



Roy Cooper, Governor

Todd Ishee, Secretary

October 31, 2024

The Honorable Roy Cooper
Governor of North Carolina
20301 Mail Service Center
Raleigh, NC 27688-0301

Dear Governor Cooper,

In support of Executive Order No. 303 and in line with the work undertaken in North Carolina as part of Reentry 2030, we are submitting the first annual report on educational pathways in North Carolina's state correctional facilities. This report provides participation and completion outcomes for people participating in all prison education programs offered by community colleges and four-year colleges and universities, including apprenticeships offered within our facilities. Where possible, data in the report has been disaggregated by program type, correctional facility, age, gender, and race/ethnicity in order to ensure equitable participation.

Our report demonstrates the incredible work the Department of Adult Correction has been able to accomplish with our amazing higher education partners. It also highlights key areas of improvement that we are prioritizing in order to achieve the goals outlined in Executive Order No. 303. We are grateful for your leadership, vision, and commitment to increasing access to and completion of educational programs in our state correctional facilities.

Sincerely,

A handwritten signature in black ink, appearing to read "Todd Ishee".

Todd Ishee

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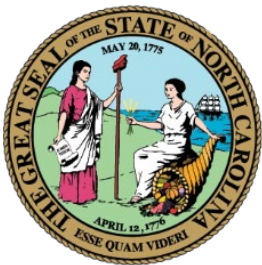
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REENTRY 2030



**EDUCATIONAL PATHWAYS IN CORRECTIONAL FACILITIES
PARTICIPATION AND COMPLETION OUTCOMES
FIRST ANNUAL REPORT
October 31, 2024**



OFFICE OF GOVERNOR
ROY COOPER



Education Services



Acknowledgements

The Education Services team extends heartfelt gratitude to the dedicated leaders, partners, instructors, staff, and students whose contributions have made educational programs in carceral facilities successful.

Special thanks to the leaders in the Governor's office, North Carolina General Assembly, North Carolina Department of Adult Correction, education partners, schools, and others for reducing reentry barriers and supporting educational initiatives.

We would like to extend our thanks to the Labor and Economic Analysis Division of the North Carolina Department of Commerce for their collaboration on this report.

Thank you to the skilled instructors whose expertise and passion for teaching have inspired countless learners by building a foundation for lifelong growth.

Lastly, we want to recognize and celebrate our students who dedicate themselves throughout the year towards a path of learning and personal growth.

Table of Contents

List of Tables and Figures	iii
Executive Summary	1
Introducing this Annual Report	1
About NCDAC	2
NCDAC Education Services	2
Data and Methodology	3
Participation in Educational Programs	4
Completion Outcomes	7
New Enrollments in Educational Programs	12
Education Services Challenge	14
In Conclusion and Looking Forward	17
References	18
Appendix A	19
Appendix B	21

List of Tables and Figures

Table 1 Participation In Any Education Services Program, FY 2024.....	4
Table 2 Participation In Education Services By Program Type, FY 2024.....	6
Table 3 Completion Status For Esl Participants As Of June 2024.....	8
Table 4 Completion Status For Hrd Participants As Of June 2024.....	9
Table 5 Completion Status For Post-Secondary Degree-Track Participants As Of June 2024.....	10
Table 6 Completion Status For Post-Secondary Technical Participants As Of June 2024	11
Table 7 New Assignments To Enrollments In Education Services Programs, FY 2024	12
Table 8 New Assignments Enrollments By Program Type, FY 2024.....	13
Table 9 Education Challenge Top Performers, FY 2024	15
Table 10 HiSET Completers In FY 2024.....	16
Appendix Table 1 Participation Counts By-Facility, FY 2024.....	21
Appendix Table 2 Program Names And Participation, FY 2024.....	22

Executive Summary

On January 24, 2024, North Carolina Governor Roy Cooper signed Executive Order No. 303 to enhance education, rehabilitation, and reentry services for incarcerated and formerly incarcerated individuals, aligning with the national Reentry 2030 initiative. Section 3 of the order outlines ten action items for the North Carolina Department of Adult Correction (NCDAC) to increase access to and completion of educational programs in state prisons. One of these action items is the requirement for NCDAC to provide a report annually on program outcomes to promote equity.

This report presents a descriptive analysis of participation and completion outcomes for incarcerated individuals enrolled in prison education programs, fulfilling the requirements of Executive Order No. 303 to enhance equitable access to education.

The educational programs covered in this report are Basic (high school equivalency), English as a Second Language (ESL), Post-Secondary Degree Tracks, Human Resource Development (HRD), and Post-Secondary Degree Technical.

The report covers the period between July 1, 2023 through June 30, 2024.

Introducing this Annual Report

As directed in Executive Order No. 303¹, the North Carolina Department of Adult Correction (NCDAC) has prepared its first annual report for the Office of the Governor summarizing the participation data and completion outcomes for all NCDAC prison education programs for FY 2024.² Additionally, this report contains FY 2024 summary statistics for the Education Services Education Challenge, including the overall goal completion percentage and the percentage of completions achieved by the top three facilities in each region.

This report was developed by the NCDAC Education Service section in collaboration with the NCDAC Research and Planning team. Questions about this report should be directed to Brooke Wheeler at brooke.wheeler@dac.nc.gov in the Education Services section.

¹ <https://governor.nc.gov/executive-order-no-303/open>

² July 1, 2023, through June 30, 2024.

About NCDAC

NCDAC was launched as a standalone Cabinet agency on January 1, 2023, under the leadership of Secretary Todd Ishee. NCDAC employees have the responsibility for the rehabilitation, care, custody, and supervision of more than 30,000 individuals in prison and more than 75,000 people on probation, post-release, or parole in our communities.

NCDAC oversees the operation of 55 correctional facilities in three custody levels (minimum, medium, and close), as well as three Confinement in Response to Violation centers and two substance use disorder treatment facilities. NCDAC also manages Community Supervision Judicial District offices in all 100 North Carolina counties. NCDAC's operational divisions and sections include Institutions, Community Supervision, Comprehensive Health Services, Education Services, Rehabilitation and Reentry, Special Operations and Intelligence Unit, and Correction Enterprises.

NCDAC Education Services

Education Services is a section within the NCDAC Division of Rehabilitative and Correctional Services, led by a Chief Deputy Secretary and headed by a Superintendent. Seventeen professional staff report to the Superintendent, supporting educational programs in correctional facilities. Four facilities have non-public schools serving offenders under 22, staffed by North Carolina Department of Public Instruction (NCDPI) certified teachers, principals, psychologists, and counselors.

The section develops, implements, enhances, supports, and improves evidence-based educational programs to help offenders develop employability skills and manage their incarceration.

Education Services' philosophy is that correctional education is an integral part of the total correctional process. Research demonstrates that education is one of the most effective tools in reducing recidivism (Hall, 2015). Formal education leads to a higher likelihood of employment which, therefore, is likely to lead to success upon release from incarceration (Brazzell, et al., 2009, Silver, et al., 2020, and Zoukis, 2014). Education programs engage offenders in positive activities, reduce idleness, and improve offender behaviors and motivation. Brock (2017) suggested three benefits of prison education: the development of positive social skills through relationships, support for societal reintegration, and an increased sense of empowerment and self-worth. Zoukis (2014), an incarcerated author, referred to many studies which detail a different set of benefits, including reduced disciplinary issues within prisons, reduced recidivism, and improved employability upon release.

Education Services has partnered with more than two-thirds of North Carolina’s community colleges and several other colleges and universities to provide a system of educational offerings. These range from basic reading, writing, and computational skills to more advanced vocational skills, including training in the areas of social and skills. The objective is to reduce recidivism by providing offenders with the resources to live more productive lives. The wide array of educational services is intended to meet the diverse needs of offenders, a significant portion of whom lack the skills to succeed in the workforce and contribute to their communities. The Education Services section is committed to systemically planning and evaluating its services as well as adapting its offerings based on changes in educational technology, workplace demands, and the characteristics of the offender population.

Data and Methodology

The descriptive analysis of participation and completion outcomes, as presented below, was generated using data from NCDAC’s Offender Population Management System (OPUS). Participation in facility education programs is recorded in two ways:

- 1) when an individual is assigned to a program; and
- 2) when there is a change in an individual’s program status.³

To understand the complete participation in education services programs during FY 2024, the data pull from OPUS for the purposes of this report included all instances where the assignment of an individual to a program and/or the change in status of an individual within a program occurred during FY 2024.

Individuals participated in 103 unique education services programs during FY 2024, which we have sorted into five groups:

- 1) Basic;⁴
- 2) English as a Second Language (ESL);
- 3) Human Resource Development (HRD);⁵
- 4) Post-Secondary Degree-Track;⁶ and,
- 5) Post-Secondary Technical.⁷

Participation and completion information presented at the facility-level can also be found in Appendix B of this report.

³ For example, “completes”, “graduates”, or “removed” due to a transfer to another facility.

⁴ High School Equivalency.

⁵ Programs that help people prepare for the workplace.

⁶ Courses or programs that could end in a college diploma or degree.

⁷ Courses or programs that result in a skillset that would lead to a trade.

When possible, we disaggregated the participation and completion outcomes by age, race/ethnicity, and gender. The age groups shown in the tables below include the individuals who fell between those ages as of October 2023.

Participation in Educational Programs

During FY 2024, 11,755 unique individuals participated in any of 103 distinct education services programs. Collectively, these individuals participated in 17,384 programs – an average of 1.48 programs per participant. Table 1 shows the demographic breakdown of this group and provides a comparison demographic breakdown for the entire NCDAC in-custody offender population.⁸ We offer this comparison to help the reader understand how the distribution of education services program participants resembles and differs from the general in-custody offender population. On average, education services program participants are younger than the general population, more likely to be Non-Hispanic Black, and more likely to be female.

Table 1 Participation in Any Education Services Program, FY 2024

Population Segment	All Participants (n=11,755)	All Offenders (n=29,120)
Age Group		
15-17	68 (0.6%)	19 (<1%) ⁹
18-21	554 (4.7%)	637 (1.3%)
22-29	2,515 (21.4%)	4,356 (13.8%)
30-39	4,133 (35.2%)	8,825 (30.0%)
40-49	2,695 (22.9%)	7,485 (26.4%)
50-59	1,293 (11.0%)	4,891 (17.3%)
60-69	429 (3.6%)	2,311 (8.8%)
70+	68 (0.6%)	594 (2.4%)

⁸ Following standard demographic methods for generating rates and comparing populations and sub-populations, we used the mid-fiscal-year population (as of 12-31-2023) to calculate the demographic breakdown for the entire in-custody offender population.

⁹ Note: that for individuals ages 15 through 17, the single-day population count is small (n=19) on 12-31-2023. However, over the full FY 2024 period, the total number of admissions into NCDAC custody for this age group was much higher, which accounts for the increased number of education program participants among individuals in this age group.

Population Segment	All Participants (n=11,755)	All Offenders (n=29,120)
Race/Ethnicity		
Hispanic	712 (6.1%)	1,884 (6.5%)
Non-Hispanic Black	6,130 (52.1%)	11,716 (40.2%)
Non-Hispanic White	4,561 (38.8%)	14,667 (50.4%)
Other	352 (3.0%)	853 (2.9%)
Gender		
Female	1,770 (15.1%)	26,773 (8.1%)
Male	9,985 (84.9%)	2,347 (91.9%)

Table 2 shows the demographic breakdown of the education services program participants by program group. Given the common occurrence of individuals participating in multiple programs within the same Fiscal Year, the total participation count across each program group sums to 14,160. This number is ~3,000 less than the total number of program participations that occurred during FY 2024 because some individuals participated in multiple programs within the same group (most often Post-Secondary Technical). In each of the program groups, offenders ages 30-39 make up the largest group of participants. As expected, nearly all ESL program participants (92.2%) are of Hispanic ethnicity. Whereas the gender composition of the Basic group closely resembles that of the general in-custody offender population, females were disproportionately participating in HRD and Post-Secondary programs.

Table 2 Participation in Education Services by Program Type, FY 2024

Population Segment	Basic (N=3,060)	ESL (N=128)	HRD (N=4,909)	Post-Secondary Degree-Track (N=821)	Post-Secondary Technical (N=5,242)
Age Group					
15-17	67 (2.2%)	0 (0%)	0 (0%)	0 (0%)	1 (0.0%)
18-21	373 (12.2%)	3 (2.3%)	109 (2.2%)	9 (1.1%)	179 (3.4%)
22-29	920 (30.1%)	33 (25.8%)	949 (19.3%)	123 (15.0%)	1,090 (20.8%)
30-39	991 (32.4%)	39 (30.5%)	1,730 (35.2%)	275 (33.5%)	1,979 (37.8%)
40-49	463 (15.1%)	33 (25.8%)	1,241 (25.3%)	262 (31.9%)	1,230 (23.5%)
50-59	175 (5.7%)	12 (9.4%)	625 (12.7%)	108 (13.2%)	573 (10.9%)
60-69	65 (2.1%)	7 (5.5%)	213 (4.3%)	38 (4.6%)	169 (3.2%)
70+	6 (0.2%)	1 (0.8%)	42 (0.9%)	6 (0.7%)	21 (0.4%)
Race/Ethnicity					
Hispanic	249 (8.1%)	118 (92.2%)	184 (3.7%)	36 (4.4%)	270 (5.2%)
Non-Hispanic Black	1,839 (60.1%)	3 (2.3%)	2,627 (53.5%)	324 (39.5%)	2,605 (49.7%)
Non-Hispanic White	893 (29.2%)	1 (0.8%)	1,926 (39.2%)	442 (53.8%)	2,215 (42.3%)
Other	79 (2.6%)	6 (4.7%)	172 (3.5%)	19 (2.3%)	152 (2.9%)
Gender					
Female	330 (10.8%)	0 (0%)	889 (18.1%)	217 (26.4%)	934 (17.8%)
Male	2,730 (89.2%)	128 (100%)	4,020 (81.9%)	604 (73.6%)	4,308 (82.2%)

Completion Outcomes

Tables 3 through 6 present completion outcomes for individuals who participated in education services programs during FY 2024 except for Basic programs.¹⁰ Participants are categorized as either:

- 1) Still participating;¹¹
- 2) Did not Complete;¹²
- 3) Completed.¹³

Completion rates for HRD programs, post-secondary degree-track, and post-secondary technical programs were generally consistent across different age groups, race/ethnicities, and gender groups. Refer to the tables below for detailed information.

¹⁰ Basic program completion, as determined by a third-party partner who administers and scores the HiSET exam, often experiences a delay between when individuals pass the exam and when this achievement is recorded in the OPUS system. Consequently, the completion status analysis used for other program types is not applicable to Basic programs. Instead, a later section of this report provides demographic details of individuals who successfully passed the HiSET exam during FY 2024.

¹¹ Still participating in a program.

¹² Were removed from a program at some point during the fiscal year and were not reassigned before the end of FY 2024.

¹³ Completed during the past fiscal year (FY 2024). Includes both graduations (receiving a diploma) and the satisfactory completion of programs.

Table 3 shows the year-end ESL program completion status for FY 2024, organized by demographic group of program participants.

Table 3 Completion Status for ESL Participants as of June 2024

Population Segment	Still Participating (N=54)	Did Not Complete (N=49)	Completed During FY (N=25)
Age Group			
18-21	0.0% (0)	66.7% (2)	33.3% (1)
22-29	24.2% (8)	48.5% (16)	27.3% (9)
30-39	48.7% (19)	30.8% (12)	20.5% (8)
40-49	48.5% (16)	36.4% (12)	15.2% (5)
50-59	50.0% (6)	41.7% (5)	8.3% (1)
60-69	71.4% (5)	14.3% (1)	14.3% (1)
70+	0.0% (0)	100.0% (1)	0.0% (0)
Race/Ethnicity			
Hispanic	44.1% (52)	37.3% (44)	18.6% (22)
Non-Hispanic Black	0.0% (0)	100.0% (3)	0.0% (0)
Non-Hispanic White	0.0% (0)	100.0% (1)	0.0% (0)
Other	33.3% (2)	16.7% (1)	50.0% (3)
Gender			
Female	0% (0)	0% (0)	0% (0)
Male	42.2% (54)	38.3% (49)	19.5% (25)

Table 4 shows the year-end HRD program completion status for FY 2024, organized by demographic group of program participants.

Table 4 Completion Status for HRD Participants as of June 2024

Population Segment	Still Participating (N=971)	Did Not Complete (N=1,713)	Completed During FY (N=3,155)
Age Group			
18-21	25.2% (32)	39.4% (50)	35.4% (45)
22-29	16.9% (187)	29.2% (323)	54.0% (598)
30-39	15.5% (320)	30.3% (627)	54.2% (1,120)
40-49	17.2% (256)	30.4% (453)	52.4% (781)
50-59	16.1% (121)	25.3% (190)	58.6% (441)
60-69	18.1% (45)	23.7% (59)	58.2% (145)
70+	21.7% (10)	23.9% (11)	54.3% (25)
Race/Ethnicity			
Hispanic	23.3% (51)	26.9% (59)	49.8% (109)
Non-Hispanic Black	17.2% (541)	27.8% (876)	55.0% (1,734)
Non-Hispanic White	15.7% (357)	31.4% (714)	52.9% (1,201)
Other	11.2% (22)	32.5% (64)	56.3% (111)
Gender			
Female	9.2% (105)	30.8% (351)	60.0% (683)
Male	18.4% (866)	29.0% (1,362)	52.6% (2,472)

Table 5 shows the year-end Post-Secondary Degree-Track program completion status for FY 2024, organized by demographic group of program participants.

Table 5 Completion Status for Post-Secondary Degree-Track Participants as of June 2024

Population Segment	Still Participating (N=404)	Did Not Complete (N=398)	Completed During FY (N=154)
Age Group			
18-21	30.0% (3)	50.0% (5)	20.0% (2)
22-29	34.6% (47)	50.7% (69)	14.7% (20)
30-39	43.3% (139)	41.1% (132)	15.6% (50)
40-49	43.8% (133)	38.8% (118)	17.4% (53)
50-59	43.3% (58)	41.8% (56)	14.9% (20)
60-69	45.5% (20)	36.4% (16)	18.2% (8)
70+	57.1% (4)	28.6% (2)	14.3% (1)
Race/Ethnicity			
Hispanic	31.8% (14)	52.3% (23)	15.9% (7)
Non-Hispanic Black	39.6% (154)	47.0% (183)	13.4% (52)
Non-Hispanic White	45.7% (228)	36.5% (182)	17.8% (89)
Other	33.3% (8)	41.7% (10)	25.0% (6)
Gender			
Female	46.6% (111)	33.2% (79)	20.2% (48)
Male	40.8% (293)	44.4% (319)	14.8% (106)

Table 6 shows the year-end Post-Secondary Technical program completion status for FY 2024, organized by demographic group of program participants.

Table 6 Completion Status for Post-Secondary Technical Participants as of June 2024

Population Segment	Still Participating (N=1,140)	Did Not Complete (N=2,552)	Completed During FY (N=3,228)
Age Group			
15-17	100.0% (1)	0.0% (0)	0.0% (0)
18-21	16.0% (38)	43.0% (102)	40.9% (97)
22-29	13.9% (204)	38.8% (570)	47.3% (694)
30-39	15.9% (416)	37.7% (985)	46.3% (1,210)
40-49	15.9% (256)	36.4% (585)	47.7% (767)
50-59	22.3% (167)	31.8% (238)	45.9% (344)
60-69	22.2% (48)	31.5% (68)	46.3% (100)
70+	33.3% (10)	13.3% (4)	53.3% (16)
Race/Ethnicity			
Hispanic	17.1% (58)	31.0% (105)	51.9% (176)
Non-Hispanic Black	16.4% (567)	35.7% (1,235)	47.8% (1,653)
Non-Hispanic White	16.3% (477)	39.0% (1,144)	44.7% (1,312)
Other	19.7% (38)	35.2% (68)	45.1% (87)
Gender			
Female	11.6% (174)	39.6% (592)	48.8% (730)
Male	17.8% (966)	36.1% (1,960)	46.1% (2,498)

New Enrollments in Educational Programs

This section analyzes new enrollments (or “assignments”) in educational program types during FY 2024. As new program enrollment is one such path to increasing overall program participation and completion outcomes, we expect this measure to be valuable for long-term tracking. During the reporting period, there were 14,335 new (i.e., enrollments) made to any one of 99 educational programs, representing 10,148 unique enrollees. Among the five major program types, HRD and Post Secondary Technical accounted for the largest share of new enrollments (10,894). There were 10,148 unique enrollees (i.e., 10,148 individuals enrolled in at least one new educational program during FY 2024) and on average, enrolled in 1.41 new programs.

Table 7 shows the demographic distribution of all new enrollments and newly enrolled participants, compared to the total population of offenders. Individuals aged 30 to 39 accounted for the largest share of new enrollments (35.9%) and new enrolled participants (35.6%), slightly exceeding their representation in the offender population (30.0%).

Non-Hispanic Black individuals, who represent 40.2% of the offender population, were the largest demographic group among new enrollments (52.8%) and new enrolled participants (52.6%). Females, representing 8.1% of the offender population, participated at disproportionately high rates, making up 19.1% of new enrollments and 15.2% of new enrolled participants.

Table 7 New Assignments to Enrollments in Education Services Programs, FY 2024

Population Segment	All New Enrollments (N=14,335)	Unique Enrollees (N=10,148)	All Offenders (n=29,120)
Age Group			
15-17	94 (0.7%)	62 (0.6%)	19 (<1%)
18-21	714 (5.0%)	503 (5.0%)	637 (1.3%)
22-29	3,151 (22.0%)	2,192 (21.6%)	4,356 (13.8%)
30-39	5,150 (35.9%)	3,614 (35.6%)	8,825 (30.0%)
40-49	3,211 (22.4%)	2,302 (22.7%)	7,485 (26.4%)
50-59	1,504 (10.5%)	1,093 (10.8%)	4,891 (17.3%)
60-69	448 (3.1%)	334 (3.3%)	2,311 (8.8%)
70+	63 (0.4%)	48 (0.5%)	594 (2.4%)

Population Segment	All New Enrollments (N=14,335)	Unique Enrollees (N=10,148)	All Offenders (n=29,120)
Race/Ethnicity			
Hispanic	775 (5.4%)	578 (5.7%)	1,884 (6.5%)
Non-Hispanic Black	7,571 (52.8%)	5,341 (52.6%)	11,716 (40.2%)
Non-Hispanic White	5,562 (38.8%)	3,921 (38.6%)	14,667 (50.4%)
Other	427 (3.0%)	308 (3.0%)	853 (2.9%)
Gender			
Female	2,745 (19.1%)	1,546 (15.2%)	26,773 (8.1%)
Male	11,590 (80.9%)	8,602 (84.8%)	2,347 (91.9%)

Table 8 presents the demographic breakdown of new enrollments by program type, with a total of 14,335 enrollments across all five program types. The largest cohort of new enrollments was in the 30 to 39 age group. Although females represent only 8.1% of the total offender population, they accounted for 20% to 26.6% of new enrollments in HRD, Post-Secondary Degree-Track, and Post-Secondary Technical programs. All new ESL enrollments were male (100%), with Hispanic individuals making up the majority of these enrollments (91.8%).

Table 8 New Assignments Enrollments by Program Type, FY 2024

Population Segment	Basic (N=2,712)	ESL (N=85)	HRD (N=4,899)	Post-Secondary Degree-Track (N=644)	Post-Secondary Technical (N=5,995)
Age Group					
15-17	93 (3.4%)	0 (0%)	0 (0%)	0 (0%)	1 (0.0%)
18-21	361 (13.3%)	2 (2.4%)	116 (2.4%)	8 (1.2%)	227 (3.8%)
22-29	810 (29.9%)	21 (24.7%)	927 (18.9%)	94 (14.6%)	1,299 (21.7%)
30-39	864 (31.9%)	26 (30.6%)	1,757 (35.9%)	218 (33.9%)	2,285 (38.1%)

Population Segment	Basic (N=2,712)	ESL (N=85)	HRD (N=4,899)	Post-Secondary Degree-Track (N=644)	Post-Secondary Technical (N=5,995)
40-49	383 (14.1%)	22 (25.9%)	1,239 (25.3%)	198 (30.7%)	1,369 (22.8%)
50-59	153 (5.6%)	8 (9.4%)	627 (12.8%)	94 (14.6%)	622 (10.4%)
60-69	45 (1.7%)	6 (7.1%)	197 (4.0%)	28 (4.3%)	172 (2.9%)
70+	3 (0.1%)	0 (0%)	36 (0.7%)	4 (0.6%)	20 (0.3%)
Race/Ethnicity					
Hispanic	213 (7.9%)	78 (91.8%)	176 (3.6%)	29 (4.5%)	279 (4.7%)
Non-Hispanic Black	1,645 (60.7%)	3 (3.5%)	2,633 (53.7%)	267 (41.5%)	3,023 (50.4%)
Non-Hispanic White	791 (29.2%)	1 (1.2%)	1,914 (39.1%)	335 (52.0%)	2,521 (42.1%)
Other	63 (2.3%)	3 (3.5%)	176 (3.6%)	13 (2.0%)	172 (2.9%)
Gender					
Female	289 (10.7%)	0 (0%)	980 (20.0%)	171 (26.6%)	1,305 (21.8%)
Male	2,423 (89.3%)	85 (100%)	3,919 (80.0%)	473 (73.4%)	4,690 (78.2%)

Education Services Challenge

In June 2023, Education Services and Secretary Ishee launched an educational challenge for all correctional facilities. From July 1, 2023 through June 30, 2024, each facility was tasked with increasing the number of High School Equivalency Test (HiSET) graduates and education program completers compared to the previous year. Each facility received a target number based on past performance and other factors.

Facilities that met their goals were recognized for their outstanding efforts, highlighting the dedication of staff and students. Wardens were encouraged to surpass their targets to foster healthy competition and personal bests. The top three facilities in each region,

based on the percentage of goal completion, were recognized for their exceptional efforts. Additionally, the top overall winner across all facilities was recognized for exceeding the goal by the highest percentage, showcasing their exceptional commitment to education and rehabilitation.

Table 9 shows the percentage of the regional goal for HiSET graduates and education program completers actually obtained by each of the regions, along with the percentage of target met by the top three facilities within each region. Central Region (134%) and South Central Region (109%) both exceeded their goals for the number of HiSET graduates and education program completers. All of the top facilities had graduation and completion numbers that well exceeded their goals.

Table 9 Education Challenge Top Performers, FY 2024

Region	Regional %	Top 3 Facilities	Facility %
Central	134%	Anson CI	398%
Central	134%	Nash CI	387%
Central	134%	Caswell CI	204%
Central	134%	NCCIW	204%
Eastern	95%	Eastern CI	177%
Eastern	95%	Pamlico CI	137%
Eastern	95%	Johnston CI	136%
South Central	109%	Tabor CI	233%
South Central	109%	Richmond CI	181%
South Central	109%	Lumberton CI	175%
Western	100%	Alexander CI	193%
Western	100%	Mountain View CI	142%
Western	100%	Foothills CI	141%

In total, 28 of 54¹⁴ correctional facilities (52%) achieved or exceeded their goals. In addition to those listed above, the following correctional facilities completed 99% of their goal: Carteret CI, Columbus CI, and Craggy CI. Gaston CI achieved 98% of their goal.

¹⁴ During FY 2024 NCDAC had 54 correctional facilities.

Table 10 shows demographic information for 556 of the 575¹⁵ HiSET completers from FY 2024.

Table 10 HiSET Completers, FY 2024

Population Segment	Completed During FY (N=556)
Age Group	
15-17	2 (0.4%)
18-21	62 (11.2%)
22-29	172 (30.1%)
30-39	207 (37.2%)
40-49	86 (15.5%)
50-59	22 (4.0%)
60-69	5 (0.9%)
Race/Ethnicity	
Hispanic	41 (7.4%)
Non-Hispanic Black	282 (50.7%)
Non-Hispanic White	217 (39.0%)
Other	16 (2.9%)
Gender	
Female	86 (15.5%)
Male	470 (84.5%)

¹⁵ Difference is due to timing delays of when DAC receives this data.

In Conclusion and Looking Forward

The data provides a snapshot of education programming in NCDAC institutions. NCDAC looks forward to the opportunity to develop and distribute future iterations of this annual report, as well as share this information with stakeholders and the public. Much work has been done and much work is still needed. In future years, when possible, we will endeavor to provide more disaggregation and to connect data to outcomes.

For FY 2025, the Education Challenge has been issued to all institutions to increase their educational completions by 20%. Based on this and other efforts, we expect the number of completers to rise over time, thereby reaching more incarcerated people with the valuable resources and skills that formal education can provide.

Efforts are being made to create a dashboard that will demonstrate educational completion goals each week or month. Through a longitudinal view of this data collection, we will see changes and growth over time. The department plans to use this data to increase and improve the educational opportunities provided to maximize educational opportunities for all people. This may include identifying correctional facilities to expand or modify program access, as well as identifying other areas for growth and expansion of educational programming.

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Appendix A

Executive Order No. 303, Section 3: Educational Pathways in Correctional Facilities

On January 24, 2024, North Carolina Governor Roy Cooper signed Executive Order No. 303 (EO303) in order to establish a unified approach to improving education, rehabilitation, and reentry services for incarcerated and formerly incarcerated people in North Carolina. At this time, North Carolina joined a national initiative coordinated by the Council of State Governments – Reentry 2030, with the aim of improving reentry success for people exiting prison and for those under community supervision by creating a reentry process that is more coordinated transparent and equitable.

Section 3 of EO303 provides a set of ten action items for DAC meant to result in increased access to and completion of educational programs in state correctional facilities:

1. Revise the existing Prison Education Consortium to include representation from all prison higher education, apprenticeship, and workforce partners including the North Carolina Community College System Office, participating community colleges, the UNC System Office, participating UNC System institutions, a representative of North Carolina Independent Colleges and Universities (NCICU), participating independent colleges and universities, the North Carolina Department of Commerce, current or formerly incarcerated students, and philanthropic organizations.
2. In consultation with the Prison Education Consortium, develop local, labor market-driven educational pathways that will guide course offerings and transferable pathways to complete a diploma, degree, or credential.
3. In consultation with the Prison Education Consortium, develop a plan to effectively leverage state, federal, and private funding sources to provide efficient educational programs that, when possible, result in a diploma, degree, or credential.
4. Require education providers utilized by DAC to develop and implement plans for how incarcerated people who do not complete coursework while incarcerated can complete coursework upon release. DAC is encouraged to prioritize offering educational programs in which participants will have unconditional admission to educational programs following release from prison.
5. In consultation with the Labor and Economic Analysis Division of the North Carolina Department of Commerce, develop an annual report first submitted to the Office of the Governor in October 2024 and annually thereafter that provides participation and completion outcomes for people participating in all prison education programs offered by community colleges and four-year colleges and universities, including apprenticeships. When possible, data in the report should

be disaggregated by program type, correctional facility, age, gender, and race/ethnicity in order to ensure equitable participation.

6. Create a publicly available, searchable database of all coursework and apprenticeships available to incarcerated people offered by both community colleges and four-year colleges and universities in the state.
7. Establish quality measures and evaluation for all prison education programs, including apprenticeships, diplomas, short-term credentials, associate degrees, and four-year degrees.
8. Increase higher education programming for incarcerated people utilizing Pell Grants by partnering with colleges and universities that qualify to be a prison education partner and meet all federal guidelines.
9. Minimize the movement of incarcerated people who are currently enrolled in an education program, including apprenticeships, and are not requesting a transfer, until they have completed their program unless they can immediately enroll in the same program in the correctional facility to which they will be transferred.
10. Ensure that incarcerated people receive support to develop resumes accurately portraying all education and work experiences.

Appendix B

Appendix Table 1 Participation Counts by-Facility, FY 2024

Facility Name	Basic	ESL	HRD	Post-Secondary Degree-Track	Post-Secondary Technical	Facility Population
Female						
NC CI Women	240	0	783	95	1,313	1,227
Anson CI	123	0	281	91	391	424
Western CCW	64	0	238	63	17	314
Male						
Albemarle CI	76	12	87	6	101	584
Alexander CI	81	0	102	18	143	953
Avery-Mitchell CI	110	0	84	25	294	843
Bertie CI	64	0	60	5	267	1,378
Caldwell CC	40	0	64	3	30	273
Carteret CC	51	0	104	0	0	329
Caswell CC	40	0	64	2	115	359
Catawba CC	8	0	66	9	33	239
Central Prison	32	0	28	0	65	907
Columbus CI	53	0	23	0	108	634
Craggy CC	17	0	96	15	25	336
Craven CI	0	0	93	3	0	669
Dan River Prison Work Farm	0	0	116	39	1	298
Davidson CC	37	0	223	0	52	244
Eastern CI	55	0	65	10	21	462
Foothills CI	445	0	319	16	120	869
Forsyth CC	39	0	123	3	71	243
Franklin CC	43	0	81	0	112	281
Gaston CC	16	0	58	2	35	198
Granville CI	107	0	17	2	39	368
Greene CI	86	0	78	1	22	555
Harnett CI	76	13	0	0	100	736
Hyde CI	61	0	55	0	1	736
Johnston CI	79	0	82	88	158	509
Lincoln CC	25	0	71	0	0	223
Lumberton CI	60	41	71	11	391	685
Marion CI	89	0	720	1	0	653
Maury CI	98	21	115	0	185	1,411
Mountain View CI	63	0	20	9	176	565
Nash CI	58	0	79	157	164	879
Neuse CI	50	0	71	2	0	640
New Hanover CC	29	0	16	0	181	379
Orange CC	1	0	0	26	32	129
Pamlico CI	38	0	35	158	253	535
Pasquotank CI	17	0	50	1	11	552
Pender CI	35	0	11	2	150	533

Piedmont CI	0	0	86	12	29	689
Randolph CC	40	0	131	0	0	260
Richmond CI	232	28	53	0	647	409
Roanoke River CI	17	0	0	13	138	695
Rutherford CC	19	0	13	0	16	231
Sampson CI	40	0	75	18	24	298
Sanford CC	30	0	11	0	0	289
Scotland CI	115	13	126	4	296	1,726
Southern CI	53	0	150	2	24	448
Tabor CI	256	0	263	10	318	1,339
Tyrrell Prison Work Farm	50	0	17	0	0	298
Wake CC	0	0	0	0	53	233
Warren CI	44	0	50	34	137	505
Wilkes CC	38	0	215	0	61	261

Appendix Table 2 Program Names and Participation, FY 2024

Program Name	Participants
Basic	
Adult Basic Education Level I	992
Adult Basic Education Level II	190
High School Equivalency	1,496
High School Equivalency Prep	863
ESL	
English as a Second Language (ESL)	132
HRD	
Focus On Freedom	1,159
CE ¹⁶ Employment Reading (Pathways to Employment)	106
CE Communications (Effective Communications)	367
CE Human Resource Development (Communications & Thinking for a Change)	965
CE Employment Reading (Tech Awareness)	114
CE Human Resources Development	23
Life Skills Program (Going Forward/Career Opportunities)	63
Character Education	143
Thinking For a Change	1,153
Commitment To Change	511
Getting It Right	579
Reaching Out from Within	102
JOBSTART	54
Transition Services	500
Post-Secondary Degree-Track	
HST 1st Year	87
HST 2nd Year	61
PS 3yr Program, 1st Year (UNC-Asheville class)	1
Field Minister Program, Freshman Year	75

¹⁶ Correction Enterprises.

Field Minister Program, Sophomore Year	27
Field Minister Program, Junior Year	31
Field Minister Program, Senior Year	33
PS Liberal Arts, Junior Year (Campbell University)	16
Shaw University Associate Degree Program	1
Associate Degree in A/C Heating	286
Adult Outreach	287
Second-Chance Pell	15
Second-Chance Pell Electrical Program	27
Psych 150 P/T (HVAC Electrical Associate Degree)	9
Post-Secondary Technical	
Combination Academic/Vocational (HVAC Class)	12
Business Administration	26
CE Computer Information	80
CE Business (Small Business Class)	70
CE Computer Application (Computer Basics)	348
CE Office Science Education	241
Digital Applications I (Digital Literacy)	8
Digital Applications II (Digital Literacy)	7
Horticulture Technology	376
CE Horticulture	229
CE Commercial Printing	66
CE Automotive (Auto Body Repair)	29
Masonry	95
Basic Carpentry	148
Electrical/Electronics	130
Plumbing	138
Heating, Ventilation, and AC	103
CE HVAC Systems	256
CE Carpentry (Light Construction)	210
CE Electrical	386
Logistics And Distribution (Manufacturing Production Technology)	47
Welding Technology	36
CE Maintenance (Industrial Maintenance I & II)	90
Food Service Technology (Culinary Fundamentals I & II)	317
Cosmetology	53
CE Commercial Cleaning (Custodial/Environmental Services)	978
CE Travel & Tourism	102
ServSafe	30
Hospitality	186
CE Commercial Driver License (CDL)	281
Sewing Class (How to Start a Small Business)	111
CE Business (Business Mgt, Human Resource Mgt, Leadership)	126
CE Computer Application (Computers in the Workplace)	266
CE Management, Leadership	83
CE Graphic Design	53
CE Small Engine Repair	16
CE Electrical (Part Time)	6
Forklift Operation Certificate (Forklift Safety and Operations)	89

CE Welding	8
Woodworking/Upholstery	100
CE Intro Telecommunication (Basic Telecommunications)	22
CE Network Cable Installation	49
CE Network Fiber Optics (Broadband Communications)	11
CE Cosmetology (How to Start a Small Cosmetology Business)	8
CE Commercial Cleaning (Custodial Training)	206
CE Hospitality Cleaning & Sanitation (Custodial Training)	23
CE Hospitality	110
Dental Lab Technician	1
Travel & Tourism Apprenticeship	3
CAP Electrician Apprenticeship	1
CAP Pipefitter Apprenticeship	1
CAP Concrete Finish	13
Warehouse Logistics Apprenticeship	13
Graphic Art/Illustration Apprenticeship	2
Bindery Tech Printing Apprenticeship	2
Data Entry Machine Operator	7
Offset Press Operator	4
Printing Estimator	1
Shipping Clerk Apprenticeship	5
Office Manager Administration Services	2
Printing Inspector	2
Furniture Upholsterer	9
Combination Welder A	7
Cabinetmaker Apprenticeship	22
Landscape Management Technology	3
Executive Mansion Assistantship	1
Veterinary Assistant	63