client populations and a study would provide a foundation for future decisions.  
CCH knowledgeable and experienced in providing service to incarcerated.  
Continued funding addresses identified needs.

Cons: Delays potential services to other institutions.  
Study leaves fewer dollars for program services.

2. Support at 1 percent to continue to provide services through CCH while adding other state institutions as eligible providers.

Pros: Assures service to institutions for individuals with disabilities and incarcerated.  
Full utilization of funds for services.  
Adds knowledgeable and experienced service providers from other institutions.

Cons: Small amounts of dollars may not be sufficient to cause impact.  
WTECB would be working with multiple contractors with no study of client needs.

## APPENDIX

### Perkins II

The law required that at least one percent of each state's allotment be for Corrections Education for criminal offender programs and that these programs be administered by one or more state corrections agencies. The Corrections Alliance was established in 1991 to administer the Carl D. Perkins One Percent Setaside (previously the setaside was administered by the State Board for Vocational Education). The Alliance was administratively housed within the Corrections Clearinghouse at Employment Security. In FY 98, Perkins funding for corrections education was \$195,842. A total of 305 offenders were directly served through programs in juvenile facilities and jails. Participating institutions include adult correctional facilities, juvenile facilities, juvenile detention centers, and selected city/county jails in Washington State.

Beyond direct services, the primary aim of the Alliance was to use the allocation to foster collaboration and program information sharing among all levels of corrections. Its main strategy was to fund projects that served as catalysts for promoting cooperation, innovation, and system change. This approach allowed the Alliance to pursue programs that subsequently led to the creation of a State Jail Industries Board, a statewide computer resource directory, work maturity preparation classes in juvenile institutions, and curriculum development for female offenders.

Current members of this Alliance are knowledgeable working managers in their respective areas of corrections. They include: the State Board for Community and Technical Colleges; the Office of the Superintendent of Public Instruction; the Department of Social and Health Services/Division of Juvenile Rehabilitation; the Department of Corrections/Division of Offender Programs; the Employment Security Department/Corrections Clearinghouse; the Washington Jailers' Association; the Washington Association of Juvenile Court Administrators; and the Washington Correctional Educators Association.

The Alliance develops specific program goals and priorities consistent with WTECB's overall priorities for Perkins programs; the strategies contained in *High Skills, High Wages*; and the accountability system, Performance Management for Continuous Improvement.

#### Jail Information Program 1997 Annual Report<sup>2</sup>

At the end of 1997, the overall statewide jail capacity picture dropped to an 1.5 percent shortfall in capacity over the Average Daily Population. These reports have led the Legislature to adopt legislation (Chapter 19, Laws of 1995) requiring all inmates to participate in Department of Corrections approved education programs, work programs, or both. The goals are for the inmates to:

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<sup>2</sup> Jail Information Program 1997 Annual Report prepared by the Washington Association of Sheriffs and Police Chiefs.

- Receive assessments for basic reading, math, and language skills.
- Achieve basic academic skills and vocational skills necessary for work programs and to qualify for work upon release.
- Be placed in education and work programs.

The increasing number of inmates and the associated expenses can be reduced if inmates participate in meaningful education and work programs in order to learn transferable skills that will help reduce recidivism and mirror the values of the community.

These studies bring more specificity to the knowledge of the training needs for Washington State and continue to validate those identified in the IHC study. Many of the conclusions and suggested strategies are supported by the identified uses of Perkins and state resources. The One Percent Setaside was carried out under the following philosophy:

- Corrections education and training in Washington State must be viewed from a holistic perspective. Since offenders move in and out within specific corrections systems as well as between systems, educational and vocational training planning must consider the continuum of needs for early intervention, law enforcement, prosecutors, courts, and corrections.
- Viewing corrections as a set of independent entities focusing on juveniles, jails, and adult corrections is no longer adequate. An assessment of vocational activity needs must be conducted to ensure that certain groups of offenders do not fall through the cracks in the corrections system.

Specific Activities, Services, or Programs for Criminal Offenders have included:

- Structured computer literacy orientation for female offenders.
- School-to-Work activities for jail inmates.
- Master gardener training for jail inmates.
- Pre-employment community services for juvenile offenders.
- Pre-vocational readiness for juveniles in jail settings.
- Computer-aided software development for math instruction.
- Integrating basic skills with job readiness for jail inmates.