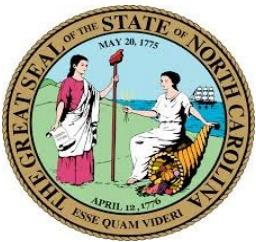# REENTRY 2030

EDUCATIONAL PATHWAYS IN CORRECTIONAL FACILITIES

PARTICIPATION AND COMPLETION OUTCOMES

FY2024-2025 ANNUAL REPORT

OFFICE OF GOVERNOR
JOSH STEIN

NC Department of
Adult Correction
PROTECTION · INNOVATION
REHABILITATION

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, partnering colleges, community organizations, and others for reducing reentry barriers and supporting educational initiatives.

We would like to extend our thanks to the NCDAC Research and Planning team of the North Carolina Department of Adult Correction for their deliberate and dedicated work to provide the data analysis for this report.

We would like to thank 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.

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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, Human Resource Development (HRD), and Post-Secondary Degree Technical.

Annual Report Introduction

As directed in Executive Order No. 303[1], The North Carolina Department of Adult Correction has prepared its annual report for the Office of the Governor summarizing the participation data and completion outcomes for all NCDAC prison education programs for FY2024-2025[2]. As appropriate and possible, outcomes for FY2023-2024 are also displayed to show areas of growth. Where possible, outcomes are disaggregated by program type, age, gender, and race/ethnicity. Facility-specific outcomes are presented in the appendix materials.

Additionally, this report contains FY2024-2025 summary statics for the Education Services Education Challenge as well as the performance metrics from the Reentry 2030 strategic plan that are relevant to Education Services.

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 Dr. Brooke Wheeler at brooke.wheeler@dac.nc.gov in the Education Services section.

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[1] https://governor.nc.gov/executive-order-no-303/open
[2] July 1, 2024, through June 30, 2025

NCDAC Education Services

Education Services is a section within the NCDAC Division of Rehabilitation and Reentry, led by a Senior Deputy Secretary and headed by a Superintendent. Seventeen professional staff report to the Superintendent, supporting educational programs in correctional facilities. The section develops, implements, enhances, supports, and improves evidence-based educational programs to help offenders develop employability skills and manage their incarceration.

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. The goal is to decrease recidivism by ensuring offenders have access to the support and resources necessary for productive reintegration. 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. Education Services 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 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 2024-2025, 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 2024-2025. To understand growth over time, the same dataset for FY 2023-2024 was also generated.

Individuals participated in 167 unique education services programs during FY 2024-2025, which Education Services categorized into five groups:

1) Basic;[4]

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[3] For example, "completes", "graduates", or "removed" due to a transfer to another facility.
[4] High School Equivalency

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]

Program-specific participation and completion information presented at the facility level can be found in the appendix of this report.

Participation in Educational Programs

During FY24-25, 12,153 individuals participated in 20,847 prison education programs. In Table 1, the demographic distribution of participants is shown alongside that of the entire NCDAC population for the same period. 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. The age and racial/ethnic composition of prison education program participants tracked quite closely with that of the entire population. However, females were slightly overrepresented – i.e., females were more likely than males to be participating in prison education programs. Males made up 86.2% of prison education program participants, but only approximately one-third (36.0%) of all incarcerated males participated in a prison education program during FY24-25. While females comprised 13.8% of prison education program participants, they made up only 8.5% of the incarcerated population, and nearly two-thirds of all incarcerated women (61.5%) participated in a prison education program during FY24-25. The younger segments of the incarcerated population made up the largest proportion of the prison education program participant population – both because they comprise a larger volume of the incarcerated population and because younger individuals are more likely to be engaged in educational program inside or outside of institutional settings.

Table 1. Demographic Distribution of FY24-25 Prison Education Program Participants

	Prison Education Program Participants (N=12,153)	Average Daily Population (N=31,858)	Proportion Participating in Prison Education Programs
Age Group			
13-17	25 (0.2%)	31 (0.1%)	80.6%
18-20	276 (2.3%)	717 (2.3%)	38.5%
21-29	2,418 (19.9%)	4,694 (14.7%)	51.5%
30-39	4,156 (34.2%)	9,758 (30.6%)	42.6%

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[5] Courses designed to assist with job-seeking, job-keeping, and job-advancement skills, including career planning and workplace readiness.

[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.

	Prison Education Program Participants (N=12,153)	Average Daily Population (N=31,858)	Proportion Participating in Prison Education Programs
40-49	3,074 (25.3%)	8,161 (25.6%)	37.7%
50-59	1,562 (12.9%)	5,262 (16.5%)	29.7%
60-69	548 (4.5%)	2,578 (8.1%)	21.3%
70+	94 (0.8%)	656 (2.1%)	14.3%
Race/Ethnicity			
Black	6,457 (53.1%)	16,036 (50.3%)	40.3%
White	4,598(37.8%)	12,731 (40.0%)	36.1%
Hispanic	780 (6.4%)	2,020 (6.3%)	38.6%
Other	318 (2.6%)	1,071 (3.4%)	29.7%
Gender			
Female	1,672 (13.8%)	2,722 (8.5%)	61.4%
Male	10,481 (86.2%)	29,136 (91.5%)	37.1%

Compared to FY23-24, 208 additional participants completed 852 additional programs. This growth was not accompanied by any non-nominal changes in demographic distribution of participants (see Table 2). This suggests that any efforts to increase capacity and participation in prison education programs benefited all demographic groups similarly. Among those groups that did experience declining participation counts (i.e., individuals aged 60+; individuals of "white" and "other" racial/ethnic identities; and females), the sustainment of their proportional participation suggests these decreases are more likely to be driven by population-level changes (i.e., fewer of those individuals experiencing incarceration in FY24-25 compared to FY23-24) than by any programmatic circumstances.

Table 2. *Demographic Distribution of FY24-25 and FY23-24 Prison Education Program Participants*

	FY24-25 (N=12,153)	FY23-24 (N=11,945)	Year-to-Year Change (N= +208)
Age Group			
13-17	25 (0.2%)	8 (0.1%)	+17 (213%)
18-20	276 (2.3%)	130 (1.1%)	+146 (112%)
21-29	2,418 (19.9%)	2,350 (19.7%)	+68 (2.9%)
30-39	4,156 (34.2%)	4,252 (35.6%)	-96 (-2.3%)
40-49	3,074 (25.3%)	3,041 (25.5%)	+33 (1.2%)
50-59	1,562 (12.9%)	1,483 (12.4%)	+79 (5.3%)
60-69	548 (4.5%)	578 (4.8%)	-30 (-5.2%)
70+	94 (0.8%)	103 (0.9%)	-9 (-8.7%)
Race/Ethnicity			
Black	6,457 (53.1%)	6,224 (52.1%)	+223 (3.7%)
White	4,598 (37.8%)	4,624 (38.7%)	-26 (-0.6%)
Hispanic	780 (6.4%)	739 (6.2%)	+41 (5.5%)

	FY24-25 (N=12,153)	FY23-24 (N=11,945)	Year-to-Year Change (N= +208)
Other	318 (2.6%)	358 (3.0%)	-40 (-11.2%)
Gender			
Female	1,672 (13.8%)	1,797 (15.0%)	-125 (-7.0%)
Male	10,481 (86.2%)	10,148 (85.0%)	+333 (3.3%)

In the next series of tables, the demographic distribution of participants for each of the five prison education program groups (i.e., basic; ESL; HRD; post-secondary degree-track; post-secondary technical) are displayed and compared for FY24-25 and FY23-24. Because many individuals participate in more than one program within the same fiscal year, the total number of participants across all program groups (N=14,993 in FY24-25; N=14,511 in FY23-24) exceeds the count of unique participants.

Overall participation in Basic programs declined slightly by 45 individuals from FY23–24 to FY24–25 (see Table 3). The most significant increases occurred among younger participants, with the 13–17 and 18–20 age groups growing by 213% and 97%, respectively. Racial and ethnic diversity increased due to growth among Hispanic and Other racial groups, while both Black and White participation declined. However, do note that it has not been determined how much of this change is attributable to changes in the entire incarcerated population and how much is attributable to actual programmatic circumstances. This note should also be considered alongside the 9.1% decrease in the number of female participants in basic programs in FY24-25 compared to FY23-24.

Table 3. Demographic Distribution of FY 24-25 and FY23-24 Basic Program Participants

	FY24-25 (N=3,023)	FY23-24 (N=3,078)	Year-to-Year Change (N= -45)
Age Group			
13-17	25 (0.8%)	8 (0.3%)	+17 (213%)
18-20	226 (7.5%)	115 (3.7%)	+111 (97%)
21-29	953 (32%)	1,036 (33.7%)	-83 (-8%)
30-39	1,021 (34%)	1,079 (35.1%)	-58 (-5.4%)
40-49	513 (17%)	545 (17.7%)	-32 (-5.9%)
50-59	205 (6.8%)	197 (6.4%)	+8 (8.1%)
60-69	72 (2.4%)	85 (2.8%)	-13 (-15.3%)
70+	8 (0.3%)	13 (0.4%)	-5 (-38.4%)
Race/Ethnicity			
Black	1,799 (60%)	1,845 (59.9%)	-46 (-2.5%)
White	851 (28%)	896 (29.1%)	-45 (-5.0%)
Hispanic	284 (9.4%)	258 (8.4%)	+26 (10.1%)

	FY24-25 (N=3,023)	FY23-24 (N=3,078)	Year-to-Year Change (N= -45)
Other	89 (2.9%)	79 (2.6%)	+10 (12.7%)
Gender			
Female	300 (9.9%)	330 (10.7%)	-30 (-9.1%)
Male	2,723 (90.1%)	2,748 (89.3%)	-25 (0.9%)

ESL participation increased slightly from FY23–24 to FY24–25, (see Table 4). Across both fiscal years, all participants were male, and the vast majority identified as Hispanic. The age distribution remains concentrated among participants ages 30–49 while younger and older age groups showed minimal representation. The change in the age distribution does not appear to follow any pattern suggesting it is likely due mostly to randomness in program participation when the total number of participants is small.

Table 4. Demographic Distribution of FY24-25 and FY23-24 ESL Participants

	FY24-25 (N=145)	FY23-24 (N=141)	Year-to-Year Change (N = +4)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	3 (2.1%)	0 (0%)	+3 (300%)
21-29	30 (21%)	34 (24.1%)	-4 (-11.8%)
30-39	43 (30%)	38 (27.0%)	+5 (13.2%)
40-49	43 (30%)	45 (31.9%)	-2 (-4.4%)
50-59	17 (12%)	13 (9.2%)	+4 (30.8%)
60-69	8 (5.5%)	10 (7.1%)	-2 (-20.0%)
70+	1 (0.7%)	1 (0.7%)	0 (0.0%)
Race/Ethnicity			
Black	0 (0%)	3 (2.1%)	-3 (-300%)
White	1 (0.7%)	1 (0.7%)	0 (0%)
Hispanic	141 (97 %)	130 (92.2%)	+11 (8.5%)
Other	3 (2.1%)	7 (5.0%)	-4 (-57.1%)
Gender			
Female	0 (0%)	0 (0%)	0 (0%)
Male	145 (100%)	141 (100%)	+4 (2.8%)

There was a 5.7% year-to-year increase in participation in HRD programs from FY23–24 to FY24–25, resulting in 281 additional participants and a total of 5,199 participants (see Table 5). Participation increased among both Black and White individuals, with moderate growth among Hispanic participants. The demographic distribution remained largely consistent across fiscal years, indicating that the rise in participation occurred broadly across all groups.

Table 5. Demographic Distribution of FY24-25 and FY23-24 HRD Program Participants

	FY24-25 (N=5,199)	FY23-24 (N=4,918)	Year-to-Year Change (N= +281)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	41 (0.8%)	13 (0.3%)	+28 (215.4%)
21-29	883 (17 %)	758 (15.4%)	+125 (16.5%)
30-39	1,822 (35%)	1,755 (35.7%)	+67 (3.8%)
40-49	1,363 (26%)	1,342 (27.3%)	+21 (1.6%)
50-59	764 (15%)	716 (14.6%)	+48 (6.7%)
60-69	276 (5.3%)	271 (5.5%)	+5 (1.8%)
70+	50 (1.0%)	63 (1.3%)	-13 (-20.6%)
Race/Ethnicity			
Black	2,858 (55%)	2,630 (53.5%)	+228 (8.7%)
White	2,007 (39%)	1,929 (39.2%)	+78 (4.0%)
Hispanic	198 (3.8%)	188 (3.8%)	+10 (5.3%)
Other	136 (2.6%)	171 (3.5%)	-35 (-20.5%)
Gender			
Female	878 (17%)	893 (18.2%)	-15 (-1.7%)
Male	4,421 (83%)	4,025 (81.8%)	+396 (9.8%)

Participation in post-secondary degree-track programs increased slightly from 898 to 930 in FY24–25. (see Table 6) Growth was driven largely by adults ages 30–39 and 60–69, and by White participants, who were disproportionately more likely to enroll in these programs compared to their share of the incarcerated population. Relatedly, Black individuals are disproportionately less likely to be participating in these programs.

Table 6. Demographic Distribution of FY24-25 and FY23-24 Post-Secondary Degree-Track Program Participants

	FY24-25 (N=930)	FY23-24 (N=898)	Year-to-Year Change (N= +32)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	1 (0.1%)	1 (0.1%)	0 (0%)
21-29	103 (11%)	104 (11.6%)	-1 (-1.0%)
30-39	315 (34%)	292 (32.5%)	+23 (7.9%)
40-49	296 (32%)	294 (32.7%)	+2 (0.7%)
50-59	150 (16%)	148 (16.5%)	+2 (1.4%)
60-69	57 (6.1%)	50 (5.6%)	+7 (14.0%)
70+	8 (0.9%)	9 (1.0%)	-1 (-11.1%)
Race/Ethnicity			
Black	350 (38%)	357 (39.8%)	-7 (-2.0%)

	FY24-25 (N=930)	FY23-24 (N=898)	Year-to-Year Change (N= +32)
White	522 (56%)	479 (53.3%)	+43 (9.0%)
Hispanic	38 (4.1%)	40 (4.5%)	-2 (-5.0%)
Other	20 (2.2%)	22 (2.4%)	-2 (-9.1%)
Gender			
Female	259 (28%)	249 (27.7%)	+10 (4.0%)
Male	671 (72%)	649 (72.3%)	+22 (3.4%)

Overall participation in post-secondary technical programs increased by 1.1% from FY23–24 to FY24–25 (see Table 7). Growth was observed across most age groups, with the largest gains among young adults (18–29) and older adults (50–59). Participation among Black individuals rose nearly 7%, while the "Other" racial category experienced a modest decline. In contrast, female participants showed a comparable decrease in completions relative to the prior year.

Table 7. Demographic Distribution of FY24-25 and FY23-24 Post-Secondary Technical Program Participants

	FY24-25 (N=5,696)	FY23-24 (N=5,476)	Year-to-Year Change (N= +63)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	43 (0.8%)	13 (0.2%)	+30 (230.8%)
21-29	1,051 (18%)	979 (18%)	+72 (7.4%)
30-39	2,045 (36%)	2,061 (38%)	-16 (-0.8%)
40-49	1,513 (27%)	1,466 (27%)	+47 (3.2%)
50-59	763 (13%)	674 (12%)	+89 (13.2%)
60-69	243 (4.3%)	253 (4.6%)	-10 (-4.0%)
70+	38 (0.7%)	30 (0.5%)	+8 (26.7%)
Race/Ethnicity			
Black	2,930 (51%)	2,744 (50%)	+186 (6.8%)
White	2,336 (41 %)	2,294 (42%)	+42 (1.8%)
Hispanic	279 (4.9%)	277 (5.1%)	+2 (0.7%)
Other	151 (2.7%)	161 (2.9%)	-10 (-6.2%)
Gender			
Female	877 (15%)	936 (17%)	-59 (-6.3%)
Male	4,819 (85%)	4,540 (83%)	+279 (6.1%)

Completion of Education Programs

This section uses completed programs as the unit of analysis, while the previous section examined unique participants regardless of how many prison education programs they completed. During FY24-25, participants completed 8,321 prison education programs. This suggests an approximate program completion rate of 39.9%, but this should be interpreted with caution as length of participation was not controlled for – i.e., some individuals may have enrolled in programs at a point in the fiscal year for which completion by the end of the fiscal year would not have been possible.

This is a 7.3% increase in completions from FY23-24. As a point of comparison, the approximate program completion rate for FY23-24 was 38.8%. This suggests that efforts to increase program participation have happened with sustainment of completion rates, which is indicative of successful implementation of said efforts. Table 8 displays the demographic distribution of program completions in both FY24-25 and FY23-24. Note that individuals are counted for each completion rather than as unique participants. During FY24-25, 6,027 unique individuals completed programs; during FY23-24, that number was 5,749. In addition to age group, racial/ethnic identity, and gender, region of facility where the prison education program was completed is also included. For a complete list of prison education program participation by group and facility, see the appendix materials.

Completions of prison education programs increased across all regions during FY24-25. The Eastern region experienced the most significant growth, rising by 39.4%.

Table 8. *Demographic Distribution of FY24-25 and FY23-24 Prison Education Program Completions*

	FY24-25 (N=8,321)	FY23-24 (N=7,756)	Year-to-Year Change (N= +565)
Age Group			
13-17	2 (0.02%)	0 (0.0%)	+2 (200%)
18-20	55 (0.7%)	27 (0.3%)	+28 (103.7%)
21-29	1,465 (17.6%)	1,337 (17.2%)	+128 (9.6%)
30-39	3,008 (36.2%)	2,854 (36.8%)	+154 (5.4%)
40-49	2,118 (25.5%)	2,058 (26.5%)	+60 (2.9%)
50-59	1,176 (14.1%)	994 (12.8%)	+182 (18.3%)
60-69	415 (5.0%)	407 (5.2%)	+8 (2.0%)
70+	82 (1.0%)	79 (1.0%)	+3 (3.8%)
Race/Ethnicity			
Black	4,423 (53.1%)	4,044 (52.1%)	+379 (9.4%)
White	3,247 (39.0%)	3,078 (39.7%)	+169 (5.5%)
Hispanic	446 (5.4%)	392 (5.1%)	+54 (13.8%)
Other	205 (2.5%)	242 (3.1%)	-37 (-15.3%)

	FY24-25 (N=8,321)	FY23-24 (N=7,756)	Year-to-Year Change (N= +565)
Gender			
Female	1,453 (17.5%)	1,675 (21.6%)	-222 (-13.3%)
Male	6,868 (82.5%)	6,081 (78.4%)	+786 (12.9%)
Region			
Central	2,823 (33.9%)	2,814 (36.3%)	+9 (0.3%)
Eastern	1,234 (14.8%)	885 (11.4%)	+349 (39.4%)
South Central	2,169 (26.1%)	1,974 (25.5%)	+195 (9.9%)
Western	2,094 (25.2%)	2,083 (26.9%)	+11 (0.5%)

Total completions from FY23-24 declined slightly to 515 in FY24-25, a net decline of 33 or -6% (see Table 9). Reduced completions by males accounted for much of this decline. In addition, Hispanic populations saw a modest increase (10%). All regions experienced a decline except for the South Central region which saw a net increase of 29 completions – a net increase of 21.3%.

Table 9: Demographic Distribution of FY24-25 and FY23-24 Basic Program Completions

	FY24-25 (N=515)	FY23-24 (N=548)	Year-to-Year Change (N= -33)
Age Group			
13-17	2 (0.4%)	0 (0%)	+2 (200%)
18-20	12 (2.3%)	15 (2.7%)	-3 (-20.0%)
21-29	163 (31.7%)	185 (33.8%)	-22 (-11.9%)
30-39	211 (41.0%)	212 (38.7%)	-1 (-0.5%)
40-49	96 (18.6%)	99 (18.1%)	-3 (-3.0%)
50-59	24 (4.7%)	29 (5.3%)	-5 (-17.2%)
60-69	7 (1.4%)	7 (1.3%)	0 (0%)
70+	0 (0%)	1 (0.2%)	-1 (-100%)
Race/Ethnicity			
Black	253 (49.1%)	271 (49.5%)	-18 (-6.6%)
White	202 (39.2%)	223 (40.7%)	-21 (-9.4%)
Hispanic	44 (8.5%)	40 (7.3%)	+4 (10.0%)
Other	16 (3.1%)	14 (2.6%)	+2 (14.3%)
Gender			
Female	107 (20.8%)	109 (19.9%)	-2 (-1.8%)
Male	408 (79.2%)	439 (80.1%)	-31 (-7.1%)
Region			
Central	176 (34.2%)	195 (35.6%)	-19 (-9.7%)
Eastern	71 (13.8%)	87 (15.9%)	-16 (-18.4%)

	FY24-25 (N=515)	FY23-24 (N=548)	Year-to-Year Change (N= -33)
South Central	165 (32.0%)	136 (24.8%)	+29 (21.3%)
Western	103 (20.0%)	130 (23.7%)	-27 (-20.8%)

ESL program completions declined by 65% in FY24–25 (see Table 10). Across both fiscal years, completions were concentrated among Hispanic male participants, and in FY24–25 all completions occurred exclusively in the South Central Region.

Table 10. *Demographic distribution of FY24-25 and FY23-24 ESL Program Completions*

	FY24-25 (N= 9)	FY23-24 (N= 26)	Year-to-Year Change (N= -17)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	1 (11.1%)	0 (0%)	+1 (100%)
21-29	1 (11.1%)	8 (30.8%)	-7 (-87.5%)
30-39	4 (44.4%)	8 (30.8%)	-4 (-500%)
40-49	3 (33.3%)	7 (26.9%)	-4 (-57.1%)
50-59	0 (0%)	1 (3.8%)	-1 (-100%)
60-69	0 (0%)	2 (7.7%)	-2 (-200%)
70+	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity			
Black	0 (0%)	0 (0%)	0 (0%)
White	0 (0%)	0 (0%)	0 (0%)
Hispanic	9 (100%)	23 (88.5%)	-14 (-60.9%)
Other	0 (0%)	3 (11.5%)	-3 (-300%)
Gender			
Female	0 (0%)	0 (0%)	0 (0%)
Male	9 (100%)	26 (100%)	-17 (-65.4%)
Region			
Central	0 (0%)	0 (0%)	0 (0%)
Eastern	0 (0%)	1 (3.8%)	-1 (-100%)
South Central	9 (100%)	25 (96.2%)	-16 (-64.0%)
Western	0 (0%)	0 (0%)	0 (0%)

Participants completed 6.8% more HRD programs in FY24-25 than in FY23-24 (see Table 11). The growth of completions was driven primarily by participants between the ages of 21 and 29 and participants of Black racial identity. There was a nearly 19% decline in the number of HRD programs completed by females. Regionally, growth was strongest in the South Central and Eastern Regions, while the Central and Western Regions saw slight declines.

Table 11. Demographic Distribution of FY24-25 and FY23-24 HRD Program Completions

	FY24-25 (N= 3,600)	FY23-24 (N= 3,370)	Year-to-Year Change (N= +230)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	18 (0.5%)	3 (0.1%)	+15 (500%)
21-29	621 (17.3%)	477 (14.2%)	+144 (30.2%)
30-39	1,295 (36.0%)	1,222 (36.3%)	+73 (6.0%)
40-49	904 (25.1%)	914 (27.1%)	-10 (-1.2%)
50-59	527 (14.6%)	499 (14.8%)	+28 (5.6%)
60-69	195 (5.4%)	208 (6.2%)	-13 (-6.3%)
70+	40 (1.1%)	47 (13.9%)	-7 (-14.9%)
Race/Ethnicity			
Black	2,035 (56.5%)	1,843 (54.7%)	+192 (10.4%)
White	1,320 (36.7%)	1,300 (38.6%)	+20 (1.5%)
Hispanic	151 (4.2%)	114 (3.4%)	+37 (32.5%)
Other	94 (2.6%)	113 (3.4%)	-19 (-16.8%)
Gender			
Female	615 (17.1%)	760 (22.6%)	-145 (-19.1%)
Male	2,985 (82.9%)	2,610 (77.4%)	+375 (14.3%)
Region			
Central	1,128 (31.3%)	1,175 (34.9%)	-47 (-4.0%)
Eastern	417 (11.6%)	320 (9.5%)	+97 (30.3%)
South Central	621 (17.2%)	430 (12.8%)	+191 (44.4%)
Western	1,434 (39.8%)	1,445 (42.9%)	-11 (-0.8%)

A total of 297 post-secondary degree-track programs were completed in FY24–25 (see Table 12), representing a more than 30% increase from FY23–24. Growth occurred across nearly all adult age groups, with particularly strong gains among individuals aged 50 and older. Completions increased across White, Black, and Hispanic participants, while completions by female participants remained stable. Regionally, the most significant increases were observed in the Eastern and Western Regions

Table 12. Demographic Distribution of FY24-25 and FY23-24 Post-Secondary Degree-Track Program Completions

	FY24-25 (N= 297)	FY23-24 (N= 226)	Year-to-Year Change (N= +71)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	1 (0.3%)	1 (0.4%)	0 (0%)
21-29	29 (9.8%)	20 (8.8%)	+9 (45%)
30-39	93 (31.3%)	68 (30.1%)	+25 (36.8%)
40-49	83 (27.9%)	83 (36.7%)	0 (0%)
50-59	57 (19.2%)	35 (15.5%)	+22 (62.9%)
60-69	27 (9.1%)	15 (6.6%)	+12 (80%)

	FY24-25 (N= 297)	FY23-24 (N= 226)	Year-to-Year Change (N= +71)
70+	7 (2.4%)	4 (1.8%)	+3 (75%)
Race/Ethnicity			
Black	116 (39.1%)	85 (37.6%)	+31 (36.5%)
White	161 (54.2%)	124 (54.9%)	+37 (29.8%)
Hispanic	15 (5.1%)	9 (4.0%)	+6 (66.7%)
Other	5 (1.7%)	8 (3.5%)	-3 (-37.5%)
Gender			
Female	58 (19.5%)	59 (26.1%)	-1 (-1.7%)
Male	239 (80.5%)	167 (73.9%)	+72 (43.1%)
Region			
Central	140 (47.1%)	159 (70.4%)	-19 (-11.9%)
Eastern	119 (40.1%)	46 (20.4%)	+73 (158.7%)
South Central	5 (1.7%)	17 (7.5%)	-12 (-70.6%)
Western	33 (11.1%)	4 (1.8%)	+29 (725%)

Completions in post-secondary technical programs increased by 8.8% from FY23–24 to FY24–25 (see Table 16). Adults ages 40–59 accounted for the largest share of growth, although completions by female participants declined by 9.7%. Increases were observed across Black, White, and Hispanic individuals. The Eastern Region, which has traditionally reported lower completion numbers, saw significant improvement, with completions rising by 45.5%.

Table 13. *Demographic Distribution of FY24-25 and FY23-24 Post-Secondary Technical Program Completions*

	FY24-25 (N= 3,900)	FY23-24 (N= 3,586)	Year-to-Year Change (N= +314)
Age Group			
13-17	0 (0%)	0 (0%)	0 (0%)
18-20	23 (0.6%)	8 (0.2%)	+15 (187.5%)
21-29	651 (16.7%)	647 (18.0%)	+4 (61.8%)
30-39	1405 (36.0%)	1,344 (37.5%)	+61 (4.5%)
40-49	1,032 (26.5%)	955 (26.6%)	+77 (8.1%)
50-59	568 (14.6%)	430 (12.0%)	+138 (32.1%)
60-69	186 (4.8%)	175 (4.9%)	+11 (6.3%)
70+	35 (0.9%)	27 (0.8%)	+8 (29.6%)
Race/Ethnicity			
Black	2,019 (51.8%)	1,845 (51.5%)	+174 (9.4%)
White	1,564 (40.1%)	1,431 (36.7%)	+133 (9.3%)
Hispanic	227 (5.8%)	206 (5.7%)	+21 (34.5%)
Other	90 (2.3%)	104 (2.9%)	-14 (-13.5%)

	FY24-25 (N= 3,900)	FY23-24 (N= 3,586)	Year-to-Year Change (N= +314)
Gender			
Female	673 (17.3%)	747 (20.8%)	-74 (-9.9%)
Male	3,227 (82.7%)	2,839 (79.2%)	+388 (13.7%)
Region			
Central	1,379 (35.4%)	1,285 (35.8%)	+94 (7.3%)
Eastern	627 (16.1%)	431 (12.0%)	+196 (45.5%)
South Central	1,370 (35.1%)	1,366 (38.1%)	+4 (29.3%)
Western	524 (13.4%)	504 (14.1%)	+20 (4.0%)

Education Challenge

In June 2023, NCDAC Education Services and Secretary Ishee launched an education challenge for all correctional facilities. The initiative tasked each facility with increasing the number of students who successfully complete academic and workforce development technical programs. Each facility was assigned a target completion number based on historical performance and additional contributing factors.

Facilities that achieved or exceeded their established targets were formally recognized for exemplary performance, reflecting the collective dedication of staff and students to educational advancement and rehabilitation. Wardens were encouraged to exceed their benchmarks to foster healthy competition and to promote a culture of continuous improvement. Recognition was awarded to the top three facilities in each region based on the percentage of goal completion. In addition, the top-performing facility statewide—surpassing its target by the highest percentage—was honored for its exceptional commitment to advancing education and promoting successful reentry outcomes. Results of the Education Challenge are compiled by Education Services and are also available through the NCDAC Education Challenge Dashboard.[8]

The figure 1 illustrates each facility's combined academic and workforce development technical goal achievement for FY2024–2025. The accompanying table (see Table 14) provides both facility-level and regional totals. Demonstrating continued growth, only 16 facilities did not meet their combined goal in FY2024–2025, compared to 25 in the previous fiscal year. Overall, facilities achieved 130% of their collective goal—an improvement of 19 percentage points over FY2023–2024 performance.
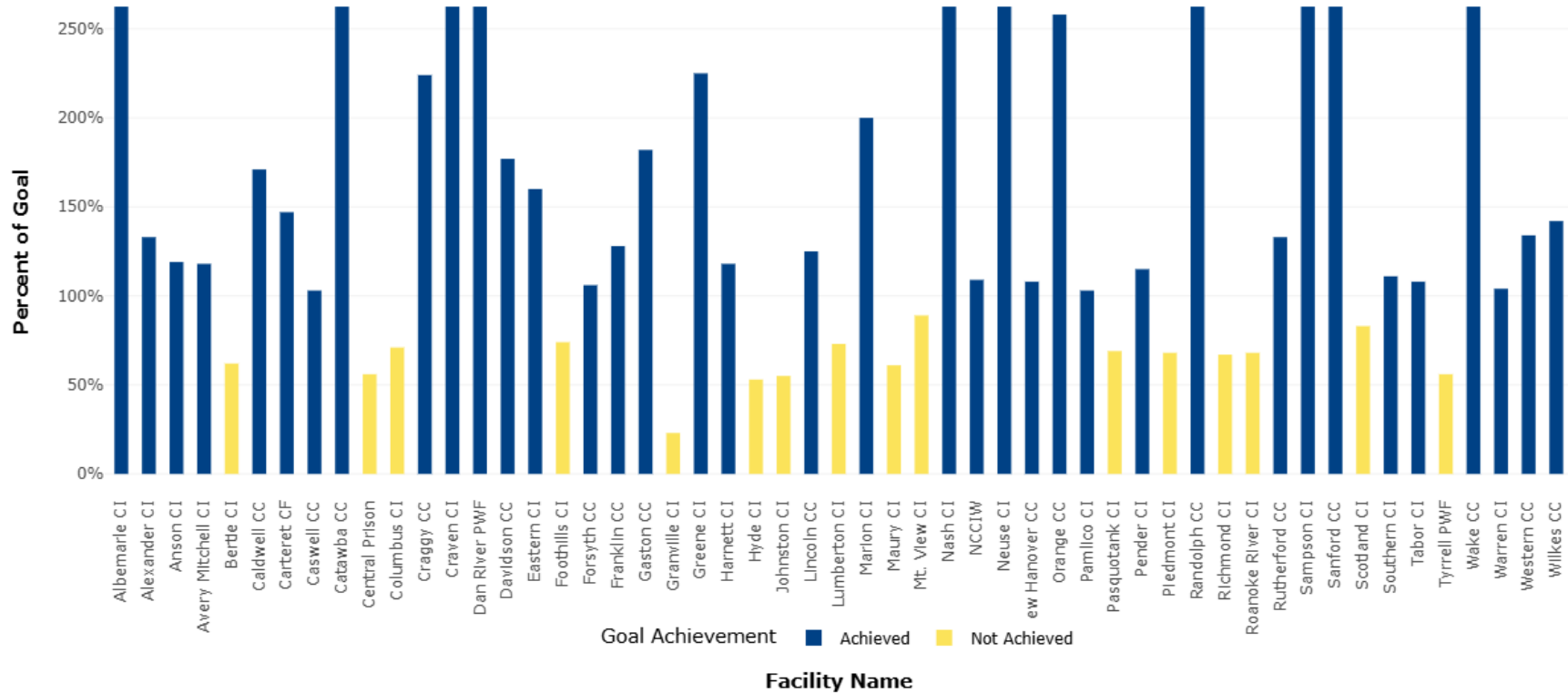
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[8] NCDAC Education Challenge Dashboard

Table 14. *Education Challenge Goal Attainment*

Region	FY23-24 Goal Attainment	FY24-25 Goal Attainment
Central	134%	146%
Eastern	98%	91%
South Central	109%	142%
Western	100%	127%
Total	111%	130%

Figure 1. FY24-25 Education Challenge

Central, Eastern, South Central, Western
(HiSET & Vocational)
Fiscal Year 2024

1. Through the February 2025 reporting, Anson CI and Brown Creek CI had a combined goal.
   As of March 2025, Anson CI was working towards its own goal.
2. Through FY2024, individual HiSET or Vocational completion percentages were calculated as the total number of completions divided by the yearly goal.
3. Through FY2024, the combined HiSET & Vocational completion percentage was calculated as the average of those two individual percentages.

Note: for visualization purposes, the y-axis is cut at 250%. For specific goal attainment values above this amount, see the table below.

Table 15 shows the combined completion percentages for the top three facilities within each region. Facility-level performance toward academic, workforce development technical, and combined completion goals is detailed in the appendix materials. Notably, only one facility—Nash CI in the Central Region—ranked among the top three performers in both the FY24–25 and FY23–24 challenges.

Table 15. Education Challenge Top Performers by Region

Region	Top 3 Facilities	Goal Attainment
Central	Dan River PWF	400%
	Nash CI	387%
	Randolph CC	356%
Eastern	Craven CI	650%
	Neuse CI	517%
	Greene CI	225%
South Central	Albermarle CI	1,464%
	Sanford CC	333%
	Sampson CI	281%
Western	Catawba CC	473%
	Craggy CC	224%
	Marion CI	200%

Reentry 2030 Performance Metrics

In addition to the annual creation of this report, Executive Order 303 established a Joint Reentry Council to create a Reentry Strategic Plan[9] to outline specific steps North Carolina would take to improve reentry by 2030. In August 2024, the Joint Reentry Council released that plan, which includes 26 objectives spread across four measurable goals to dramatically improve reentry, rehabilitation, and educational services. The plan also contains 95 performance metrics, which will help North Carolina track progress towards the goals. Three objectives of Goal 1: Improve economic mobility of formerly incarcerated people by increasing the number of local reentry councils and providing access to educational, technical training, registered apprenticeship, work-based learning, and employment opportunities pre-and post-release are under the purview of the Education subcommittee.

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[9] Reentry2030 Strategic Plan

The performance metrics for these three objectives are summarized below based on information from the Reentry 2030 Dashboard.[10]

Goal I Objective 2: *Increasing the number of high school diplomas, high school equivalencies and industry-valued continuing education credentials earned by incarcerated people in adult and juvenile facilities by 75%*

The table below shows the performance metrics for Objective 2. Data from both The Department of Public Safety (DPS) and The Department of Adult Correction (DAC). The current and prior Fiscal Years are displayed as applicable and available.

Table 16. Reentry 2030 Objective 2 PM2.1 through PM2.9

PM	Description	Agency	FY23-24	FY24-25
2.1	Number of High School Diplomas Earned	DPS	30	52
2.2	Percentage of High School Diplomas Earned of Total Attempted	DPS	58.8%	83.8%
2.3	Number of High School Equivalencies Earned	DAC	578	538
		DPS	42	23
2.4	Percentage of High School Equivalencies Earned of Total Attempted	DAC	46.0%	37.0%
		DPS	82.0%	57.5%
2.5	Number of Non-Credit Credentials Training Programs Completed	DAC	No data.	8,337
		DPS	89	406
2.6	Percentage of non-credit credentials training programs completed.	DAC	No data.	45.0%
		DPS	48.0%	100.0%
2.7	Number of Licenses or Credentials Earned	DAC	No data.	780
		DPS	89	42
2.8	Percentage of Licenses or Credentials Earned of Total Attempted	DAC	No data.	47.0%
		DPS	48.0%	100.0%
2.9	Percentage of Alignment with the NC Workforce Credentials List of High-Quality Industry Recognized Credentials	DAC	No data.	48.0%
		DPS	80.0%	100.0%

Table 17 shows the average time to completion (in months) for non-credit credential training programs facilitated by DAC during FY24-25. There is not currently available data for time to complete high school diplomas or high school equivalencies for DAC learners. Among DPS learners, the time-to-complete a high school diploma was 21 months and four months for high school equivalency. These lengths did not change from the prior fiscal year.

Table 17. PM2.10– Average time to completion (months) for high school diplomas, high school equivalencies, and non-credit credentials training programs. (DAC) (DPS)

	FY24-25	Completion Time
Non-Credit Credential Courses	Business Technologies	2 months
	Agriculture and Natural Resources	2 months
	Commercial & Artistic Production Technologies	2 months

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[10] Reentry 2030 Dashboard

(by Type)	Transport System Technologies	5 months
	Construction Technologies	3 months
	Industrial Technologies	3 months
	Public Service	2 months
	Furniture Manufacturing	4 months
	Human Resource Development	2 months
	Industrial Maintenance & Drafting	3 months

Table 18 presents the distribution of funding sources for DAC learners. In both fiscal years represented, Title II funding served as the primary source of support. In contrast, all DPS learners were supported through alternative funding sources, outside of the NC Prison Education Program and Title II allocations.

Table 18. PM2.11 Percentage of students funded by NC Prison Education Program funds, Title II and other sources. (DPS) (DAC)

	FY23-24	FY24-25
Prison Education Program Funds	41%	40%
Title II Funding	53%	54%
Other Source Funding	5%	6%

Goal 1 Objective 3: *Increase the number of post-secondary certificates, diplomas, and degrees offered in state correctional institutions by 25%.*

Table 19 shows the performance metrics for Objective 3. Data from both the current and prior Fiscal Year are displayed as applicable and available. Among DAC learners participating in diploma and degree programs, 100% were funded by the NC Prison Education Program legislative funds. This is in reference to PM3.7.

Table 19: Reentry 2030 Objective 3 Performance Metrics

PM	Description	Sub-metric	FY23-24	FY24-25
3.1	Number of Post-Secondary Certificate Programs, Number of Learners Enrolled in Certificate Programs, Number of Completions of Certificate Programs, and Average Time to Completion	Number of Post-Secondary Certificate Programs	100	114
		Number of Unique Learners Enrolled in Certificate Programs	5,980	15,531
		Number of Completions of Certificate Programs	3,344	8,514
		Average Time to Completion (Months)	No data	3
3.2	Number of Post-Secondary Diploma Programs, Number of Learners Enrolled in	Number of Post-Secondary Diploma Programs	1	1
		Number of Learners Enrolled in Diploma Programs	15	27

	Diploma Programs, Number of Completions of Diploma Programs, and Average Time to Completion	Number of Completions of Diploma Programs	12	18
		Average Time to Completion (Months)	9	10
3.3	Number of Associate Degree Programs, Number of Learners Enrolled in Associate Degree Programs, Number of Completions of Associate Degree Programs, and Average Time to Completion	Number of Associate Degree Programs	8	8
		Number of Learners Enrolled in Associate Degree Programs	157	229
		Number of Completions of Associate Degree Programs	38	49
		Average Time to Completion (Years)	2	2
3.4	Number of Bachelor's Degree Programs, Number of Learners Enrolled in Bachelor's Degree Programs, Number of Completions of Bachelor's Degree Programs, and Average Time to Completion	Number of Bachelor's Degree Programs	4	4
		Number of Learners Enrolled in Bachelor's Degree Programs	62	85
		Number of Completions of Bachelor's Degree Programs	25	4
		Average Time to Completion (Years)	4	4
3.5	Number of postsecondary certificates, diplomas, or degrees earned by learners who already earned a postsecondary, certificate, diploma, or degree in a related field.		No data.	No data.
3.6	Number of master's Degrees or Higher (Master's, Doctoral, and Professional Degrees) Programs, Number of Learners Enrolled in Graduate Level Programs, Number of Completions of Graduate Level Degree Programs, and Average Time to Completion	Number of master's Degrees or Higher (Master's, Doctoral, and Professional Degrees) Programs	0	0
		Number of Learners Enrolled in Graduate Level Programs	0	0
		Number of Completions of Graduate Level Degree Programs	0	0
		Average time to completion (Years)	0	0

Goal 1 Objective 4: *Increase the number of post-secondary certificates, diplomas, and degrees programs available to students at no cost by 25%.*

Performance Metric 4.1, presented in the table below, shows a reduction in the number of approved Pell Grant programs compared to the previous fiscal year. Following the conclusion of the Second Chance Pell experiment, North Carolina community colleges were not encouraged to pursue full Pell PEP partnerships. This decision aligns with the state's policy

to prioritize the use of existing legislative appropriations that already provide robust support for prison education. Leveraging state-funded resources before federal aid ensures fiscal responsibility and maintains the state's strategic focus on maximizing the impact of limited Pell Grant eligibility for incarcerated learners.

Table 20. *PM4.1 Number of approved Pell Grant programs*

Pell Grant Programs	FY23-24	FY24-25
Full Pell Grants	0	4
Certifications		
Diploma		
AA degree		1
BA degree		3
Second Chance Grants	12	0
Certifications	1	
Diploma	1	
AA degree	6	
BA degree	4	

Performance Metric 4.2 measures the number of postsecondary partners with approved Pell Grant programs. Consistent with the previous fiscal year, two postsecondary partners maintained approved Pell Grant programs in medium custody male facilities, and two in medium custody female facilities. Notably, in performance metric 4.3, the number of approved postsecondary programs funded through Prison Education Program (PEP) funds increased by 250% from FY2023–24, reaching a total of seven by the end of FY2024–25.

Table 21 displays the number of correctional facilities offering associate and/or bachelor's degree programs over the past two fiscal years. Associate degree programs increased from six in FY2023–24 to seven in FY2024–25, representing a 17% year-over-year increase.

Table 21. *PM4.4 Number of correctional facilities with an associate or bachelor's degree program*

	FY23-24	FY24-25
Number of correctional facilities with an associate degree program	6	7
Number of correctional facilities with a bachelor's degree program	4	4

Performance Metric 4.5 remained unchanged year-over-year. The average annual cost per student was $8992.40 for degree programs, compared to $180.00 for certificate programs.

Appendix Materials

Facility	Academic	Workforce Development Technical	Combined
Albemarle CI	206%	2182%	1464%
Alexander CI	77%	167%	133%
Anson CI	94%	124%	119%
Avery Mitchell CI	117%	119%	118%
Bertie CI	82%	59%	62%
Caldwell CC	175%	170%	171%
Carteret CF	300%	104%	147%
Caswell CC	57%	112%	103%
Catawba CC	300%	486%	473%
Central Prison	27%	66%	56%
Columbus CI	110%	64%	71%
Craggy CC	67%	245%	224%
Craven CI	0%	1300%	650%
Dan River PWF	250%	460%	400%
Davidson CC	20%	200%	177%
Eastern CI	22%	260%	160%
Foothills CI	56%	83%	74%
Forsyth CC	125%	103%	106%
Franklin CC	50%	142%	128%
Gaston CC	150%	184%	182%
Granville CI	114%	13%	23%
Greene CI	60%	300%	225%
Harnett CI	100%	121%	118%
Hyde CI	30%	92%	53%
Johnston CI	0%	75%	55%
Lincoln CC	83%	129%	125%
Lumberton CI	117%	69%	73%
Marion CI	50%	1100%	200%
Maury CI	100%	60%	61%
Mt. View CI	90%	89%	89%
NCCIW	80%	111%	109%
Nash CI	58%	473%	387%
Neuse CI	450%	550%	517%
New Hanover CC	50%	109%	108%
Orange CC	250%	258%	258%
Pamlico CI	1200%	100%	103%

Facility	Academic	Workforce Development Technical	Combined
Pasquotank CI	33%	80%	69%
Pender CI	700%	104%	115%
Piedmont CI	100%	66%	68%
Randolph CC	120%	650%	356%
Richmond CI	42%	69%	67%
Roanoke River CI	0%	70%	68%
Rutherford CC	33%	158%	133%
Sampson CI	100%	345%	281%
Sanford CC	100%	625%	333%
Scotland CI	183%	81%	83%
Southern CI	113%	111%	111%
Tabor CI	86%	114%	108%
Tyrrell PWF	83%	0%	56%
Wake CC	0%	379%	321%
Warren CI	125%	101%	104%
Western CC	129%	140%	134%
Wilkes CC	57%	195%	142%

Table 2. *FY24-25 Prison Education Course Participation by Facility and Type*

Facility	Basic	HRD	Post-Secondary Degree-Track	Post-Secondary Technical	ESL
Anson CI	190	250	142	207	0
NC CI Women	281	1,343	152	1,798	0
Western CCW	98	280	93	55	0
Albermarle CI	178	265	41	291	41
Alexander CI	125	193	35	97	0
Anson CI	29	139	7	219	0
Avery-Mitchell CI	85	59	18	97	0
Bertie CI	86	187	3	289	0
Brown Creek CI	23	127	3	221	0
Caldwell CC	44	87	2	0	0
Carteret CC	88	192	0	114	0
Caswell CC	57	102	0	210	0
Catawba CC	18	16	2	65	0
Central Prison	61	111	3	86	0
Columbus CI	98	35	0	139	0
Craggy CC	30	98	50	93	0
Craven CI	0	74	5	21	0
Dan River PWF	57	307	113	0	0
Davidson CC	41	463	6	119	0

Facility	Basic	HRD	Post-Secondary Degree-Track	Post-Secondary Technical	ESL
Eastern CI	100	117	23	61	0
Foothills CI	894	499	14	109	2
Forsyth CC	45	144	1	148	0
Franklin CC	51	266	5	169	0
Gaston CC	45	90	5	118	0
Granville CI	186	11	0	36	0
Greene CI	65	88	26	97	0
Harnett CI	81	88	7	228	18
Hyde CI	44	110	0	71	0
Johnston CI	42	213	119	192	0
Lincoln CC	38	131	0	101	0
Lumberton CI	153	101	2	617	53
Marion CI	67	1,305	0	0	0
Maury CI	69	108	0	249	24
Mountain View CI	133	54	14	255	0
Nash CI	71	138	135	204	0
Neuse CI	65	147	0	0	0
New Hanover CC	40	35	1	312	0
Orange CC	24	30	66	173	0
Pamlico CI	88	147	269	525	0
Pasquotank CI	22	21	0	21	0
Pender CI	78	2	5	361	0

Facility	Basic	HRD	Post-Secondary Degree-Track	Post-Secondary Technical	ESL
Piedmont CI	25	213	38	50	0
Randolph CC	34	223	0	58	0
Richmond CI	304	70	0	1,002	37
Roanoke River CI	35	77	22	182	0
Rutherford CC	16	46	0	27	0
Sampson CI	44	97	8	45	0
Sanford CC	47	152	0	80	0
Scotland CI	183	236	1	638	26
Southern CI	71	313	16	58	0
Tabor CI	290	441	1	346	0
Tyrrell PWF	47	26	1	0	0
Wake CC	0	60	0	297	0
Warren CI	86	44	90	239	0
Wilkes CC	46	328	0	46	0

Table 3. *FY24-25 Program Names and Participation*

Program Name	Participants
Basic	
ABE Level I	**1,274**
ABE Level II	**246**
High School Equivalency- PT	**1,433**
High School Equivalency	**2,265**
ESL	
English Second Language	**201**
HRD	
Effective Communications	**720**
Pathways to Employment	**523**
Communications & Thinking for a Change	**1,657**
CE Human Resources	**11**
Character Education	**213**
Commitment to Change	**796**
Getting it Right	**1,075**
Focus on Freedom	**1,942**
Jobstart	**35**
Going Forward	**65**
Reaching Out from Within	**169**
Thinking for a Change	**2,489**
Transition Services	**804**
Post-Secondary Degree Track	
Adult Outreach	**384**
HVAC	**12**
BA Pastoral Ministry- Field Minister Program-Freshman	**57**

BA Pastoral Ministry-Field Minister Program- Sophomore	40
BA Pastoral Ministry-Field Minister Program- Junior	24
BA Pastoral Ministry-Field Minister Program-Senior	13
A/C Heating and Tech	622
AAS Human Service Tech - YR1	162
AAS Human Service Tech - YR2	97
Campbell University	3
HVAC Electrical associate degree	2
Second Chance Pell	57
Electrical Program	50
Shaw University associate degree	1
Post-Secondary Technical	
Ventilation and AC	137
Basic Carpentry	195
Business Administration	66
HVAC Systems and Forklift	523
Auto Body Repair	50
Small Business Classes	144
Business Management	380
Blueprint Reading	68
Light Construction	382
Carpentry (PT)	22
Commercial Driver License	734
Custodial/Environmental Services	1,713
Driver License	523
Commercial Printing	91

Cosmetology- How to Start	1
Electrical	443
Electrical (PT)	27
Graphic Design (PT)	145
Horticulture	323
Intro Telecommunication	34
Industrial Maintenance	195
Masonry (PT)	41
Management, Leadership	153
Network Cable Installation	49
Broadband Communications	15
Office Science	356
Plumbing	79
Small Engine Repair	27
Travel & Tourism	183
Welding (PT)	80
Custodial Training	31
Hospitality (PT)	122
Introduction to Logistics	18
Cosmetology	18
Dental Lab Technician	2
Electrical/Electronics	212
Culinary Fundamentals	574
Forklift Safety and Operations	249
Horticulture	743
Hospitality	293
Apartment Maintenance Tech	45
Manufacturing Production Tech	71

Masonry	**169**
Plumbing	**210**
ServSafe	**181**
How to Start a Business	**110**
Veterinary Assistant	**112**
Welding	**53**
Woodworking/Upholstery	**97**
Computer Basics	**1,046**
Computer Information	**87**
Digital Literacy I	**34**
Digital Literacy II	**17**
Bindery Tech Printing	**12**
Cabinetmaker	**13**
CAP Carpenter	**6**
CAP Electrician	**37**
CAP HVAC Technician	**8**
CAP Lumber	**3**
CAP Mason	**9**
CAP Painter	**1**
CAP Pipefitter	**2**
CAP Welder	**6**
Combination Welder	**13**
Data Entry Machine Operator	**1**
Executive Masion Assistant	**2**
Food Service	**12**
Furniture Upholstery	**5**
Graphic Art/Illustration	**2**
Letterpress Operation	**5**

Landscape Management	**2**
Office Manager/Administrative Services	**2**
Offset Press Operator	**5**
Printing Estimator	**1**
Printing Inspector	**1**
Service Dog Trainer	**28**
Shipping Clerk	**2**
Warehouse Logistics	**14**