2018 REPORT

Incarcerated Students: Encouraging Results from Pilot Program

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

ELOY ORTIZ OAKLEY

Chancellor

California Community Colleges

January 24, 2019

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Legislative Report on Incarcerated Students

Dear Governor Newsom:

On behalf of the Board of Governors for the California Community Colleges, I am pleased to present to you the California Community Colleges report Incarcerated Students: Encouraging Results from Pilot Program. This report is written in response to Senate Bill 1391 (Hancock) of 2014.

In this report, the California Community Colleges Chancellor's Office presents its findings, evaluations and analysis of the success and efficacy of the face-to-face community college programs that are being offered to incarcerated students inside California state prisons. The report also discusses barriers and challenges that have been encountered, and provides recommendations for sustainable success.

Vice Chancellor of Educational Services and Supports Alice Perez may be contacted for questions and comments. She can be reached at (916) 327-5884 or aperez@cccco.edu.

Thank you for your interest in these programs and the students they serve.

Sincerely,

Eloy Ortiz Oakley, Chancellor

Enclosure: Report

2018 REPORT ON INCARCERATED STUDENTS

Prepared By

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" I want to be successful
for myself and my children.
I want to be a hero in their eyes. **"**

— Anonymous Incarcerated Student

INCARCERATED STUDENTS REPORT

This report is submitted pursuant to Senate Bill 1391 (Hancock) of 2014:

> SEC. 2. Section 84810.7 is added to the Education Code, to read: 84810.7. (a) On or before March 1, 2015, the Department of Corrections and Rehabilitation and the Office of the Chancellor of the California Community Colleges shall enter into an interagency agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a four-year university. The courses for inmates in a state correctional facility developed as a result of this agreement will serve to supplement, but not duplicate or supplant, any adult education course opportunities offered at that facility by the Office of Correctional Education of the Department of Corrections and Rehabilitation. (b) The Department of Corrections and Rehabilitation, in collaboration with the Office of the Chancellor of the California Community Colleges, shall develop metrics for evaluations of the efficacy and success of the programs developed through the interagency agreement established pursuant to this section, conduct the evaluations, and report findings from the evaluations to the Legislature and the Governor on or before July 31, 2018.

See Senate Bill 1391 for full text of this Bill.

EXECUTIVE SUMMARY

In this report, the California Community Colleges Chancellor's Office (Chancellor's Office) presents its findings, evaluations and analysis of the success and efficacy of the face-to-face community college programs that are being offered to incarcerated students inside California state prisons. The report also discusses barriers and challenges that have been encountered, and provides recommendations for sustainable success.

In just three years, our community colleges have gone from zero face-to-face instruction to serving nearly 4,000 unique students. These students will be coming home at some point and all eyes are on California as we lead the way in this venture.

In July 2017, the Board of Governors for California Community Colleges adopted the *Vision for Success* for the 115 California community colleges. The seven core commitments of the Vision are:

1. Focus relentlessly on students' end goals.

2. Always design and decide with the student in mind.

3. Pair high expectations with high support.

4. Foster the use of data, inquiry and evidence.

5. Take ownership of goals and performance.

6. Enable action and thoughtful innovation.

7. Lead the work of partnership across systems.

With this *Vision for Success* in mind, the Chancellor's Office has worked collaboratively with the California Department of Corrections and Rehabilitation (CDCR) to design courses and programs utilizing the Guided Pathways framework to improve incarcerated student success outcomes. The majority of incarcerated students fall into traditionally underrepresented student groups and the promotion of equity and economic mobility has been a critical component of the programs for incarcerated students. The Chancellor's Office must continue its work to reduce the equity and achievement gaps.

The Research and Planning Group (RP Group) evaluated these educational programs on their effectiveness in providing face-to-face education at the state prison level. This evaluation included numerous interviews, an online survey and quantitative data analysis of enrollment and success metrics. For the five semesters ranging from spring 2016 to spring 2018:

- The number of colleges offering face-to-face instruction increased from the initial four pilot colleges to 19 colleges.

- Incarcerated student enrollment in face-to-face programming increased 147 percent, with 3,923 students enrolled in face-to-face courses for the spring 2018 semester.

- The number of courses offered increased from 49 to 309.

- Transferrable courses offered increased from 84 percent to 96 percent.

- Courses that lead to degrees increased from 92 percent to 97 percent.

- The retention rates of courses offered inside California state prisons are consistently higher, averaging 92 percent versus 89 percent for on-campus courses.

- The success rate for incarcerated students enrolled in degree-applicable courses averages 85 percent, compared to 75 percent for students enrolled in degree-applicable courses on campus.

The evaluation also found several issues and potential barriers to the future success of these programs, including:

- Sustainable funding;

- Access to textbooks;

- Access to technology, particularly with paper college applications;

- Recruitment of faculty;

- Problematic scheduling parameters.

Despite many academic and personal challenges faced by incarcerated students, they have proven these programs are not only effective, but also highly successful. The Chancellor's Office is committed to the *Vision for Success* and proud that community colleges lead the nation in reaching these new students. We are dedicated to clarifying the path for these students, closing the equity gaps and helping them to stay on their path. Serving *all* students, including those who are or who have been involved with the criminal justice system, is our utmost priority.

OVERVIEW

The United States incarcerates more people per capita than any other nation. California alone has 35 state prisons and 58 county jails, with approximately 700,000 Californians in prison, in jail or under criminal justice supervision on any given day. An estimated 95 percent of the prison population will come home at some point, and recidivism rates are high. Higher education is one way to interrupt the cycle of crime, poverty and recidivism, and California leads the way in providing higher education to incarcerated students. Enrollment in face-to-face community college courses inside our state prisons has gone from zero to nearly 4,000 in just three years.

A 2013 study by the Rand Corporation[1], funded by the U. S. Department of Justice, found inmates who participated in educational programs were 43 percent less likely to return to prison within three years than those who did not participate. The study found that every dollar invested in prison education programs saved nearly $5 on later incarceration costs and through reducing recidivism, correctional education was cost effective for states. Compared to the direct costs of incarceration, correctional education offers an estimated 400 percent return on investment for taxpayers over three years.

According to the 2015 report, "Degrees of Freedom,"[2] more than six out of 10 individuals leaving prison in California are reincarcerated for a parole violation or new conviction within three years. Individuals who participated in college programs had 51 percent lower odds of recidivating.

California community colleges may not be able to change the state's disproportional rates of incarceration, but they can provide college opportunities to those who have been caught up in the system and, in doing so, provide opportunities to a new generation of students while closing access, achievement and completion gaps.

The Chancellor's Office is committed to act on its *Vision for Success* and continue to lead the way in serving this population.

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[1]Lois M. Davis, Jennifer L. Steele, Robert Bozick, Malcolm V. Williams, Susan Turner, Jeremy N. V. Miles, Jessica Saunders, and Paul S. Steinberg, How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation. Santa Monica, CA: RAND Corporation, 2014. https://www.rand.org/pubs/research_reports/RR564.html

[2]Debbie Mukamal, Rebecca Silbert, and Rebecca M. Taylor, Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians, Stanford Criminal Justice Center (February 2015), https://correctionstocollegeca.org/resources/degrees-of-freedom-report.

BACKGROUND

In 2014, Gov. Jerry Brown approved Senate Bill No. 1391, known as the Hancock bill, named after its legislative champion, Sen. Loni Hancock. Sen. Hancock's legislative implementation expanded access to face-to-face community college courses for incarcerated students collaboratively with our California prison system. This legislation brought significant change, amending Education Code section 84810.5 and addressing apportionment language to facilitate the undertaking.

Senate Bill 1391 provided for an interagency agreement to be created between the Chancellor's Office and the California Department of Corrections and Rehabilitation (CDCR) to expand access to face-to-face community college courses inside state prisons that led to degrees or certificates. The agreement allowed for a transfer of $2 million from the CDCR Recidivism Reduction Fund to the Chancellor's Office. Through an RFA process, four districts were selected to receive $400,000 each in grant funds to partner with their local prison to begin offering these courses. The four pilot programs selected (two men, two women) were: Antelope Valley College/California State Prison-Los Angeles, Chaffey College/California Institute for Women, Folsom Lake College/Folsom Women's Facility and Lassen Community College/High Desert State Prison. Districts were eligible to apply if one (or more) of the 13 identified CDCR Reentry Hubs was located within the college district boundaries. CDCR has since reorganized and provides reentry services at most of the state prisons.

At approximately the same time as this initial pilot program began, another program utilizing private funding was developed entitled The Renewing Communities Initiative. This was a joint effort between The Opportunity Institute (Rebecca Silbert, Director) and the Stanford Criminal Justice Center (Debbie Mukamal, Executive Director). While this program is entirely separate, the Chancellor's Office has worked closely and partnered with them throughout the past three years.

Since the passage of Senate Bill 1391, other California community colleges found a way to leverage their existing resources and full-time equivalent student (FTES) general apportionment funding to provide courses inside their local state prisons. In total, Senate Bill 1391 and its allowance for California community colleges to collect FTES funding resulted in 19 California community colleges piloting full-credit, face-to-face, degree-building education programs at 34 of the 35 CDCR state prison facilities at all security levels. Nearly 4,000 unique students are enrolled each semester in these face-to-face courses and they consistently outperform students on campus. Transition and reentry programs on community college campuses are also expanding.

This is truly a momentous movement and we must ensure that our colleges have the resources to continue under the weight of numerous internal and external issues, as well as overlapping regulatory systems.

STATEWIDE EFFORTS RELATED TO CURRENTLY AND FORMERLY INCARCERATED STUDENTS

The Chancellor's Office has offered numerous presentations and training opportunities to the community college districts, including the following:

- December 7-8, 2015. Inmate and Re-Entry Education Summit, Sacramento, California. This two-day summit was attended by more than 200 people including all 35 CDCR principals, numerous colleges and outside experts (Jody Lewen, Rebecca Silbert, Debbie Mukamal.) Breakout sessions included:

  - Prison University Project/Best Practices

  - The "R" in CDCR

  - Preparing Faculty to Teach Inside

  - Student Support and Success Services – Working with the Incarcerated and Formerly Incarcerated

  - Exploring Teaching and Learning Options

- June 8-9, 2016. Training/workshop at Bakersfield College (Delano Center). Hosted by the Chancellor's Office through the Institutional Effectiveness Partnership Initiative (IEPI), and co-hosted by Rebecca Silbert and Debbie Mukamal.

- June 20-21, 2016. Training/workshop at Chaffey College (Chino Center). Hosted by the Institutional Effectiveness Partnership Initiative (IEPI), and co-hosted by Rebecca Silbert and Debbie Mukamal.

- June 30, 2016. Presentation/training by Rebecca Silbert and Debbie Mukamal for CDCR Principals and Vice Principals in Fresno.

- October 21, 2016. Training at Los Angeles Trade Technical College. Co-hosted by the Academic Senate, Rebecca Silbert and Debbie Mukamal.

- November 18, 2016. Training at San Joaquin-Delta College. Co-hosted by the Academic Senate, Rebecca Silbert and Debbie Mukamal.

- November 19, 2016. Training at San Diego Continuing Education. Co-hosted by the Academic Senate, Rebecca Silbert and Debbie Mukamal.

- February 15, 2017. Executive Summit on Best Practices in Face-to-Face Correctional Education. Hosted by the Chancellor's Office.

- September 25, 2017. First convening of colleges serving incarcerated students in CDCR. Hosted by the Chancellor's Office.

- April 19-20, 2018, in Irvine, California. Statewide Summit entitled *Leading the Nation: Building*

Excellence for California's Incarcerated and Formerly Incarcerated College Students. Over 200 attendees representing 70 college and universities. Hosted by the Chancellor's Office through the Institutional Effectiveness Partnership Initiative (IEPI) and co-hosted by Rebecca Silbert and Debbie Mukamal. Breakout sessions included:

- Behind the Walls: Faculty Selection and Support for In-Custody Teaching
- Unlikely Allies: Working with Parole and Probation
- Partnering with Correctional Institutions
- Guided Pathways to the Guided Pathway: Best Practices for On-Campus Student Success
- Measuring Success: Outcomes, Research, and Tracking
- Don't Stop Now: Planning for the Long Term
- Overcoming Career Barriers: Occupational Licensing and Record Expungement
- Professional Development for Faculty and Staff Supporting Formerly Incarcerated Students
- Transfer Pathways, UC and CSU Partnerships
- CTE, Apprenticeships, and Job Placement Models

- October 15, 2018, Sacramento, California. Conference of Colleges serving Incarcerated Students. A day of brainstorming on goals and concerns currently facing the colleges, as well and presentations by CDCR management on a newly released policy memo on face-to-face college courses.

To fulfill the Chancellor's Office commitment to the *Vision for Success*, initial planning has also begun on another 2-3 day summit in November 2019 that will focus on the valuable lessons learned and specific outcomes achieved over the past three years. The Chancellor's Office intends to continue offering support that will enable ongoing innovative pathways to success.

ADVISORY COMMITTEE

The purpose of the Advisory Committee for Currently and Formerly Incarcerated Students is to provide technical assistance and guidance to the community college system in order to continue the efforts of building a strong foundation for student success for this population. The Chancellor's Office regularly held coordination and planning meetings with a variety of stakeholders that included representatives from the Chancellor's Office, California community colleges, California Department of Corrections and Rehabilitation, The Opportunity Institute, Stanford Criminal Justice Center, the Academic Senate and Sen. Loni Hancock and her staff.

The current member list for the Advisory Committee for Currently and Formerly Incarcerated Students is attached as Appendix 2.

METRICS UTILIZED FOR EVALUATION OF THE EFFICACY AND SUCCESS OF THE PILOT PROGRAM

As required under Senate Bill 1391, the Chancellor's Office, in collaboration with CDCR, developed the following metrics to assist in valuation of the efficacy and success of the programs developed under the pilot program through the present:

1. Strong prison-college relationship

    a. Working together as partners to eliminate barriers

    b. Shared motivation, purpose, and values

    c. Effective communication

    d. Designated full-time coordinator

2. Student Learning and Engagement

    a. Academic rigor

    b. Engaged learning in a prison environment

    c. Orientation and counseling

3. Student Support Services

    a. Counseling

    b. Financial Aid

    c. EOPS/DSPS

4. Availability of Resources

5. Counseling, Advising and Education Planning (SSSP)

    a. Education plans that incorporate continuing education opportunities upon release.

    b. Education planning unique to the student

    c. In-person counseling and advising

6. High-Quality Education (Guided Pathways)

   a. Programmatic development of soft skills such as persistence, resilience, and study skills

   b. Stackable or transferrable academic courses so that students may build upon their education

   c. Courses that build to a degree or certificate

   d. Courses that are of the same quality as those offered to students in the community

7. Teaching staff that demonstrates both an understanding of the security needs of the institution and cultural competence regarding their students

8. How the college programs used the Senate Bill 1391 funding

" These students are incredibly driven to excel. They work with each other; they become a family. "

— *Chelsea Esquibias, Program Director,*
Inmate Scholars Program
Bakersfield College

METHODOLOGY AND EVALUATION OF THE PILOT PROGRAM

The Research and Planning Group (RP Group) contracted with the Chancellor's Office to evaluate these pilot programs on their effectiveness in providing face-to-face education at the state prison level. Research commenced and concluded in July 2018 and included interviews with key partners, an online survey and data analysis. The primary purpose of the interviews and online survey was to evaluate the successes and challenges of providing face-to-face education to incarcerated students. The interviews allowed for a deep investigation of the four Senate Bill 1391 pilot programs and Bakersfield College, while the online surveys built upon these findings and provided a more generalized scope of how a range of colleges with various funding streams were able to offer face-to-face courses in state prisons. For the quantitative data analysis, the evaluation focused on metrics typically utilized in research that help to assess the demand and success of incarcerated students in community college courses.

Interviews

A total of nine interviews were conducted with key partners to learn about the factors contributing to student success and any barriers encountered in serving incarcerated students through face-to-face programs. Interviews were approximately one-hour in length with partners from the Office of Correctional Education and Division of Rehabilitative Programs in CDCR, a research partner from The Opportunity Institute, and deans, program directors/coordinators from the four Senate Bill 1391 pilot programs: Antelope Valley College, Chaffey College, Folsom Lake College and Lassen Community College. Interviews also included the program director from Bakersfield College, which currently provides the largest face-to-face incarcerated student education program in the state.

These interviews followed a scripted protocol focusing on these primary topics:

1. The implementation process of providing face-to-face courses to incarcerated students and the college's certificate or degree (program) structure;

2. The college program's strengths and barriers;

3. Data collection process; and

4. Relationship with the partner institution (i.e., CDCR prison facility or California community college).

Surveys

All community colleges with face-to-face incarcerated student education programs were encouraged to participate in a survey to understand the landscape of the current programs and how they operate. Survey items included the colleges' program structure (course offerings), strengths, barriers,

identification of funding streams necessary for sustaining the program and specific issues with their partner prison or college. We also asked for suggested best practices or advice from the field.

Of the 19 colleges with face-to-face programs, 17 colleges completed the 31-item survey, which focused on the following key areas:

1. **Background:** Motivation behind implementing a face-to-face incarcerated student education program;

2. **Program Structure:** Logistical details about the face-to-face incarcerated student education program;

3. **Relationship with Prison Partners:** Quality of communication, cooperation, and trust between colleges and their partners at each prison;

4. **Faculty and Support Staff:** Process of recruiting and training faculty and support staff to enroll and provide instruction to incarcerated students;

5. **Data collection and reporting:** Processes colleges undergo to collect data and evaluate the incarcerated student education program;

6. **Funding:** Understanding how colleges support incarcerated student education through various funding sources;

7. **Barriers and Challenges:** Specific barriers that institutions or incarcerated students face and/or challenges that faculty and staff experience while providing face-to-face courses; and

8. **Advice from the Field:** Sharing of best practices and lessons learned.

Data Analysis

To provide a frame of reference, CDCR shared aggregate data from spring 2016 to spring 2018 on student course enrollment as well as student success from its Strategic Offender Management System, which houses a comprehensive list of inmate records. The data were used to understand the number of incarcerated students served through the face-to-face courses and the types of courses offered.

As required, community colleges report student data for incarcerated students to the Chancellor's Office via the Management Information Systems (MIS); however, this evaluation relied mostly on CDCR data because data available through the Chancellor's Office MIS system is incomplete. For example, the number of colleges able to identify incarcerated students to MIS is not inclusive of all colleges and therefore underestimates the statewide total of students being served each semester through face-to-face instruction. While several colleges have discovered ways to accurately input data, the colleges' ability to accurately input MIS data is limited given that all data are collected through a paper application and needs to be manually entered into their college's computerized system before

reporting to MIS. However, important student success data are collected through the Chancellor's Office MIS system, and these data – among colleges who do report – are provided.

Lastly, while the main goal of providing face-to-face college courses to our currently incarcerated students is to transform their lives by offering a path toward education and social mobility, we are also interested in decreasing recidivism. However, complexities in the data render us unable to do so with accuracy at this time. Among other things, although the number of incarcerated students enrolled in face-to-face college is large, the exact number who have been released is currently unknown but expected to be small. Of those, many were released relatively recently and have not had sufficient time to demonstrate success within the confines of research parameters. The effect of higher education is, of course, a critical question and we believe that further research to inform policymakers on the true impact of Senate Bill 1391, including the ability of higher education to transform student lives and break the cycle of poverty and crime, would be highly valuable.

" Gang culture dominates virtually every aspect of life inside the California prison system, and that hold will loosen only when those inside are provided with the levels of physical protection, human dignity and economic opportunity that the gangs alone currently provide. **"**

— *Jody Lewen, Executive Director*
Prison University Project
San Quentin

INTERVIEW FINDINGS FROM SENATE BILL 1391 PILOT PROGRAMS

The purpose of conducting in-depth interviews was to learn about the factors contributing to student success and any barriers encountered in serving incarcerated students through face-to-face programs. Emerging from these interviews were the lessons learned throughout the journey, which include:

- Importance of establishing a strong prison-college partnership;

- Level of engagement among incarcerated students taking face-to-face courses;

- Challenges emerging from teaching in the prison setting;

- Range of faculty recruitment and training approaches (including support staff);

- Limitations in capacity for existing CDCR staff and facilities; and

- How the college programs used the Senate Bill 1391 funding.

Importance of Establishing a Strong Partnership

All nine interviewees emphasized the importance of having an effective partnership between the prison and college contacts. One interviewee succinctly describes:

"Because we have to do it our way and they have to do it their way and then we've got to figure out a way to do it in between and get each side to kind of meet in the middle"

Programs that have established a strong working partnership have truly benefited by being able to work together in addressing daily challenges and barriers that emerged. Interviewees pointed to the college's and partner prison's motivation and ownership of the program and effective communication as foundational to establishing positive relationships.

Working Together When Barriers Emerge

College interviewees described that because they have established strong relationships with their prison partners, common occurrences within the prison setting that may impact their face-to-face courses are able to be worked through together. As two respondents noted:

"We've built some really fantastic partnerships with our prisons, and so we've been able to kind of work around some of the obstacles."

"We've been really good about being able to keep our students in class. So if there's a lockdown… building the partnership with the prison has gone really well because many of the sites will help us kind of operate around those lockdowns. So when students traditionally shouldn't be able to leave their cell, they can still come to class. And so our partnerships are our largest strength."

Motivation and Purpose

In general, some colleges and prisons were more effective in establishing partnerships and ultimately were more successful in providing face-to-face education. Based on the interviews, at the core of whether a partnership and program succeeded or not was the motivation and purpose of providing college courses to incarcerated students. In reflecting on the multiple relationships the college had with several CDCR facilities, one interviewee described the importance of having their prison partner take ownership of the program:

"The sites that work really well are really engaged and take a lot of ownership in the program. They've gone through and selected the VEP teachers from CDCR that believe in the program or at least will put in enough effort or engagement with the students. Now, the facilities that really don't run very smooth… I think that the difference with those two facilities is there's not as much ownership within the Education Department. And [they view it as] a state idea or this is a warden thing or whatever the case is, we don't really find a work around."

The motivation behind colleges providing face-to-face education also varied and impacted the direction and success of their program. For example, two interviewees described a college culture whose purpose was to serve its community and the inmates within their local prison being part of that community:

"It's become part of our culture at [my] college. This is who we serve in the entire community. These prisons are in our community and we're going to provide them with an education."

"[As a college] we're really passionate about getting out to the underserved. And so when you look at our school as a whole, our Equity Department is just working around the clock getting out there trying to make sure that students are served...we've opened up facilities in almost every single rural community over the last couple years. As far as the prisons, for [my] college it's just a no brainer. There are students there. You can impact recidivism and impact the generations after them. I mean why wouldn't you, right?"

In contrast, one college described leveraging the opportunity and funding available through Senate Bill 1391 to supplement their existing correspondence program. In the words of one interviewee:

"This is the next step in evolving and enriching our correspondence program because to complete the degree, they need to take correspondence as well. It's not solely a face-to-face program because we don't have that many instructors."

Communication

Effective communication was also foundational in establishing strong partnerships. One way interviewees offered as a way to effectively and clearly communicate and work with their partner prisons was having a [full time] program director. Given the amount of time they were able to dedicate to building these relationships, understanding CDCR policies, and learning and practicing how to communicate with their CDCR partners, these colleges created strong relationships around shared values and frequent communication with partners via phone and in-person meetings.

Student Learning and Engagement

The college coordinators that were interviewed emphasized that the academic rigor expected in the face-to-face courses was up to college standards and how colleges were able to keep incarcerated students engaged in their courses.

Academic Rigor

The interviewed colleges highlighted the fact that the academic rigor and quality of college courses provided inside the prison were to the same standards of on-campus courses. Further, that

incarcerated students were able to appreciate being part of the college environment and rose to these college expectations. As two interviewees commented:

"The quality or quantity of work for our students inside the prison are the exact same as they are for our students on campus. We're not cutting corners, not trying to give out degrees, not trying to make it easy on the students. All of our classes at this point are night classes, so our students work all day and go to school at night and we set that standard and that tone the very first meetings we have. This is college. It's not going to be easy and we're not going to make it easy."

"You have to set the tone yourself…you have to really say this is college and let them know what the guidelines are what the standard of behavior is inside the classroom … So we have created as close to the college environment inside those walls, inside our classrooms as we possibly can and with that, we expect to hold the students to the same standards as outside and they really buy into it. I mean the students that are in our program, they give us what they got. They give us 100 percent."

Engaged Learning in a Prison Environment

Similar to student learning on college campuses, engaging incarcerated students is vitally important to their success not simply within the college classroom but in creating a long-term goal and mindset to keep them motivated beyond the course. Three interviewees offered practices they utilized to engage their students:

"So where I think our program has really done well is our students are really, really engaged. So when we do orientation each semester, we go out, we listen to them, we take their advice. You know, they usually know the work around anyway and what is and isn't allowed, so I get a lot of solutions from them and really keep them engaged."

"It's gone really well. And I think a part of that is or a huge, big piece of that is by keeping those students engaged…Through orientation we make sure to explain everything to them…So they all understand how the teachers are paid, they all understand what kind of grant we receive, they all know where the funding for the books is coming from. And they understand all the statistics behind rehabilitation and staying home and what the likelihood is of them staying home after five years if they have an education. And so having all those conversations upfront really help them see what our motive is in serving them…"

"You decorate it like a college classroom. We have college posters all over our classrooms. We have inspirational quotes from Maya Angelou and Mohammed Ali and we have paintings of our college. We have a painting of our library done by one of the inmates that hangs in there."

Challenge: Students Getting Transferred

Incarcerated students voluntarily enrolled in face-to-face college courses live and work within two different timelines: prison and college. These differing schedules can impact success when students are transferred to a different yard or prison during the semester and therefore are unable to complete the course. In the words of one college respondent:

"Sometimes they flip an entire yard and move everybody to a different prison or something."

"CDCR specifically wanted us to start offering a certificate in one semester, so that the students could complete their certificate before they would transfer because we were having a huge problem with losing a lot of our students to transfer to other institutions."

Several colleges who had established strong partnerships with their prison partners were able to work together to ensure students were able to complete a course prior to being transferred. This is not a sustainable solution, as staff changes within CDCR could result in new staff who are unable or unwilling to make the necessary accommodations. CDCR is aware of this challenge and is in the process of issuing guidance that will limit mid-semester transfers as much as possible. In addition, the Chancellor's Office recently created the new Excused Withdrawal as a grading option. Any student who is unable to complete a course due to reasons beyond his or her control can be given an Excused Withdrawal, thus avoiding the negative GPA and financial aid implication of a Withdrawal. The new rule specifically identifies incarcerated students who are involuntarily transferred or paroled as those who are eligible for the Excused Withdrawal.

These solutions will help students transferred or released during a semester, but will not help students reach a degree. Due to the large number of community college students in the CDCR system, CDCR cannot commit to keeping students in a particular yard or prison for the duration of their higher education journey with the community college. CDCR and the Chancellor's Office are currently working together to develop coordinated degree pathways between institutions, so that students who are transferred midway through their degree coursework can continue their education in the new facility.

Challenges of Working Inside a Prison Facility

Several challenges emerged for colleges in providing face-to-face courses to incarcerated students. The primary challenges, as indicated by interviewees, were focused on adapting to the security measures in place within the prison facilities, as well as maneuvering around college policies that apply to the unique environment of a prison setting. These challenges include barriers around the use of technology, textbooks, and course scheduling and sequencing.

Technology Barrier

Within prison, face-to-face programs are based on an all-paper system. Being paper-based affects the faculty in tracking grades and also the college staff who have to manually input all the application and enrollment paperwork. According to interviewees, while the security-related technology barrier in place is effective in prioritizing the safety of visitors, employees and incarcerated students, it increases the workload and risk of error and decreases the efficiency of providing these courses. One respondent described faculty's added responsibility of keeping manual track of students' grades:

"So typically if you taught on campus you have the opportunity to use an online system to track all the grades, right? Like type them all in if you grade homework and stuff. You lose that capability when you teach in the prisons because the students are all entered by hand on paper. And so you lose the ability to use that same system. And so the teachers have to keep [track of all their grades], and then at the end of the semester they input all their grades for the students in [the college's] grading system."

Being paper-based is even more problematic for the administrative operations for the college, as two respondents commented:

"Then you take all the admissions worksheets that were completed by the students with the rosters attached, and then we have to give all of it to Admissions. They check everything, and they do all of the data entry into the system for all of the students. So in the spring when we had right around 1,300 enrollments, Admissions is doing all 1,300 of them by hand."

"Hopefully now that [CDCR is] installing technology, if our folks could have access to it -- at least to register and apply and do some other things that your typical student can do anywhere, that would really help us much more efficiently and effectively scale what we're already doing. Because paper applications, I mean I'm thinking if we ever have 1,000 students, how am I going to do paper applications for 1,000 people?"

Not only does the paper-based application and enrollment process increase the workload for college classified staff working in admissions and financial aid, one college described some of the challenges that emerged given that going to and working inside a prison facility was outside of the classified staff's job description. This college interviewee described this challenge and offered a solution:

"It just became a total headache trying to get three and four people in [the prison] for all the different things that had to be taken care of. Fill out an application, financial aid forms, (BOG) waivers, doing the orientation, and the counseling appointments. You were pulling people from all different areas and some didn't want to go in. So then we were stuck having staff doing work outside their contract. So it created an issue with classified [staff]. So what we've done is we've created a position where we have a few employees that have volunteered and they're not afraid to go in, that are being cross-trained in all of these areas."

Textbook Barrier

Nearly all of the interviewees described the cost of textbooks as being one of the biggest challenges in providing face-to-face courses. Several colleges directed a significant portion of their grant funds to purchasing textbooks. In the words of two college coordinators:

"Our biggest expense and our largest hurdle from our side is the books."

"We wanted to put more of the budget into creating a program, which the large expense to creating the program was the director position [salary] and the instructional support specialist. Then the books took up a good portion of the budget for the program to be successful. So this is before OERs and all that. So, we had to supply books too."

While the availability of electronic readers (e-Readers) appear to be a solution to the high costs of textbooks and meet the security requirements of CDCR, the overall consensus from the colleges was that they are problematic and not conducive to student learning. Two college interviewees described some of the existing issues in using these e-Readers:

"So in some sites e-Readers are available to most of the students. Except these e-Readers are really old and outdated and difficult to use, aside from them just not being very functionable. They shut down a lot on the students. They have to go and get repaired all the time. Students also don't really know how to use them."

"Only certain types of books can be loaded on the e-Readers… Well they haven't been able to load most of my books, and so when I ask why, there's no real reason. No one knows why. Some of [the textbooks] are too long, they have too many pictures, they have this, this, this, you know, but nobody knows… So they're kind of running in circles, and then we don't get to find out if the book is loaded until two or three weeks before class."

This issue is discussed in more detail later in this report.

Course Offerings and Sequences

Through Senate Bill 1391, CDCR and the Chancellor's Office entered an agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a four-year university, so long as those courses do not supplant anything offered by CDCR[3]. As described by two interviewees:

"We're not offering any classes or certificates in the areas where they can't get jobs. If they need to be bonded, or need to get a license and their felony conviction won't allow them to obtain a job, we're kind of wasting their time. So we're going to have our counselors go in to try to spend more time interviewing our students to find out what they're interested in, so we can push the right classes towards them."

"Everyone struggles with math in there. But the barrier is that we needed to do a better job preparing the students for the college-level math, so they could be successful in passing that class. We need to come up with more opportunities to educate them, whether it be workshops or whatever."

Course Scheduling

Another challenge affecting some colleges is the conflict between a student's work assignment and college scheduling. After the passage of Senate Bill 1391, some of the colleges began teaching inside nearby prisons during "Second Watch," which is generally between 6:00 a.m. to 2:00 p.m., a time period when it was often easier to find willing faculty and to connect with the CDCR college

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[3]With the passage of Assembly Bill 705 in 2017, community college districts or colleges are required to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. The Chancellor's Office is in the process of rolling out guidance to implement these new assessment and placement guidelines.

coordinator or other counterpart. However, many students who have work assignments during Second Watch are restricted from attending these available college courses. In addition, CDCR offers its own classes during Second Watch. Recently, CDCR has indicated that community colleges will be restricted to Third Watch. This presents a challenge to many of the colleges, as stated by one interviewee:

> *"We want to offer as many classes as possible to get students to a transferrable degree, but restricting our classes to Third Watch and not allowing students to be excused from work assignments dramatically restricts our ability to serve students. Our faculty must volunteer to teach in the prison, and our ability to retain faculty for these courses is limited if we can only teach during a small window of time in the evenings. A robust college program leading to graduation is achievable, but we need a larger window of time within which to offer college courses in the prisons."*

CDCR has indicated that for now, colleges will be restricted to teaching in Third Watch, which is generally from 2:00 p.m. to 10:00 p.m., though classes often cannot be offered during inmate count (generally 4:00 p.m. to 5:00 p.m.). Some of these scheduling restrictions have ultimately reduced the amount of courses that can be offered, and has raised a significant challenge for colleges that were already having difficulties recruiting faculty to teach courses within the prison facilities. One college recently stated,

> *"The program was growing so fast that we had a hard time meeting the demand to all of the interested participants. Now, due to the scheduling problem with CDCR's SOMS {Strategic Offender Management} system we have come to a screeching halt. Half of our students have dropped from the program and it will take the students that remained in the program twice as long to earn a degree due to time constraints for programing."*

> *"We are forced to make an accommodation that does not meet the goals of the original pilot program. The original pilot program was to reduce recidivism by providing an attainable viable degree while incarcerated, to increase success for the incarcerated person once released. (CDCR has) not tried to inform their own staff and colleges participating in this program of how they plan on rectifying this problem and on what time frame."*

The problem appears to lie within the CDCR Strategic Offender Management System where an incarcerated person cannot be "double booked" because it is hard to maintain inmate accountability. CDCR and the Chancellor's Office are aware of these challenges and have been working on a solution.

Faculty Recruitment and Training

One of the core components of offering incarcerated students the opportunity to attend and complete college courses is the availability of willing community college faculty to teach them. Interviewees therefore described some of the challenges and effective practices around recruiting faculty, as well as providing these faculty members with the tools and training to be successful.

Faculty Recruitment

One of the biggest challenges the colleges mentioned was being able to recruit faculty to teach within the prisons. Interviewees specifically noted simply getting available faculty to agree to teach, having contract barriers or the mismatch between the courses being offered and finding an instructor to teach it. According to three respondents:

"We're still negotiating things as far as faculty feel that they've done more outside of their scope of duties than what a teacher would do on campus."

"One of the challenges is actually getting instructors who are available to teach [in a prison]."

"We've had some difficulty getting instructors to teach in the right sequence. The courses were planned in a particular sequence that quickly fell by the wayside when we found, oh, we can't find an instructor [that would teach in the prison]"

Two of the college interviewees described how they effectively alleviate concerns by having faculty share their experience teaching inside the prison and offer tours to meet the students:

"I am putting on a workshop [during our college's faculty opening day] to talk about the opportunity to teach incarcerated students, and what that's like. I have a panel of a few instructors who have done it, and can share and answer questions, and I'm trying to work it from a different angle."

"[All] the faculty members that I've taken in on a tour [of the prison] to meet students... they've all signed up to teach inside."

Given some of the limitations in the faculty recruitment pool who are available to teach inside prisons, colleges have had to rely on both adjunct and full-time faculty. However, given the structure of the full-time faculty member's salary compared to adjunct faculty, colleges discussed the need for these programs to focus on full-time faculty to grow the program relying on those full-time faculty volunteers to continually learn from and share their experiences, and lead the way. In the words of one interviewee:

"What I've noticed with the difference between [adjunct and full-time faculty] is that when you have a full-time faculty, they can create a professional learning community that supports and continues to educate faculty teaching in this very unique setting."

Faculty Training

According to the college program coordinators and directors, they provide a wide range of training to their faculty who volunteer to teach inside the prisons. CDCR requires visitors to go through a mandatory training on the policies and procedures to ensure the safety of visitors and inmates; however, in some cases, this training is the only one required and/or available to faculty. According to one respondent:

"[Faculty] were not getting any special training, except a brief orientation, and I want to say brief like a tour and being handed a one-pager by the prison, and that was it."

In other cases, one program director also points faculty to the online training available through the Academic Senate for the California Community Colleges. Finally, some colleges are creating their own in-depth training, which is often made available at the college through a colleague with a background in law enforcement or corrections, and which can supplement the CDCR mandatory training. As described by one program director:

"We have a few different trainings... an online training that came out from the Academic Senate. I send that to the teachers and most of them do it on their own just because they want to learn more about going [into a prison]. Then we provide them an eight-hour training during our flex weeks. We have somebody from our Criminal Justice Department run the training before going into the prison, and they do that. And then they also do a training at the prison, so the prisons have trainings that you need to complete when you go in."

The Chancellor's Office is in the process of creating an interactive online training module created by faculty and expert consultants for faculty thinking about teaching inside a prison. This online training module will provide tips, helpful information and answers to frequently asked questions. The Chancellor's Office hopes to implement this training module by early spring of 2019.

Capacity of CDCR Staff and Facilities

As with the community college staff who have to take on additional time to process the application and enrollment paperwork, capacity concerns arose from the CDCR side as well, specifically in terms of the additional work that has been taken on by the CDCR staff and the physical capacity of CDCR facilities.

CDCR Staff

Like community college faculty members who volunteer to teach within the prison setting, the opportunity to attend and complete college courses is provided through CDCR staff participation. Interviewees specifically noted how these face-to-face courses increased the workload for the Volunteer Education Program coordinators, specifically with having to process data, as well as the custody staff since they are having to move students to and from class. Several interviewees gave the following examples:

"As with any correctional program in an incarcerated environment, there are always things to be worked out with custody and counts and seating and at what time do you have counts and how do you get incarcerated students from their housing unit to class and [custody staff needing to] escort them…. Because each prison has different missions and different levels of incarcerated individuals, the kind of campus environment that you might feel at a prison with Level 2 inmates that have a lot more freedom and a lot more ability to move around in the institution and go to class and carry their books and go do their various programming… it feels a lot different than a Level 4 high security prison. And so there's lots of CDCR specific operational sort of considerations that have to be worked through as you establish programs inside prisons and jails."

"We work cooperatively with the Voluntary Education Program coordinator within the prison… you know, in terms of attendance and paperwork at the beginning of every semester…. I get those reports back from the prison with a roster."

"[The face-to-face courses] have had a huge impact on our existing education system, because our VEP teachers have really turned into clerks. [Now a large part of their job is] entering milestone data and scanning transcripts and trying to serve this exploding college population."

Physical Capacity of Prisons

Along with the capacity of CDCR personnel, physical capacity may be limited given the growing student demand for these courses and colleges wanting to expand their face-to-face prison programs. While both CDCR and Chancellor's Office interviewees are excited to continue to grow this program, there are physical capacity concerns. For one, CDCR offers multiple programs—academic and career technical education programs, substance abuse programming, rehabilitative advancement, inmate activity groups and so forth--that all essentially compete for the same classroom space that face-to-face California community college courses are vying. As described by a CDCR interviewee:

"Space and finding space for programming is already a challenge, but [face-to-face courses] have made it even more challenging because you have lots and lots of programs that are, in a sense, competing for the available classroom space and programming space"

Further, the size of the classroom can be limiting if colleges are utilizing FTES to support the courses:

"The classroom sizes have been an issue for us...With our [FTES formula] funding -- our breakeven point is 35 [students]...[one of the prisons] just built a whole new wing of classrooms, a really nice building but the classroom is super small. It maybe holds 22, 23 people."

Space constraints within CDCR will continue to limit the growth of college opportunities for incarcerated students, particularly in light of CDCR's new policies restricting colleges to certain parts of the day (discussed above).

Funding the Program

The colleges interviewed were all provided with Senate Bill 1391 grant funding (Antelope Valley, Chaffey, Folsom Lake, and Lassen) or a grant from The Opportunity Institute (Bakersfield College). College interviewees discussed utilizing these funds to implement the program, in the words of one respondent:

"What that grant did that would not have happened otherwise, is get our foot in the door with inmate education. We would not be doing inmate education I don't believe, had we not had that seed grant to encourage us to get it going along."

As these grant funds expired, colleges continuing to pursue face-to-face education for incarcerated students are now utilizing general apportionment funding through FTES and supplementing their remaining expenses with categorical funding such as monies dedicated to Extended Opportunity Programs and Services, Student Success and Support Program, Basic Skills and Equity. As one college program coordinator described:

"So we initially started with the grant and then we noticed that the grant money would run out way too fast and so we used our general fund to supplement the cost of books and we also paid for faculty salaries out of general fund and then we basically, [got] permission to use SSSP money. So then we started using SSSP money for certain things needed for the program and then just recently in the last year, we started using EOPS because most of our students were already full-time students anyway."

" I am no longer a crab in a bucket. People listen because they have increased confidence in what I say.

This class helped me develop self-worth as a human being.

This program is giving me incentive and the sense of belonging.

You have given me stability. You can't build a house without a foundation.

— *Incarcerated Students in the pilot program* "

SURVEY FINDINGS OF FACE-TO-FACE PROGRAMS

In addition to interviews with the five colleges described above, the Chancellor's Office commissioned a survey of all 19 community colleges that have provided face-to-face colleges courses inside CDCR since the passage of Senate Bill 1391. The purpose of the survey was to better understand all colleges' experiences in providing face-to-face education, and to gather perspectives and suggestions for improving the program statewide. Questions were posed regarding the colleges' program structure, existing barriers and challenges, identification of funding streams necessary for sustaining the program, the relationship with their prison partners and the data collection process. The survey concluded by asking for any advice or effective practices that could be offered to other colleges planning on implementing a face-to-face prison program.

Background Information

A total of 17 out of 19 colleges that serve incarcerated students under the supervision of CDCR responded to the survey. According to respondents, most colleges (52.9 percent) began their face-to-face programming in the 2015-2016 academic year. About 94 percent of respondents indicated that they offered transferable courses as part of their face-to-face program, and about half of the colleges (52.9 percent) offered courses that lead to a certificate or degree. The most common programs and/or awards that colleges offer are those related to Business, with 47.1 percent offering an associate degree in the subject, and 41.2 percent offering a certificate in the subject. About 41 percent of respondents indicated that they offered an associate degree in Social and Behavioral Sciences, which includes psychology and sociology. About 24 percent of respondents indicated that they offered a certificate in Culinary Arts/Hospitality and in Human Development/Services (see Table 1).

Table 1. Programs and Awards Offered in Face-to-Face Program

Subject	Colleges That Offer at Least One AA/AS in Subject	Percent	Colleges That Offer at Least One Certificate in Subject	Percent
Business	8	47.1%	7	41.2%
Communication	2	11.8%	0	0.0%
CTE	0	0.0%	1	5.9%
Culinary Arts/Hospitality	0	0.0%	4	23.5%
Human Development/ Services	3	17.6%	4	23.5%
Humanities	3	17.6%	0	0.0%
Liberal Arts General	2	11.8%	0	0.0%
Math	0	0.0%	0	0.0%
Social and Behavioral	7	41.2%	0	0.0%
Science	1	5.9%	0	0.0%
Continuing Ed	0	0.0%	1	5.9%
Total Respondents	**17**	**N/A**	**N/A**	**N/A**

On average, most colleges (82.4 percent) offer sections in a yard with a Level 2 security designation. Of the colleges that offer sections at a Level 4 security designation, 24 sections are offered on average (see Table 2). "Sections" are multiple classes of the same course.

Table 2. Face-to-Face Sections by CDCR Security Level

Level	Number of Colleges with Sections	Percent of Colleges with Sections
1	6	35.3%
2	14	82.4%
3	11	64.7%
4	8	47.1%
Total Respondents	17	N/A

Personnel

About 47 percent of respondents indicated that someone from their incarcerated student education program has experience working with law enforcement and/or corrections facilities.

Educational partners at the same prison facility

About 53 percent of the colleges indicated that they had an educational partner -- either another community college or university -- at their prison facility. Of those respondents, about 67 percent had a partnership with another community college. Using the "Other" write-in option, five colleges indicated that students in their facility are able to enroll in correspondence courses offered by other community colleges. While these are not formal partners, respondents did note that they take those course offerings into consideration when deciding on their own course schedule.

Motivation behind Providing Face-to-Face Education to Students in Prison

The two most common reasons respondents gave for providing a face-to-face program was that they had previous experience providing other educational services at these facilities and that providing this service aligned with their college's mission and/or values (29.4 percent of respondents). Two college respondents reported:

"Administrative staff felt it was a moral imperative to serve all students in our district, including the underserved and at times voiceless students in our district."

"[Our] college's mission is to serve all students seeking education. We are surrounded by numerous prisons that house many individuals that are seeking higher education."

Application and Enrollment Process

All respondents indicated that students apply through a paper-based system. Colleges are then tasked with inputting this information into the Chancellor's Office CCCApply interface. According to respondents, students themselves indicate an interest in applying to the colleges, and after approval by CDCR, they meet with the college to apply. Three respondents indicated that staff at CDCR identify and recruit potential students rather than having students initiating the process. Two respondents indicated that they send staff into CDCR to encourage students to apply.

Most commonly, schools go directly into the prison facilities to enroll students, either with Admissions and Records staff or with community college counselors. Some schools hold one or two-day registration events at the prisons. A few colleges indicated that they simply get paperwork back from their prison partner, with either the college providing the prison with a list of classes and the prison handling enrollment, or students signing up on an interest sheet. All respondents indicated that the entire enrollment process is done on paper with college staff inputting the information into their colleges' online portals.

All respondents indicated that the issue with paper applications and enrollment information needed to be solved. Using a paper-based process created issues such as lost paperwork, communication lapses, unsustainable burdens on college support staff and significant lag time. All respondents indicated they would like to see an online process created through the use of computers within the prisons. Naturally, a simplified online application, one that would meet the security standards of CDCR's computer network, would be ideal. The following two quotes represent the underlying problem with only having access to paper applications, and one college's solution that was implemented with help from their prison partner:

"Just like any other student, these students change their mind, which requires form submissions. Based on the volume of this process, forms can be misplaced between the two institutions."

"Our college has been able to cross train a [college] staff member to help facilitate the completion of all forms needed for enrollment. This has streamlined the process and has allowed us to finish everything in one visit. In the past, we would have to clear multiple people for entry and schedule multiple dates. This added a lot of stress on the prison staff."

Some respondents indicated the requirement by CCCApply that applicants have a unique email address created significant problems for colleges. Many students did not have an email address or could not access it. Some colleges were forced to create email accounts for each individual student applicant. One respondent offered this solution:

"[My] recommendation is to allow for the same email address to be used on CCCApply so that the college coordinator does not have to create individual emails for every student."

One respondent suggested that the process to receive transcripts from other colleges should be streamlined for this population:

"It would be great if there was a more streamlined way to get transcripts from the other colleges they may have attended so we could better avoid having them take classes they do not need."

Student Support Services

To get a sense of how the face-to-face programs and its students are supported, the survey asked which student service departments and offices played a role in the college's face-to-face programs. All the respondents indicated that counselors are or will be provided to students. About half of respondents (52.9 percent) indicated they provide financial aid services, while several colleges also offer tutoring and Extended Opportunity Programs & Services support (29.4 percent each). About 6 percent indicated they provide Disabled Student Programs & Services staff support for students (see Table 3).

Table 3. Support Services Provided Students Outside of Instruction

Services Offered	Count	Percent
Counselors	16	94.1%
Financial Aid	9	52.9%
EOPS	5	29.4%
Tutoring	5	29.4%
DSPS	3	17.6%
Instructional Support	1	5.9%
Admissions	1	5.9%
Student Support Service	1	5.9%
Total Respondents	**17**	N/A

Teaching and Learning Inside a Prison-College Classroom

Providing instruction and assuring learning is taking place inside a college classroom that is located inside a prison is at the heart of Senate Bill 1391. However, given some of the environmental restrictions necessary to keep prisons safe and secure, respondents were asked how students are able to complete their assignments at a college-standard. Colleges were asked to rate their level of agreement with two statements related to the quality of their face-to-face courses. Nearly all respondents (94 percent), indicated they strongly or somewhat agreed that the academic rigor and quality of the instruction for incarcerated students is equal to that on campus courses; however, only about half (53 percent) of the respondents strongly or somewhat agreed that their students have the resources they need to be successful (see Table 4).

Table 4. Ratings of Quality of Face-to-Face Courses

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
The academic rigor and quality of instruction for inmates is equal to on campus courses.	76.5%	17.7%	5.9%	0.0%	0.0%
Our incarcerated students have the resources they need to be successful.	5.9%	47.1%	23.5%	23.5%	0.0%

Respondents were also asked specifically to discuss how their students complete research and writing assignments, and have access to textbooks and other materials necessary to be successful in their face-to-face courses.

Research Assignments

Due to a lack of internet access in the prisons, colleges indicated that completing research assignments is a major issue for students. The respondents all indicated that, when available, students are able to use the prison library to do some research, but more often college faculty and staff must coordinate most of the work. Faculty and staff either create packets for students containing research documents or have students fill out a form with research ideas, topics or questions. These forms are then taken by faculty or staff to the college's library, where they find and print out research materials for their students. Three colleges provided the following examples:

"A college adjunct librarian is assigned for each prison, and faculty work with the incarcerated student(s) to determine what information is needed for their research assignment (via a form). This information/form is then provided to the librarian, who then conducts the research, and provides the research information back to the student via the faculty."

"At one prison, our district agreed to provide prison staff with a Non-Employee Access ID. This was supported and directed by one of our college librarians. The staff then look up research articles as requested by students."

"Informational packets are usually provided by the instructor. Instructors can request research packets through the college Program Coordinator. The Program Coordinator will then conduct the research himself or seek the assistance of a student employee to research and create informational packets that are given to the students."

While some of the colleges were able to come up with creative solutions to assist students in completing their research assignments, it is important to note the extra time and resources it takes for each assignment and for each student to ensure these students have an equal opportunity to complete their work at the same standard and quality expected of all California community college students. This has also placed a significant burden on the prison library staff and the Volunteer Education Program (VEP) teachers assigned to college coordination duties.

Writing Assignments

As well documented in the interviews and throughout the colleges' survey responses, the lack of technology and access to computers is a time-consuming barrier for the face-to-face programs. This is especially true for students' writing assignments. About 94 percent of respondents indicated that students complete part of their writing assignments on paper in pen or pencil. In fact, ten colleges (58.8 percent) indicated their students use this process exclusively. While 29.4 percent of respondents indicated that students are able to use a computer (with or without a flash drive for storage), only one college indicated that students could work on their assignments exclusively on a laptop or tablet (see Table 5).

Table 5. How Students Complete Writing Assignments

Complete Writing Assignments	Count	Percent
Handwritten with paper and pencil	16	94.1%
On a computer, with drafts stored on a flash drive	1	5.9%
On a computer, with drafts stored on the computer or in a shared drive	4	23.5%
On a laptop or tablet	2	11.8%
Total	**17**	**N/A**

The students' lack of access to appropriate technology for writing assignments creates a significant burden on both the students and their teachers, as students must re-write all assignments from scratch after each revision, and teachers must allocate additional time to read long handwritten essays that can be challenging to read.

Textbooks and Other Course Materials

About 41 percent of respondents indicated the college purchases textbooks for students with college funds. Another 23.5 percent indicated they use grant or foundation funds to purchase textbooks. Similarly, college funds were also used to purchase course materials at 58.8 percent of respondents' colleges, and about 29 percent of respondents indicated that they use grant or foundation funds. The challenge of textbooks costs is a significant hurdle for the colleges, as their budgets are not flexible enough to accommodate this cost into the future.

The College-Prison Partnership

Dissimilar to any other community college program, the face-to-face incarcerated student education courses are meant to provide education to students who are truly shared between the community college and CDCR system. Stated simply, these students are not just California community college students, they are also CDCR students and vice versa. Working together to serve this student

population, therefore, takes incredible partnership between these two entities that are governed by two large and different bureaucratic systems. Given these complicated but necessary partnerships, colleges were asked to rate their level of agreement with seven statements related to their relationship with their prison partner. Responses tended to differ regarding their interactions with CDCR education staff (such as the Volunteer Education Program coordinator, teachers, principal and vice principal), and their interactions with CDCR custody staff (such as correctional officers, sergeants and captains.)

About 88 percent strongly or somewhat agreed that their staff and faculty feel comfortable and safe on the prison yard. Conversely, only 17.6 percent of respondents strongly or somewhat agreed that the CDCR custody staff share the values of the warden and other upper-level CDCR administration regarding education for incarcerated students (see Table 6).

Table 6. Ratings of Face-to-Face College-Prison Partnerships

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
Our program/partnership is highly successful	29.4%	52.9%	17.6%	0.0%	0.0%
Our program/partnership needs improvement	47.1%	35.3%	5.9%	5.9%	5.9%
Our staff and faculty feel comfortable and safe when on the prison yard	41.2%	47.1%	11.8%	0.0%	0.0%
We have good communication with our prison partner(s)	35.3%	35.3%	23.5%	5.9%	0.0%
Our program receives sufficient support from the leadership of our prison partner(s)	35.3%	41.2%	23.5%	0.0%	0.0%
We share common values with our prison partner(s)	23.5%	52.9%	23.5%	0.0%	0.0%
CDCR custody staff share the values of upper administration regarding inmate education	5.9%	11.8%	41.2%	29.4%	11.8%

Among respondents, the Voluntary Education Program college coordinator is the most common primary contact (70.6 percent), while principals (58.8 percent) and vice principals (41.2 percent) were also common primary contacts. In describing the strengths in these relationships, seven of the 16 respondents mentioned communication as an aspect working well with their prison partner contact(s). In the words of one respondent:

> *"Open communication, timely feedback, and meeting the needs of both the college and prison to successfully serve students. It is important for the college to understand that much can be achieved, while safety and security are the first priorities. The prison must understand that the college is there to serve students. That relationship will look different than the typical relationship as currently being conducted with custody."*

Four colleges mentioned support of their prison partner(s) as a positive aspect of their relationship. As one of these respondents shared:

> *"The work with the college staff in the prisons who do want to provide this educational advantage. A warden who is clearly dedicated to the education of the inmates. The 'above and beyond' support by some of the staff in the prisons (e.g. picking up texts at the beginning of the semester). Willingness to creatively work with the collision of two large bureaucracies."*

In reflecting on these positive relationships, several effective practices emerged in establishing and maintaining these partnerships. One college mentioned regular meetings with their prison partner(s):

> *"I was involved in the implementation of the [face-to-face] F2F program from the beginning and have worked very hard at creating a positive relationship with the prison's administrative team; critical success factor is the individual who serves (extra duties) as the [voluntary education partnership] VEP College F2F Coordinator - he and I work as a unified team - we have standing (weekly) F2F meetings at the facility that enables greater level of communication and resolution of issues/collection of materials (applications, CCPG, etc.). Being on-site regularly provides visibility/access to Warden/ Associate Warden team."*

In regard to areas for improving relationships with their prison partners, five of 16 respondents specifically identified their relationship with custody/corrections staff could be better, while four colleges mentioned consistency in procedures as an area for improvement. In the words of two respondents:

> *"Relationships with the custody staff (they change almost daily; therefore, it is difficult to create a relationship, and have consistency in the way that things are done)."*

> *"Custody staff have been the biggest hurdle. The inconsistency in their interpretation of their own policies and procedures differ from day to day, shift to shift and sometimes officer to officer."*

To improve these relationships, two of 16 colleges mentioned that statewide community college/Chancellor's Office advocacy and collaboration would help improve their prison partnerships. One of these respondents noted:

> *"Greater collaboration between the Chancellor's Office and CDCR administration on the direction of inmate education in view of Prop 57. There is currently a lack of communication."*

Three colleges also mentioned greater support from prison staff would improve their relationships. In the words of one of these respondents:

> *"Perhaps if the custody leadership was more openly supportive it would help. I believe they are mostly supportive but I wonder how they communicate that to their officers. It would be nice if officers in a position to affect the program could be reassigned if they caused problems. That said, I understand there are Union considerations that makes that likely impossible."*

Faculty Assignment, Recruitment, and Training

Given some of the factors and challenges that are required of college faculty to teach inside the prison environment, respondents were asked how their faculty are assigned and recruited to teach face-to-face courses, as well as the training required and offered to faculty to have a safe, positive and successful experience.

Faculty Assignment

All 16 respondents mentioned faculty are assigned to teach incarcerated students on a volunteer basis or assigned if the faculty member has expressed interest. Three respondents described:

"Teaching inside the prison is considered voluntary, and no faculty are specifically assigned to teach these courses. Faculty also receive mileage reimbursements to and from the prisons, which becomes costly based on the rural locations of each prison."

"Faculty assignments are voluntary and based on available load to teach a class in the prison. This makes recruitment and scheduling more challenging. "

"We advertise for positions on campus and at local universities. Teachers who are interested in teaching at one of the prisons send their interest to the Dean assigned to the prison education program. Full-time faculty may teach a class for load or overload at one of the prisons. Adjunct faculty are assigned classes depending on their unit load on the main campus."

Several respondents mentioned that faculty who choose to teach in the prison are provided an additional stipend to compensate for the additional time that accrues because of the security measures required in the prison environment. In the words of one respondent:

"We have negotiated a stipend to compensate for the time and working conditions. We also pay for required training."

Faculty Recruitment

Faculty recruitment has been challenging for 13 of the 16 respondents. Most of the challenges in securing faculty have been about the match between available faculty and the courses and subject matter offered in the prison setting. As two respondents described:

"We have a challenge in finding English, Math, and Geography instructors."

"No math instructors have been offered by the Math Department. There is also a need for additional instructors in sociology."

Further, the additional time it takes to enter and exit the facility and the long commute for instructors to the prison can be a hurdle for colleges trying to recruit faculty. As two respondents noted:

"This is an ongoing challenge. Faculty are not financially compensated for additional time needed to enter and exit the prison or mandatory prison trainings."

"We on occasion struggle to find faculty willing to drive the considerable distance to one of our prison partners."

Faculty recruitment is especially difficult for rural colleges, as two respondents commented:

"Recruitment is always difficult based on our college location. We serve students in rural areas. The majority of our faculty teaching inside the prison are adjunct faculty. Some full-time faculty have started to teach inside the prison, and the hope is that more full-time faculty interest will grow."

"As a rural college, we already face challenges with attracting qualified instructors to our area."

However, as one respondent noted, as faculty report on the positive experience they have had teaching inside the prison, they are hopeful it encourages more faculty to consider volunteering for these courses.

"[We face] occasional subject-matter difficulties due to small faculty pool. As more and more faculty are completing a positive assignment inside the prison, they are helpful to recruit/provide feedback for those faculty considering the assignment."

Faculty Training

The respondents discussed a range of training available and required of faculty who teach inside the prisons as well as compensation provided to faculty who attend these additional training sessions and orientations. The 15 colleges responding to this survey question discussed having their faculty attend the mandatory In-Service Training (IST). Since this training is provided by CDCR, its focus is on the policies, procedures and safety measures that visitors who enter the prison facilities need to follow. Two respondents noted:

"[Faculty] receive training from prison staff on policy and procedures and safety issues. No additional compensation."

"Faculty undergo mandatory Brown Card training (4 hours) as well as an orientation with the prison Principal. No compensation."

Half of the respondents described providing more comprehensive training for their faculty, including training provided by other colleges, additional orientations provided by the college, and faculty mentors. Nearly all of the colleges that offer more comprehensive training to their faculty also provide compensation for this additional training and hours associated with teaching face-to-face courses inside prisons. Three respondents described:

"Staff were trained by CDCR and staff that have worked inside prisons. Staff were sent to trainings at other colleges inside prisons. Staff were compensated for their time at the trainings."

"Faculty receive CDCR required in-service training, informal orientation with College Program Coordinator, and pre-semester orientations. We do plan on creating a more formal presentation/training for faculty in the near future. Faculty are compensated at the overload rate for any meetings and trainings that are required for them to attend."

"Faculty voice interest through their Department Chair and Dean. All faculty are required to complete the prison intake (4 hours one location, 21 hours at another). And, all faculty complete the ASCC professional development course related to inmate ed. All new faculty are assigned a faculty mentor. Human Services has also created a professional learning community for this setting. Additionally, faculty read certain materials provided as suggestions by the prison settings. Faculty are working on a revised onboarding program. Faculty are compensated for mileage to drive to the setting. This will be a barrier as the cost for supporting that mileage is not sustainable or scalable."

As mentioned previously, the Chancellor's Office is in the process of creating an online training module for faculty that will be implemented in early spring, 2019.

Staff Needed to Support Program

Aside from faculty, respondents were asked about the staff support needed to provide face-to-face college courses to students. In order to make their program successful, respondents identified a range

of college personnel, though each respondent made a point to emphasize the necessity and additional time required of administrative support staff across the board, in addition to need for a dedicated staff contract. (see Table 7).

Table 7. Staff Support Needed to Provide Face-to-Face College Courses

Staff Identified as Currently Supporting Face-to-Face Programs	Count	Percent
Administrative support (Admissions & Records, Financial Aid, Assessment, Research Analyst)	16	100.0%
Counselors	9	56.3%
Prison Program Director or Coordinator	7	43.8%
Instructional support	6	37.5%
Administration/Management	2	12.5%
Total Respondents	**16**	**N/A**

Data

Respondents were asked about the data that their college collect to evaluate their education programs for incarcerated students. All colleges who responded to this item indicated they are independently tracking at least one of the answer options listed for the students in their incarcerated student education program (Table 8).

Table 8. Data Tracking by College Programs

Data Tracking by College Programs	Count	Percent
Course outcomes, final grades, term persistence	14	87.5%
Degree/Certificate completion	14	87.5%
Course enrollments, academic history over time	13	81.3%
Student major or program	12	75.0%
Student demographic characteristics	11	68.8%
Transfer information (enrolled at another institution)	1	6.3%
Total Respondents	**16**	**N/A**

While the majority of colleges mentioned collecting these data elements, there appears to be a gap between the data being collected independently by the colleges, and the data being uploaded into the Chancellor's Office Management Information System (MIS). Although the amount of MIS data is growing, the colleges' entry of MIS data has not kept pace with their enrollments. This is in part a function of the paper-based system required by CDCR, since for all other students the MIS data are created automatically when the students enrolls and when the instructors enter course information.[4]

Overall, when asked about the barriers colleges encountered in collecting data on the face-to-face incarcerated student education program, respondents noted having a pretty streamlined process, although once a student is transferred or released, it is nearly impossible to track them from the college-side. In the words of two respondents:

"We collect data that is on the college application and since the students are identified as being incarcerated all standard student data is retrievable on this population."

"Student records are vague, incomplete or absent prior to their enrollment in [the face-to-face] program. Tracking student location/continuation of college level coursework is next to impossible once [the student is] transferred or released."

However, four of 13 respondents mentioned that high school transcripts or other college coursework is difficult to obtain mostly due to the fact that neither is available electronically. One respondent described:

"Trying to locate high school and or any other college courses from other colleges. Everything is paper form and not electronically."

Funding and Expenses

As the Senate Bill 1391 funding and other foundation grants utilized to support the implementation of these face-to-face courses expired, respondents were asked about the sustainability of the program in terms of how they were able to continue to fund their prison program and the actual expenses associated with providing face-to-face programs.

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[4]It should also be noted that all of the college attendance and achievement data have to be entered into the CDCR SOMS computerized database by a CDCR school employee. This is part of the additional workload problem CDCR is currently experiencing.

All the respondents mentioned using funding from multiple sources. Currently, the majority of these programs (80 percent) are partially funded by general apportionment through FTES, while the second most frequented source of funding was from Student Equity resources. Several colleges also used a mix of other grant or funding sources including California community college categorical funding (i.e., EOPS, Strong Workforce), special state funds (i.e., California lottery funds), and federal financial aid (i.e., Perkins funds) (see Table 9).

Table 9. Funding Sources for Face-to-Face Programs

Funding Sources for Face-to-Face Programs	Count	Percent
FTES (apportionment)/District	12	80.0%
Student Equity	11	73.3%
Other Grant or Funding Source	8	53.3%
Student Support Services & Programs (SSSP)	4	26.7%
College Foundation	2	13.3%
Adult Education	1	6.7%
Basic Skills Initiative (BSI)	0	0.0%
Total Respondents	15	N/A

To assess the actual cost of providing face-to-face incarcerated student education, respondents were asked to describe any additional costs that are accrued outside of faculty salaries that are necessary to teach within this unique environment. The most frequently reported additional costs included: 1) classroom supplies and materials, 2) textbooks, 3) faculty and staff mileage and other travel expenses to and from the prisons, 4) additional time required for support staff to process students' application and enrollment paperwork (e.g., admissions and records staff, financial aid staff), and 5) staff dedicated to the program (see Table 10).

Table 10. Additional Costs (Outside of Faculty Salary) of Providing Face-to-Face Programs

Additional Costs	Count	Percent
Classroom instructional supplies and materials	12	34.3%
Textbooks	11	31.4%
Faculty and staff travel expenses	5	14.3%
Additional support staff	5	14.3%
Program-dedicated staff	2	5.7%
Total Respondents	16	N/A

Barriers and Challenges

According to 16 respondents, the most frequently described barriers or challenges were: 1) funding necessary to purchase textbooks, 2) faculty recruitment, and 3) access to technology and/or the internet (see Table 11).

Table 11. Barriers and Challenges to Providing Face-to-Face Programs

Barrier and/or Challenge	Count	Percent
Funding for textbooks and supplies	8	50.0%
Access to technology/internet	8	50.0%
Recruiting faculty	7	43.8%
Prison policies (general)	4	25.0%
Physical space/classroom size	3	18.8%
Course scheduling	3	18.8%
Prison partnership with staff	3	18.8%
Accessibility for students to study	2	12.5%
Funding (general)	2	12.5%
College support staff	2	12.5%
Course offerings	2	12.5%
Student transfers and release	2	12.5%
Total Respondents	16	N/A

Advice from the Field

Lastly, 12 respondents shared some advice and effective practices to the field and other colleges planning on implementing face-to-face courses to incarcerated students. Half of the respondents described the critical importance of maintaining a relationship with prison partners/staff (six colleges). Three respondents recommended:

"We recommend maintaining strong collaboration and communication with the principals and the college coordinators."

"Work with all educational staff including principals and warden. Communicate on a monthly basis and have monthly inmate education staff meetings."

"Understand we are a guest in the prison. Create an environment and schedule that does not add a large workload or burden to the staff of the prison. Their support and culture will improve and change when they see positive change with the students while we work within their guidelines."

Four colleges mentioned being able to connect and collaborate with the Chancellor's Office and other colleges who provide face-to-face incarcerated student education programs. In the words of two respondents:

"Increased collaboration with the Chancellor's Office by CDCR when looking to define quality education, and what education is of value to inmates. When excluding the value of the AA/AS degrees in CTE areas, they dismiss the importance of general education in creating good citizen."

"I suggest linking in with the community. New to this work as an administrator, it was essential to have folks to reach out to for questions, directions, concerns, etc."

> " Receiving a job and pay number is an inmate's main outlet for providing for themselves. When an inmate chooses to better themselves and further their knowledge, they are penalized by having their job taken away from them.
>
> I am an indigent inmate who was penalized by this 'learn or work' structure. I no longer have a way to provide for myself. I believe less and less people will enroll in the college program if they are forced to make that choice. "

— Incarcerated Student in the pilot program

WORK IN PROGRESS

Data collected from the interviews and survey highlighted the effective practices and ongoing challenges in providing face-to-face college courses to incarcerated students, while the quantitative data analysis revealed the growth of these programs over a relatively short time period and a consistently high performance level of incarcerated students in these courses. Although it is too soon to determine the link between the face-to-face courses and recidivism, evidence collected throughout this evaluation points to its effectiveness in engaging incarcerated students, potentially reducing their sentences through milestone credits and providing them with a real opportunity to begin on an educational path that will increase their social mobility. However, in looking toward the sustainability and expansion of this promising program, several challenges emerged that can serve as barriers to this goal. In what follows, several recommendations are offered to California community college face-to-face college practitioners, the Chancellor's Office and CDCR leadership, and other statewide policymakers to address these challenges as well as work that is already in progress to alleviate some of those obstacles.

Establish Strong and Stable Partnerships

The successful implementation of the face-to-face incarcerated student education program is heavily reliant on a strong working relationship between the college partner and prison partner. Further, given the additional time and resources needed to implement this program, having a dedicated (full-time) college coordinator is beneficial to relationship building and managing day-to-day issues that emerge. It is also important to create a venue for these relationships to grow. One suggested strategy is to build cross-functional communities of practice -- face-to-face regional meetings, virtual networks -- among CDCR and California community college staff to share effective practices and learn from each other while developing trust and common values with custody staff and educational providers.

It is also necessary to acknowledge that some of the challenges are working with conflicts between CDCR regulations and Chancellor's Office regulations. Colleges with effective partnerships have found workarounds or communicated with their CDCR partners to find solutions. However, there needs to be a development of consistent (statewide) interpretation and application of prison regulations, state Education Code, college procedures and so forth, so all programs can benefit equally and so that these programs can be sustainable when faced with inevitable staff turnover in the future.

To truly sustain and expand the face-to-face community college programs in prison settings, it is critical to develop strong, stable partnerships across the state rather than with individuals at a few colleges. While some of the work-around examples are commendable, such as scheduling incarcerated student transfers to align with the completion of face-to-face courses, what needs to be addressed are these underlying conflicts, and establish positions within CDCR and the Chancellor's Office that are dedicated to working together in addressing policy issues such as those around technology,

academic freedom, scheduling, union challenges, and safety and security requirements. For example, the Chancellor's Office and CDCR are currently working on a Memorandum of Understanding (MOU) between colleges so students who are transferred do not have to re-start the course each time they are moved.

Standardize Training Offered by Chancellor's Office and CDCR

There was a wide range of training available to California community college faculty members volunteering to teach inside the prison. Furthermore, CDCR required training varies from prison to prison, given that each setting has its own safety and security requirements. Both the Chancellor's Office and CDCR recognize this unstandardized training challenge and are in the process of addressing it. On one hand, the Chancellor's Office is establishing an online training module for faculty with the intention of providing anything and everything faculty should know before teaching inside a prison. On the other hand, CDCR is working on standardizing the security and safety requirements, which will lead to more uniformed training for the faculty members going inside the prison to teach incarcerated students. As mentioned above, some collaboration and coordination could improve both efforts.

Improve Data Processes

There is a lack of consistent data being uploaded from all the existing college programs into the Chancellor's Office MIS system. Part of the inconsistencies may be due to the amount of paper-based applications, enrollments and grades that must be hand-entered and therefore may cause error and lag time. Lastly, there are existing challenges that the Chancellor's Office and CDCR face in attempting to gather longer-term metrics once an incarcerated student is released. We are currently unable to research recidivism, transfer and graduation of the formerly incarcerated student population, and gainful employment. These obstacles exist within a larger data context and the primary avenue for improving these challenges is to address them within the institutional data collection systems across partnering systems.

Address Capacity Concerns

One critical concern that emerged when reflecting on the sustainability and growth of the face-to-face incarcerated student education program is human capacity among college support staff, faculty and CDCR staff, as well as the physical capacity in terms of the prison facilities dedicated to college classrooms. There are also costs for course materials and supplies, textbooks and lost revenue for incarcerated students that must choose between earning a wage for a job inside CDCR, or taking a class with the college. Therefore, when understanding the true cost of providing face-to-face college courses, it is important to acknowledge the added costs in terms of time, space and dollars.

In regard to time, college staff must handle paper-based application and enrollment information, often driving to a prison site to collect forms in person. Programs at some colleges require multiple sites and as many as a thousand student contacts. Faculty must attend specific training that varies in length and

may not be compensated for this time. CDCR staff and VEP spend time uploading additional student data, while custody staff spend time on additional security measures and escorting students to and from class.

In terms of physical space, prison facilities have limited classroom capacity. California community colleges must request permission to use a room at days and times that work for students and faculty. There is strong competition for classrooms from multiple educational and counseling programs CDCR provides its inmates. In addition, with colleges' reliance on FTES funding these courses, colleges need a minimum student headcount per course that may not be accommodated by the classroom size.

Under California Code of Regulations, title 15, section 3044, most inmates are required to have a full-time work assignment or be subject to restrictions. Title 15 grants full-time work status (called A1A) to anyone with a full time job of at least 32 hours a week, or to anyone with a half-time work assignment plus 12 college units. Inmates taking 12 college units who choose not to take a work assignment are given 1B status, which has fewer privileges. Title 15 does not currently recognize or accommodate students taking fewer than 12 units a semester. Many of the prisons do not have part-time work assignments available and most of the colleges are unable to offer 12 units a semester due to CDCR-imposed space and time restrictions. Most of the full-time jobs are in Second Watch and CDCR does not allow them to leave work in order to attend a college class.

CDCR's current policy restricting the colleges to Third Watch (mid-afternoon through evening) – and sometimes letting the colleges come only in the evening because of inmate count, dinner, and other needs earlier in Third Watch – greatly restricts the colleges' ability to meet the need. This is not only because it limits the number of available classrooms, but also because faculty recruitment is already difficult, and adding the requirement that the faculty must come to the prison late in the evening can make the challenge insurmountable.

Both CDCR and the colleges want students to reach a degree faster. One option is for CDCR to create and prioritize part-time work assignments for students in Second Watch, and allow the college to come in both Second and Third Watch. Another option is to consider changing title 15 to grant A1A status to students taking a full college course load if part-time job assignments are not available. CDCR is working hard to develop a half-time work assignment option that would also allow inmates to attend college courses half time, but this may also require a change to current regulations. Nonetheless, it is a critical issue that must be solved.

Provide Sustainable Funding (and approval) for Textbooks

While the recommendations above relate to providing funding for the sustainability of the face-to-face college programs, one significant cost not yet addressed is that of the college textbooks. Given the limitations of technology accessibility inside the prison, a majority of the 19 colleges utilized a substantial portion of their budget to purchase print textbooks for their incarcerated students. Beyond costs of buying new books for each course and student, there are hurdles getting texts and materials

approved by CDCR in a clear and timely manner. The cost of textbooks is part of a larger Chancellor's Office system-wide discussion that includes Open Education Resources and publisher agreements for lasting solutions.

> "(A)n inmate should be allowed to continue in college, while participating in a job. …If California is to see a change in the prison system, it must see the power of education and implement new rules to accommodate inmates who do both education and work. For those of us returning to society, it is the difference of being successful and staying out, or continuing the same mistakes and returning to the prison system's revolving door.

— Incarcerated Student in the pilot program

DATA ANALYSIS

The section below utilizes data to further evaluate the impact of Senate Bill 1391, in addition to the interviews and survey responses above. Much of the data utilized in this analysis of face-to-face community college courses were gathered from CDCR because of incomplete or missing data from some of the community colleges in the Chancellor's MIS system. When MIS data is utilized to include additional metrics not collected from CDCR, MIS data does not reflect all 19 colleges that have or currently are providing face-to-face courses in CDCR. As recommended in a prior section of this report, ensuring accurate data collection is key to understanding the full impact of these face-to-face programs on incarcerated student success. The Chancellor's Office is prioritizing this issue.
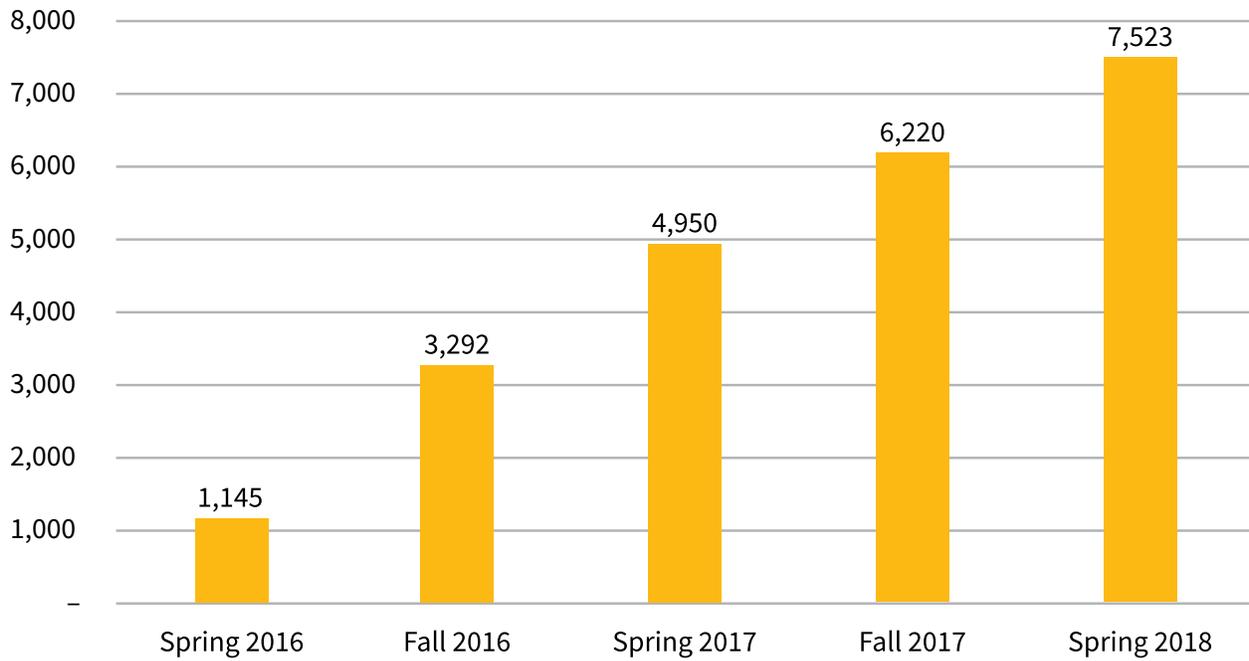
The following data analysis focuses on three primary areas: 1) student enrollments, 2) number and type of courses offered, and 3) student success. Overall, the data show exponential growth in the number of students served, an increased focus on delivering courses that lead to a degree and are transferable, as well as exceptional success rates.

Program Growth: Student Enrollments and Face-to-Face Courses Offered

From spring 2016 to spring 2018, the 19 colleges demonstrated incredible growth in the number of students who enrolled in face-to-face community college courses. Data from CDCR demonstrate a steady upward trend semester to semester of incarcerated student enrollments in these courses (Note: These are student enrollments and not unique student headcounts). The number of enrollments is larger than the number of unique students, because a student taking multiple courses will be counted as one unique student, but multiple enrollments.

From its beginning to most recent term, CDCR has seen a 147 percent increase in incarcerated student enrollments in face-to-face programming [see Figure 1].

Figure 1. Increase of Student Enrollments Over Time (includes correspondence courses)

Semester	Enrollments
Spring 2016	1,145
Fall 2016	3,292
Spring 2017	4,950
Fall 2017	6,220
Spring 2018	7,523

According to CDCR data, enrollment in face-to-face courses was 3,939 in fall 2017 and 3,923 in spring 2018. Taken together with the number of student enrollments in each course, data reveals that, on average, the majority of students are enrolled in approximately two face-to-face courses per semester

Mirroring the steady upward trend of student enrollments is the steady increase in the number of face-to-face community college courses offered. Over the time these courses were offered, data reveals a 145 percent increase [see Figure 2]. Taking these two findings together, the data points to the student demand for these offerings.

Figure 2. Increase of Number of Courses Offered
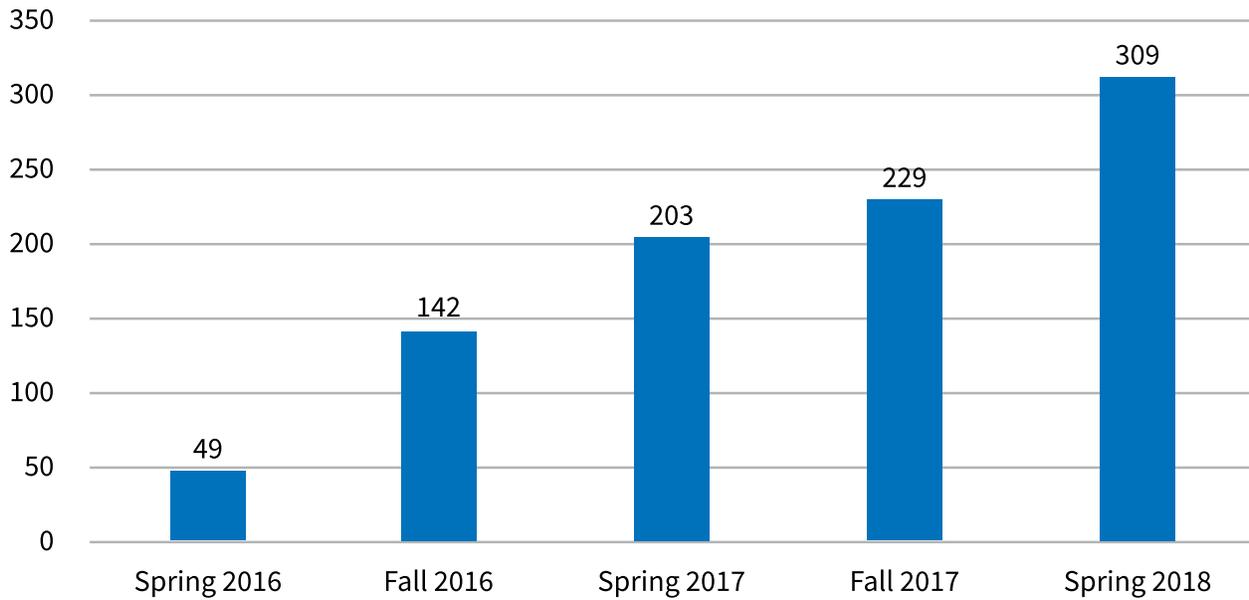
## Increased Focus on Courses Offered that Lead to Social Mobility

California community colleges began offering face-to-face courses in state prison facilities in spring 2016, just after the passage of Senate Bill 1391. From the beginning, the gross majority of the units offered have been transferable, increasing from 84 percent to 96 percent, demonstrating an early and increased focus from the California community colleges on courses that encourage transferring to a university [see Figure 3].

Figure 3. Increase in Proportion of Transferable Courses
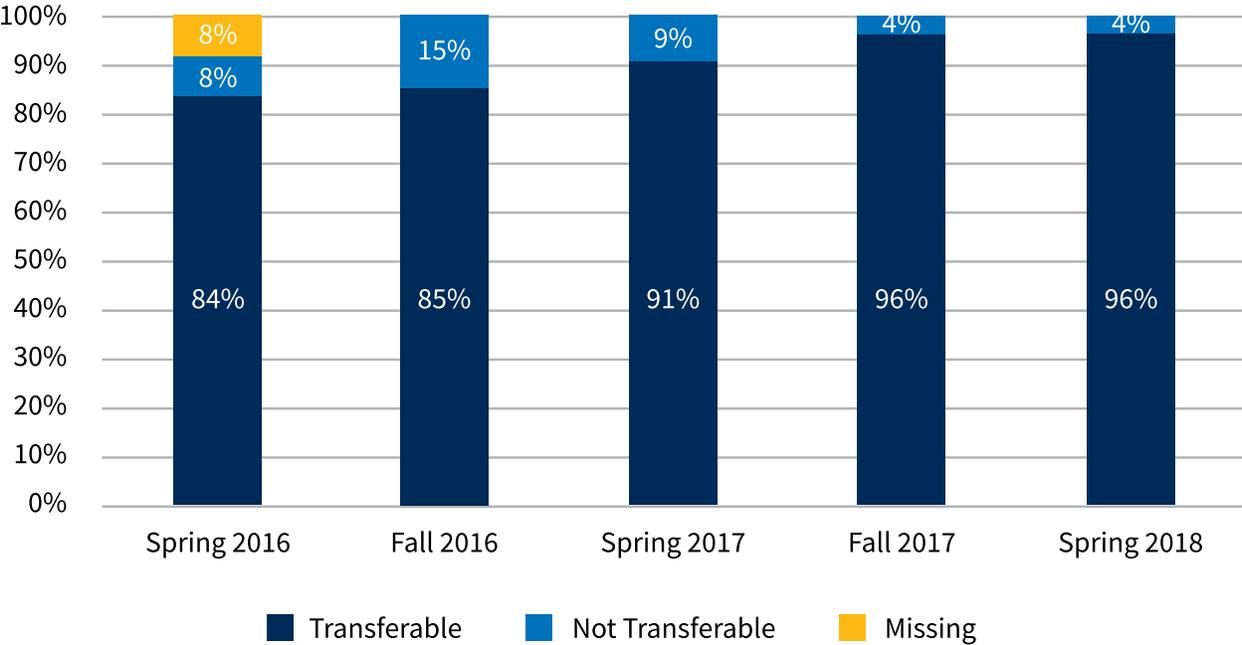
Similarly, the proportion of face-of-face community college offerings that lead toward a degree increased from 92 percent in spring 2016 to 97 percent two years later in spring 2018 [see Figure 4].

Figure 4. Increase in Proportion of Courses Leading to a Degree

Legend: ■ Leads Toward a Degree ■ Does Not Lead to Degree ■ Missing
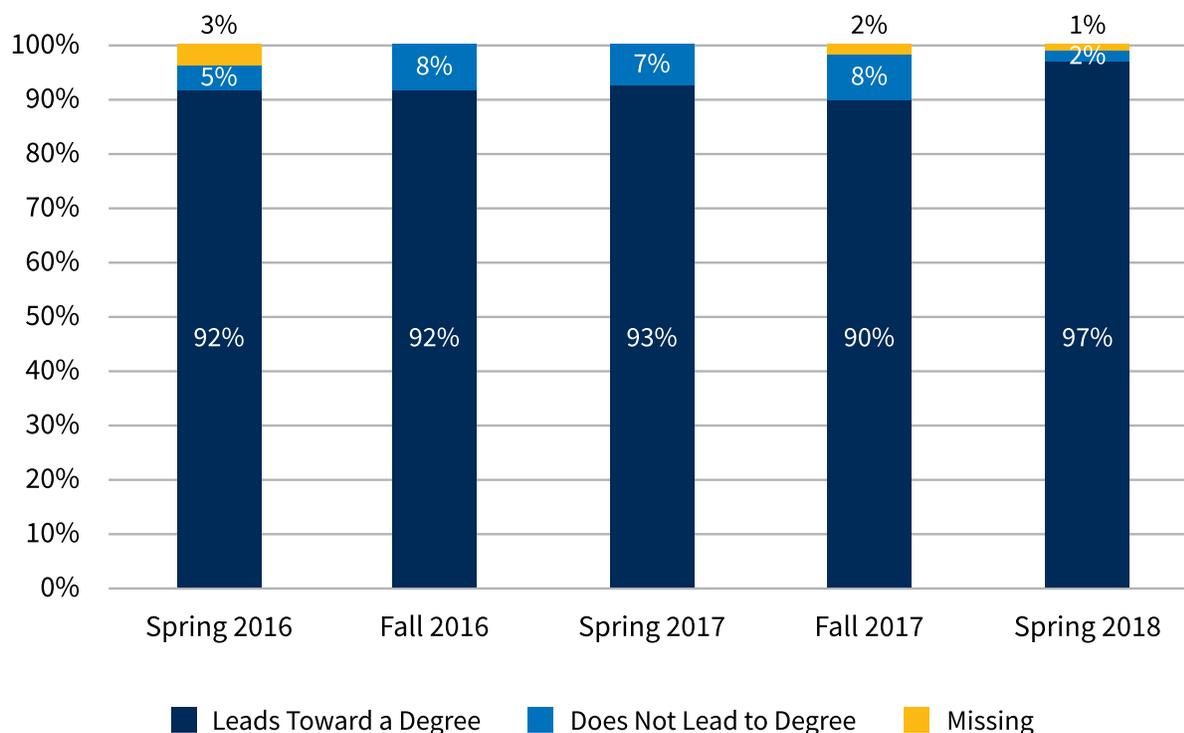
By specifically offering face-to-face courses that lead to a degree or transfer, completion of these courses creates additional opportunities for incarcerated students that did not exist prior to Senate Bill 1391. Through successful completion of these courses and degrees, these students are provided an avenue to enhance their employability and social mobility once they are released.

Students in Face-to-Face Community College Courses Experience Success

Data from the Chancellor's Office MIS DataMart was utilized to provide some student success metrics of the face-to-face community college courses because this data were not available through CDCR. The number of colleges that reported MIS data for the incarcerated student population identified in face-to-face community college courses is provided in Table 12. Because of some missing data issues, and the fact that these are overall college/program retention and success rates rather than rates at a course-level, the below metrics should be read with caution as they are not directly comparable. Instead, the reported rates demonstrate that the face-to-face college course retention and success rates are consistently high and comparable to rates reported for colleges overall in non-distance education courses.

Table 12. Number of Colleges Reporting MIS Data for Face-to Face Programs Over Time

| Semester	Number of Colleges
Spring 2016	8
Fall 2016	9
Spring 2017	11
Fall 2017	14
Spring 2018	12

Based on data from the eight to 12 colleges reporting MIS data for their face-to-face incarcerated student courses from spring 2016 to spring 2018, the average retention rate for face-to-face, in-prison college courses was comparable to the average retention rates for on-campus college courses. For in-prison, degree-applicable courses, the retention rate was 92 percent compared to 89 percent for on-campus, degree-applicable courses (see Figure 5). Therefore, even with the added challenges of the face-to-face program, these students are completing their face-to-face courses at consistently high and comparable rates to the overall retention rate of on-campus courses.

Figure 5. Higher Retention Rates for In-Prison Degree-Applicable Courses

Average On-Campus Retention Rate   Average In-Prison Retention Rate
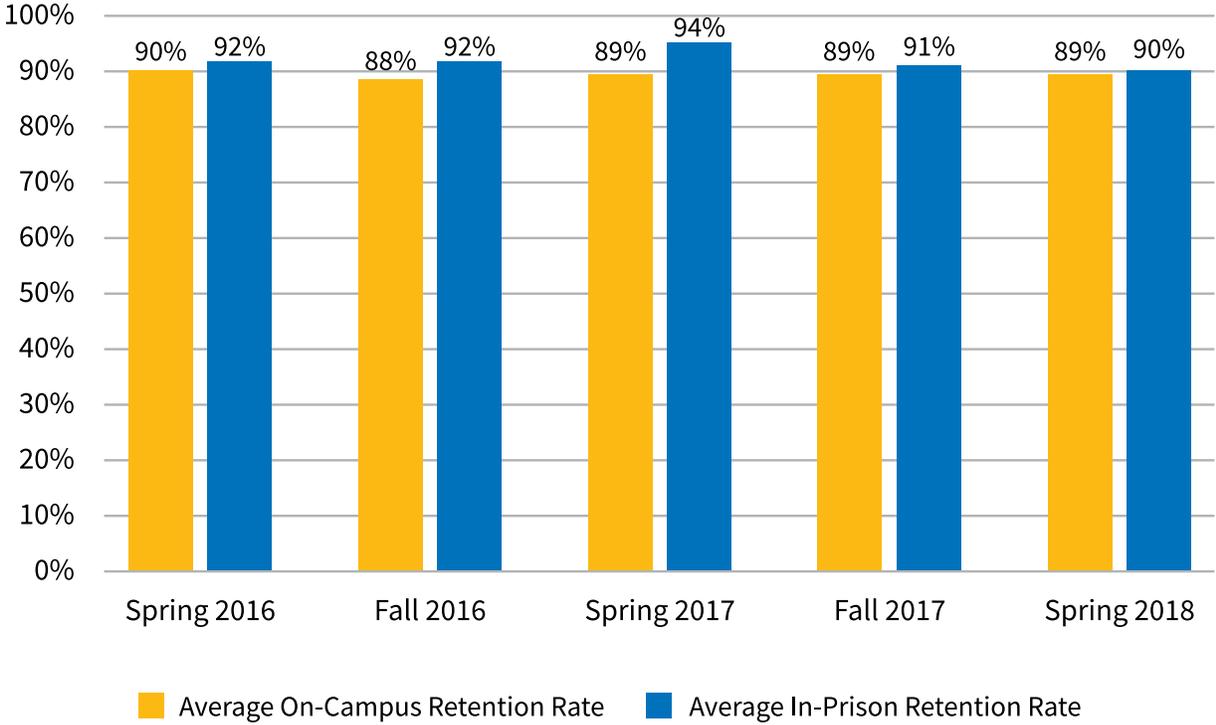
Based on the same data sample, the average success rate for in-prison college courses was consistently high and comparable to the average success rates for on-campus college courses. For in-prison, degree-applicable courses, the success rate was 85 percent, compared to 75 percent for on-campus, degree-applicable courses (see Figure 6). Similar to the findings around retention rates, students in face-to-face, in-prison, degree-applicable courses are successfully passing these courses at high rates.

Figure 6. Higher Success Rates In-Prison Degree-Applicable Courses

Legend: ■ Average On-Campus Success Rate ■ Average In-Prison Sucess Rate
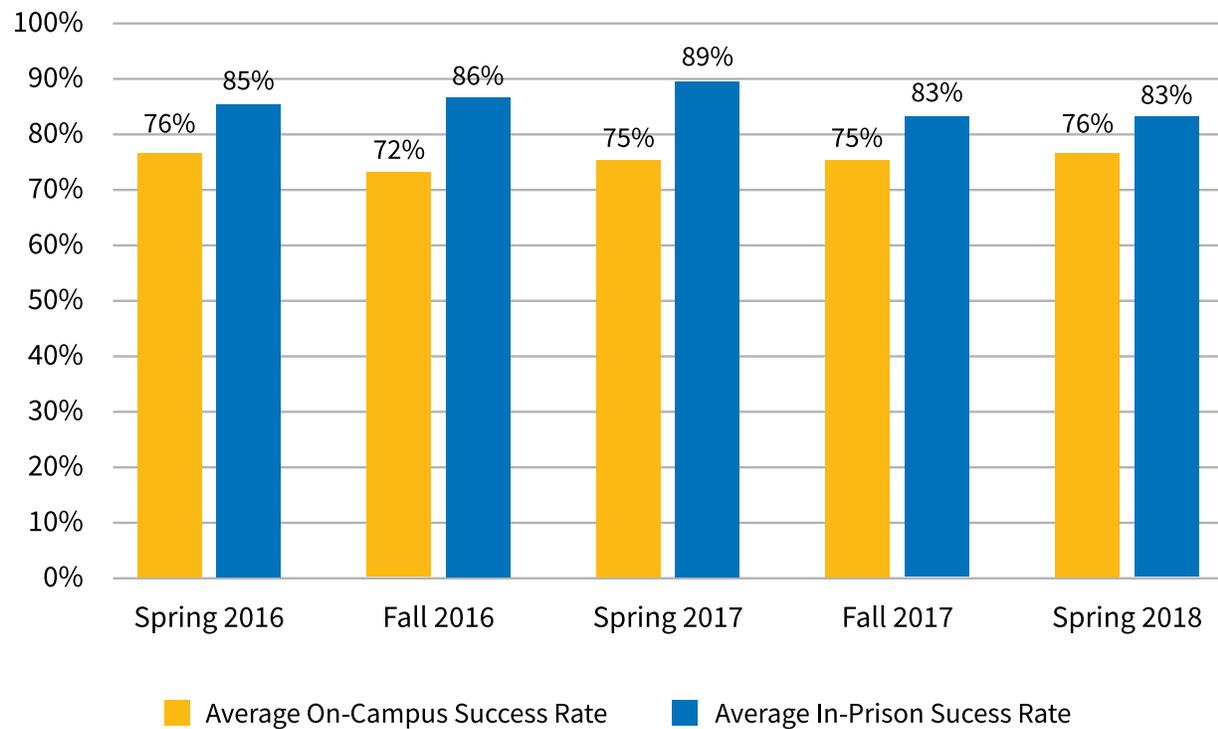
SURVEY OF INCARCERATED STUDENTS

On behalf of The Opportunity Institute, the Vera Institute of Justice completed a survey of a selected group of incarcerated students in the spring of 2018. Of 394 students who took the survey:

- 47 percent had not taken any college classes before starting in their program;

- 92 percent plan to continue taking college classes next semester and/or upon release;

- 94 percent expressed the highest level of satisfaction with the quality of the teaching;

- 92 percent expressed the highest level of agreement with the statement, "I feel comfortable contributing to class discussions;"

- 90 percent understand the class material being taught, with another 7 percent somewhat agreeing;

- 78 percent agree that they have sufficient time to work on their schoolwork;

- 69 percent agree that they have adequate space to work on their school work;

- Only 21 percent agree that they have sufficient access to computers to complete their schoolwork;

- 58 percent say that they do not have sufficient access to computers to complete their school work;

- 91 percent expressed the highest level of satisfaction with the college program;

- 95 percent agree that their education is currently a high priority for them;

The following items were ranked by responding students as the biggest challenge to their success:

1. Lack of technology (e.g., computers)

2. Facility movement constraints

3. Frequent facility lockdowns

4. Inadequate resources (pen, paper, etc.)

5. Time conflicts with job details

6. Lack of tutoring

7. Inadequate classroom space

The average age of the 394 students is 36 years old.

The following are noteworthy quotes from some of the surveyed students:

"The program means a new life for me, it means to be an example to my kids and family, it means turning this bad experience into something good. It means leaving prison behind forever."

"The program means a lot to me because it feels like I am getting a second chance."

"I love this opportunity to learn. I dropped out of a prison gang to come do this."

"I love that there is an actual professor that is there and willing to answer questions and help to better explain the subjects. This program is a life saver to those of us who were looking for a life jacket."

"This program means everything to me, and also to my family. I can see how happy I'm making them by being in college."

"I love this program. In 28 years of prison this is the best program I have seen."

"I love that I am able to take classes that will allow me to transfer to a CSU, as that's my goal. That and the fact that we can feel like actual students by attending classes and interacting with teachers."

"What did you like about the program? **Everything**
What could be made better? **Nothing**
What does this program mean to you? **Everything"**

"I really value the program, it would be nice if we were offered at least 3 classes per semester to be able to earn a degree faster."

" They have taught me how to be accountable.

The college helped me find who I was supposed to be.

Learning is a treasure that will follow its owner everywhere.

Educating and empowering people is a tried and true method of rehabilitation.

— Incarcerated Students in the pilot program **"**

SUMMARY OF RECOMMENDATIONS

California stands at the edge of an incredible transformation – higher education access and success for thousands of residents who would otherwise be left behind. However, we achieve this goal only if the state continues to prioritize, support, and deepen these ongoing efforts. The state must focus on outcomes for this endeavor to be a long-term success.

Throughout this report, several areas have been identified as potential barriers to the continued success and growth of this movement. In keeping with the Chancellor's Office *Vision for Success*, we must focus relentlessly on the end goals and these challenges:

- Sustainable funding

- A dedicated full-time coordinator position at each college

- Access to and funding for textbooks

- Access to technology

- Resolution of scheduling Second/Third watch

- Standardized training for faculty

- Improvement to data collection processes

Expanding higher education for incarcerated and formerly incarcerated students is often viewed as criminal justice reform. Nevertheless, this is about more than criminal justice reform. It is about making the Chancellor's *Vision for Success* available to all students; it is about building the state of California by offering the benefits of higher education to everyone. In that, this is not just a criminal justice reform to be carried out by CDCR, but a joint initiative that lies with both CDCR and the Chancellor's Office.

FORMERLY INCARCERATED STUDENTS

This report has focused on currently incarcerated students, but the California community colleges have been serving formerly incarcerated students (FIS) for decades. Recently, efforts to ensure their targeted success have emerged on many campuses. To better understand the needs and interest among community colleges serving this population of students, The Opportunity Institute and the Stanford Criminal Justice Center recently conducted a statewide survey. Seventy-three of the state's 115 community colleges responded. Of those that responded:

- 78 percent have a formal or informal program for formerly incarcerated students, or are seeking to build a program.
- The top three challenges were identified as:
  - Lack of financial resources to compensate dedicated program staff
  - Knowing who is formerly incarcerated
  - Meeting students' non-academic needs
- The top three services and supports colleges do not offer but would like to are:
  - Targeted career counseling and/or job placement
  - Partnerships with community organizations to address non-academic needs
  - Direct financial support for non-academic needs

"It is vital that students receive accurate advice and counseling to ensure they maximize their options and proceed down paths that ultimately will be feasible…. Successful on-campus programs recognize and understand the many outside hurdles faced by formerly incarcerated students, including demands by probation and parole officers, potentially unsupportive families, and the need to pay restitution and past due child support." (see, Degrees of Freedom, pp. 28, 34.)

Currently, California Education Code 78220(a)(1) does not list formerly incarcerated students as a population in the Student Equity and Achievement Program. This means that colleges do not have to account for this subgroup during the allocation of program funding and additional resources, which leaves these students severely disadvantaged. Increasing support services to formerly incarcerated students would not only increase student success and close the equity gap, but would also lower California's recidivism rate and reduce the crime rate.

With $5 million in one-time funding received for the 2018-19 fiscal year, the Chancellor's Office will distribute grants to college applicants who demonstrate a need and a long-term plan for educational services to support formerly incarcerated students. A report on the use of these funds will be provided to the Legislature and the Department of Finance on or before July 31, 2022.

CONCLUSION

Overall, the data show exponential growth in the number of students served, an increased focus on delivering courses that lead to a degree and are transferable, as well as exceptional success rates. Prison yards with college courses report reduced violence and a safer work environment for corrections staff. Incarcerated students are doing as well or better than their on-campus counterparts are, with high grades and tremendous enthusiasm.

Valuable lessons were learned during the pilot program phase under Senate Bill 1391. The Chancellor's Office is proud of its efforts to assist our local community college districts in the development of programs for incarcerated students. To get to this point has taken tremendous efforts on the part of the Chancellor's Office, the California community colleges, and the California Department of Corrections and Rehabilitation. Together, we have begun breaking down the silos that exist between our massive organizations, and together we will forge together to serve this population of students. It is good for the students; it is good for their families; it is good for the economy.

The world is changing dramatically around us and California community colleges are seen as the state's engine of social and economic mobility. To fulfill the Chancellor's Office system-wide goals of increasing degree and certificate completion, reducing equity and achievement gaps, and increasing the number of students annually who acquire associates degrees, credentials, certificates, or specific skill sets, we must continue the substantive progress that has been made. No one should be denied the opportunity to build a better life.

Additional information about the Chancellor's Office Currently and Formerly Incarcerated education efforts can be found on the Educational Services and Supports webpage.

Please feel free to contact the Educational Services and Supports Division for the California Community Colleges Chancellor's Office with any questions or concerns.

DON'T STOP NOW

As concluded in a report conducted by The Opportunity Institute and the Stanford Criminal Justice Center entitled *Don't Stop Now*,

"Scores of Californians have spent the past three years laboring to accomplish the unprecedented: bringing together our enormous criminal justice and public higher education systems to build a new generation of college students and graduates. The reasons why are clear – higher education reduces recidivism, changes lives, and builds stronger communities. We can no longer consign incarcerated and formerly incarcerated men and women to ending their education with a GED; they, like all of us, deserve the opportunities that hard work and a college degree create.

However, the initial bloom is fading, and the hard work is just beginning. In just three years, we have built something momentous by calling upon faculty, administrators, corrections staff and others to go beyond their job descriptions for the greater good of the state and these students. California is now at a critical juncture. Reaching these new students is an innovative investment, and as with all new investments, it will take focus and support to fully realize the benefits. We must overcome a range of large and small issues, from textbook costs to union agreements. Every dollar invested in correctional education returns $4 to $5, but we must ensure that the colleges have the resources to invest that initial dollar. We must also serve incarcerated and formerly incarcerated students with quality, meaning face-to-face degree pathways with academic counseling and support, just as are available to all students in our public system. Only if we resolve these challenges can we prevent this experiment from falling apart under the weight of overlapping regulatory schemes and budget disputes. California must do this correctly, or we risk losing what we have built."

ACKNOWLEDGMENTS

The staff of the Currently and Formerly Incarcerated program within the Educational Services and Supports division of the California Community Colleges Chancellor's Office, in collaboration with The Research and Planning Group, wrote this report. Our staff would like to officially recognize and thank the following:

- Former Senator Loni Hancock

- Eloy Ortiz Oakley, Chancellor, California Community Colleges

- Alice Perez, Vice Chancellor, Educational Services and Supports, California Community Colleges

- Paul Feist, Vice Chancellor, Communications & Marketing, California Community Colleges

- B. J. Snowden, former Director, Currently and Formerly Incarcerated Program, California Community Colleges

- Brantley Choate, Director, Division of Rehabilitative Programs, California Department of Corrections and Rehabilitation

- Shannon Swain, Superintendent, Office of Correctional Education, Division of Rehabilitative Programs, California Department of Corrections and Rehabilitation

- Rebecca Silbert, Director, The Opportunity Institute

- Debbie Mukamal, Executive Director, Stanford Criminal Justice Center

APPENDICES

The following items are attached for reference:

1. Full text of Senate Bill 1391 (Hancock, 2014)

2. Advisory Committee for Currently and Formerly Incarcerated Students

3. Currently Incarcerated/State Prison Directory

Appendix 1: Senate Bill 1391 (2014)

BILL NUMBER: SB 1391 CHAPTERED

BILL TEXT

CHAPTER 695
FILED WITH SECRETARY OF STATE SEPTEMBER 27, 2014
APPROVED BY GOVERNOR SEPTEMBER 27, 2014
PASSED THE SENATE AUGUST 28, 2014
PASSED THE ASSEMBLY AUGUST 27, 2014
AMENDED IN ASSEMBLY AUGUST 18, 2014
AMENDED IN ASSEMBLY AUGUST 4, 2014
AMENDED IN ASSEMBLY JUNE 30, 2014
AMENDED IN ASSEMBLY JUNE 19, 2014
AMENDED IN SENATE APRIL 10, 2014

INTRODUCED BY Senators Hancock and Wyland
   (Principal coauthors: Assembly Members Bonta and Chávez)

FEBRUARY 21, 2014

   An act to amend Section 84810.5 of, and to add Section 84810.7 to, the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

   SB 1391, Hancock. Community colleges: inmate education programs: computation of apportionments.
   Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law requires the board of governors to appoint a chief executive officer, to be known as the Chancellor of the California Community Colleges.
   Existing law provides that, notwithstanding open course provisions in statute or regulations of the board of governors, the governing board of a community college district that provides classes for inmates of certain facilities may include the units of full-time equivalent students generated in those classes for purposes of state apportionments.
   This bill would instead waive the open course provisions in statute or regulations of the board of governors for any governing board of a community college district for classes the district provides to inmates of those facilities and state correctional facilities, and would authorize the board of governors to include the

units of full-time equivalent students generated in those classes for purposes of state apportionments.

Existing law provides for the method of computing apportionments for purposes of these inmate education programs.

This bill would make revisions to that method of computation.

The bill would prohibit a community college district from claiming, for purposes of apportionments for these inmate education programs, any class for which a district receives full compensation for its direct education costs for the conduct of the class from any public or private agency, individual, or group of individuals, or any class offered pursuant to a contract or instructional agreement entered into between the district and a public or private agency, individual, or group of individuals that has received from another source full compensation for the costs the district incurs under that contract or instructional agreement, as prescribed.

This bill would require the Department of Corrections and Rehabilitation and the Office of the Chancellor of the California Community Colleges, on or before March 1, 2015, to enter into an interagency agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a 4-year university. This bill would require that courses for inmates in a state correctional facility developed as a result of this agreement supplement, but not duplicate or supplant, any adult education course opportunities offered at that facility by the Office of Correctional Education of the Department of Corrections and Rehabilitation. This bill would require the department, in collaboration with the Office of the Chancellor of the California Community Colleges, to develop metrics for evaluations of the efficacy and success of the programs developed through the interagency agreement, conduct the evaluations, and, on or before July 31, 2018, report findings from the evaluations to the Legislature and the Governor.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84810.5 of the Education Code is amended to read:

84810.5. (a) (1) Open course provisions in statute or regulations of the board of governors shall be waived for any governing board of a community college district for classes the district provides to inmates of any city, county, or city and county jail, road camp, farm for adults, or state or federal correctional facility. This section does not authorize the waiver of open course provisions in any context or situation other than those that are specifically authorized by this section. Subject to limitations set forth in subdivision (b), the board of governors may include the units of full-time equivalent students (FTES) generated in those classes for purposes of state apportionments.

(2) The attendance hours generated by credit courses shall be funded at the marginal credit rate determined pursuant to paragraph (2) of subdivision (d) of Section 84750.5. The attendance hours generated by noncredit courses shall be funded at the noncredit rate pursuant to paragraph (3) of subdivision (d) of Section 84750.5. The attendance hours generated by instruction in career development and college preparation shall be funded at the rate determined pursuant to paragraph (4) of subdivision (d) of Section 84750.5.

(b) (1) A community college district shall not claim, for purposes of state apportionments under this section, any class to which either of the following applies:

(A) The district receives full compensation for its direct education costs for the conduct of the class from any public or private agency, individual, or group of individuals.

(B) The district has a contract or instructional agreement, or both, for the conduct of the class with a public or private agency, individual, or group of individuals that has received from another source full compensation for the costs the district incurs under that contract or instructional agreement.

(2) In reporting a claim for apportionment to the Chancellor of the California Community Colleges under this section, the district shall report any partial compensation it receives from the sources described in subparagraphs (A) and (B) of paragraph (1) during the period for which the claim is made. The chancellor shall subtract the amount of any partial compensation received from the total apportionment to be paid.

(c) This section does not provide a source of funds to shift, supplant, or reduce the costs incurred by the Department of Corrections and Rehabilitation in providing inmate education programs.

SEC. 2. Section 84810.7 is added to the Education Code, to read:

84810.7. (a) On or before March 1, 2015, the Department of Corrections and Rehabilitation and the Office of the Chancellor of the California Community Colleges shall enter into an interagency agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a four-year university. The courses for inmates in a state correctional facility developed as a result of this agreement will serve to supplement, but not duplicate or supplant, any adult education course opportunities offered at that facility by the Office of Correctional Education of the Department of Corrections and Rehabilitation.

(b) The Department of Corrections and Rehabilitation, in collaboration with the Office of the Chancellor of the California Community Colleges, shall develop metrics for evaluations of the efficacy and success of the programs developed through the interagency agreement established pursuant to this section, conduct the evaluations, and report findings from the evaluations to the Legislature and the Governor on or before July 31, 2018.

(c) (1) The requirement for submitting a report imposed under subdivision (b) is inoperative on July 31, 2022, pursuant to Section 10231.5 of the Government Code.

(2) A report to be submitted pursuant to subdivision (b) shall be submitted in compliance with Section 9795 of the Government Code.

Appendix 2: Advisory Committee for Currently and Formerly Incarcerated Students

Alice Perez, *Vice Chancellor/Co-Chair*
Educational Services and Supports Division
Chancellor's Office

Martin Griffin, *Assoc. Superintendent/ Co-Chair*
Office of Correctional Education
Division of Rehabilitative Programs
California Dept. of Corrections and Rehabilitation

Raul Arambula, *Dean*
Educational Services and Supports/
Intersegmental Support
Chancellor's Office

Sandra Fried, *Program Associate*
Foundation for California Community Colleges

Whitney Yamamura, *President*
Folsom Lake College

Kelly Fowler, *President*
CCCCIO

James E. Todd, *VP of Student Services*
Modesto Junior College

Dolores Davison, *Vice President*
Academic Senate

Silvester Henderson
Academic Senate

James Tompkins, *President*
Student Senate

Keith Curry, *President*
Compton College

Martha Garcia, *President*
Imperial Valley College

Celia Esposito-Noy, *President*
Solano College

Tammy Robinson, *VP of Instruction*
Cañada College

Brant R. Choate, *Director*
Division of Rehabilitative Programs
California Dept. of Corrections and Rehabilitation

Shannon M. Swain, *Superintendent*
Office of Correctional Education
Division of Rehabilitative Programs
California Dept. of Corrections and Rehabilitation

Troy Fennel, *Superintendent of Education*
Division of Juvenile Justice Headquarters
California Dept. of Corrections and Rehabilitation

Rebecca Silbert, *Director*
The Opportunity Institute

Debbie Mukamal, *Executive Director*
Stanford Criminal Justice Center

Appendix 3: Currently Incarcerated/State Prison Directory

Community Colleges

Antelope Valley College
Lancaster, CA
Operating in California State Prison
Los Angeles County (LAC)

Bakersfield College – Delano Campus
Delano, CA
Operating in:
Kern Valley State Prison (KVSP)
North Kern State Prison (NKSP)
California State Prison, Corcoran (COR)
CA Substance Abuse Treatment Facility (SATF)
Wasco State Prison (WSP)

Cerro Coso College
Ridgecrest, CA
Operating in:
California City Correctional Facility (CAC)
California Correctional Institution (CCI)

Chaffey College
Rancho Cucamonga, CA
Operating in:
California Institution for Women (CIW)
California Institution for Men (CIM)

College of the Redwoods
Eureka, CA
Operating in:
Pelican Bay State Prison (PBSP)

Columbia College
Sonora, CA
Operating in:
Sierra Conservation Center (SCC)

Cosumnes River College
Sacramento, CA
Operating in:
Folsom Women's Facility

Cuesta College
San Luis Obispo, CA
Operating in:
California Men's Colony (CMC)

Folsom Lake College
Folsom, CA
Operating in:
Folsom Women's Facility (FWF)
Folsom State Prison (FSP)
Mule Creek State Prison (MCSP)

Hartnell College
Salinas, CA
Operating in:
Salinas Valley State Prison (SVSP)
Correctional Training Facility (CTF)

Imperial Valley College
Imperial, CA
Operating in:
Calipatria State Prison (CAL)
California State Prison, Centinela (CEN)

Lassen College
Susanville, CA
Operating in:
High Desert State Prison (HDSP)
California Correctional Center (CCC)

Merced College
Merced, CA
Operating in:
Valley State Prison (VSP)
Central California Women's Facility (CCWF)

Norco College
Norco, CA
Operating in:
California Rehabilitation Center (CRC)

Palo Verde College

Blythe, CA
Operating in:
Chuckawalla Valley State Prison (CVSP)
Ironwood State Prison (ISP)

San Joaquin Delta College

Stockton, CA
Operating in:
Deuel Vocational Institution (DVI)

Solano College

Fairfield, CA
Operating in:
California State Prison, Solano (SOL)
California Medical Facility (CMF)

Southwestern College

Chula Vista, CA
Operating in:
Richard J. Donovan Facility (RJD)

West Hills College Coalinga

Coalinga, CA
Operating in:
Avenal State Prison (ASP)
Pleasant Valley State Prison (PVSP)
zacksoto@whccd.edu

Partner Organizations

The Opportunity Institute

2001 Center St,
Berkeley, CA 94704
(510) 679-1004

Stanford Law School
Stanford Criminal Justice Center

559 Nathan Abbott Way
Stanford, CA 94305

Connect with us!

WEBSITES

California Community Colleges
CaliforniaCommunityColleges.cccco.edu

Student Success Scorecard
scorecard.cccco.edu

Salary Surfer
salarysurfer.cccco.edu

Associate Degree for Transfer
adegreewithaguarantee.com

Priority Registration
stepforward.cccco.edu

Workforce & Economic Development
doingwhatmatters.cccco.edu

Financial Aid
icanaffordcollege.com

Social Media

f **California Community Colleges Facebook Page**
facebook.com/CACommColleges

Financial Aid Facebook Page
facebook.com/icanaffordcollege

California Community Colleges Twitter Feed
twitter.com/CalCommColleges

Chancellor Eloy Oakley Twitter Feed
twitter.com/EloyOakley

Government Relations Twitter Feed
twitter.com/CCGRAdvocates

Financial Aid Twitter Feed
twitter.com/ICanAfrdCollege

California Community Colleges YouTube Page
youtube.com/CACommunityColleges

Financial Aid YouTube Page
youtube.com/ICANAFRDCOLLEGE

California Community Colleges Instagram Page
instagram.com/CaliforniaCommunityColleges

Financial Aid Instagram Page
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