Introduction

The 1960 California Master Plan for Education established California community colleges as an open-access system through which colleges would accept any student capable of benefiting from instruction. Yet, systemic barriers have prevented community colleges from reaching some of our most marginalized citizens: incarcerated people.

The face of California's prison system is not white; it is not wealthy; it is not privileged. Institutional racism, cyclical poverty, and sociocultural barriers have led to a prison system in which African American men are incarcerated at drastically higher rates than any other population: 2,367 per 100,000 people compared to 922 Latinos, and 488 whites. With African American and Latino men representing 71% of all incarcerated men in CA state prisons, it is clear a commitment to our incarcerated neighbors is a commitment to addressing inequities in our own educational system.

Recent legislation has opened long-closed doors into prisons where 130,000 prospective students live and often recommit to a productive life upon release. Yet, only approximately 5% of those incarcerated are enrolled in college courses. With this massive, untapped talent pool, California community colleges have both the opportunity and the responsibility to do what we have always done best: ***meet students where they are***.

Through the implementation of high-tech, high-touch guided pathways strategies which ensure students have access to full Associate Degree for Transfer pathways while behind bars, community colleges are well-positioned to advance the Chancellor's vision for success by 1) reducing excess unit accumulation, 2) increasing transfer students, and 3) increasing baccalaureate attainment.

Question #1: From the perspective of the student population referred to in the introduction, what was the problem your innovation helped to address on your campus, college, or district? *A strong response will define the problem using data that clearly delineates the student population and the disproportionate impact on student success.*

Problem #1: Lack of Access to Transfer Pathways
Vision metrics: 1) Improve Associate Degree Completion, 2) Reduce excess unit accumulation, 3) Improve transfer rates, 4) Reduce equity gaps; 5) reduce regional achievement gaps

Incarcerated students have historically had little access to college-level courses -- much less courses offered in a degree pathway leading to economic gain and individual prosperity upon release. The majority of incarcerated individuals do not meet the minimum CSU acceptance criteria; a CSU Los Angeles survey of 120,000 inmates found that only four were eligible for baccalaureate coursework. Community colleges serve as the sole bridge to the baccalaureate degree for nearly all incarcerated people statewide.

Equipped with the knowledge that 41% of California jobs with require a bachelor's degree by 2025, Bakersfield College (BC) has scaled course offerings, ensuring students may enroll in one to three courses on a transfer pattern each semester. However, most incarcerated students still do not have access to a full course load ensuring timely completion and transfer within two years.

Inmate scholars are incredibly capable, as evidenced by higher success rates in the Golden Four courses than the average BC student. (Question 1, Table 1) Our consortium partners have seen

similar success; in fall 2017, 27 incarcerated students made the Phi Theta Kappa Honor Society at Cerro Coso Community College. Most notably, incarcerated students of color outperform their peers in a traditional setting at exceedingly high rates. (Question 1, Table 2).

Problem #2: Insufficient supplemental academic support
Vision metrics: 1) Improve associate degree completion; 2) Improve transfer

The need for timely and integrated academic support services in California's prisons is great. In a February 2017 letter to the BC Writing Center, an Inmate Scholar at Corcoran Prison wrote,

> *"I submit this correspondence to ask for techniques on how I can become a better college essay writer. I am currently taking English B50... I want some tips on how I can improve my essay. I would appreciate any information you can send me that will help me generate essay ideas, develop and organize essays, and how to utilize sources."*

Inmate scholars are limited from engaging with content outside of the structured classroom setting; yet research shows that students who engage with academic content outside of the classroom are more likely to progress towards completion[1].

Problem #3: Insufficient co-curricular and counseling support
Vision metrics: 1) Improve transfer; 2) reduce regional achievement gaps

With 96% of those sentenced to prison eventually being released to return home, it is critical incarcerated students have access to co-curricular and counseling support which reduce their likelihood of recidivating by over 40%. Currently, incarcerated students may access educational planning, correspondence academic support, and some research materials. BC seeks to integrate student support with instruction in a high-tech, high-touch guided pathways approach to enhance face-to-face instructional offerings.

Question #2: Briefly describe the practice or policy that your campus, college, or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1. *A strong response will demonstrate how this innovation is consistent with the Vision for Success*

Senate Bill 1391 opened doors for educators across the state to reach inmates where they are. Yet, without legislative guidance or related expansion of institutional capacity, Bakersfield College and our consortium partners have relied on innovations born from collaborative partnerships across community college, university, prison, and private industries to address the persistent access gap, support regional demands, and improve our ability to support the Chancellor's Vision for Success.

Further, ACCJC Standard II.C.3 states: "The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method."

Example innovations from our consortium include:

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[1] Bailey, T., & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community college. *Community College Research Center, Teachers College, Columbia University 6*(1), 1-40.

- Establishment of an MOU with the faculty union to provide extra pay to faculty
- Offer EOP&S to ensure matriculation service delivery, student educational planning, and financial support
- Academic Senate resolution to form a Prison Education Cross Functional Task Force
- Collaborative scheduling practices involving California Correctional Peace Officers Association to ensure security
- Leverage existing funding resources to expand support through Student Success & Support Program (SSSP), Basic Skills Initiative (BSI), and Student Equity
- Host regular, cross-functional professional development opportunities
- Forge partnerships with California Department of Corrections & Rehabilitation (CDCR)
- Package courses with focus on C-ID to ensure transferability
- Offer certificate programs that meet industry demand and ensure economic gain
- Focus faculty recruitment, hiring, and scheduling with goal to offer the "Golden Four" for transfer pathways
- Utilizing lecture capture technology with integrated engagement and analytics on main campus to deliver supplemental tutorials inside
- Cohort students by inmate affinity to adequately capture data that supports a high-tech, high-touch completion coaching support strategy
- Repurpose unused or off-hours areas like vocational rooms, libraries, and more
- Maximize existing technologies and resources such as OER and CDCR-approved texts
- Secure external funding to expand personnel support, including Program Directors
- Augment college personnel, such as a part-time librarian to accommodate inmate scholar requests

These innovations have positioned our consortium partners well in supporting the Chancellor's Vision for success. For example, Cerro Coso Community College has **improved associate degree completion and transfer** with eight incarcerated students graduating with an Associate Degree for Transfer this spring. Further, colleges are **reducing equity gaps** as evidenced through local data that show incarcerated students of color outperform those in the general population at remarkably high rates. Incredibly, incarcerated African American students have a success rate of 79.8% compared to 58.5% of African American students in the general Cerro Coso population while incarcerated African American students at BC boast a 93.3% success rate against a 57.9% rate for their peers.

Finally, in a community where educational attainment rates are bleak while poverty and unemployment rates reach a debilitating 35% in some areas, Bakersfield College has worked to strategically **reduce regional achievement gaps** by focusing on alignment with four year university partners like CSU Bakersfield and CSU Los Angeles to improve baccalaureate attainment. Inmate Scholars in California prisons may transfer to Lancaster Prison to pursue their bachelor's degrees after completing courses through our consortium colleges.

Question #3: How did your campus, college, or district scale, or begin to scale, this innovation? *A strong response will include data demonstrating the impact of the innovation on a larger number of students over time. Preference will be given to innovations that have been scaled campus, college or district-wide and benefitted the student populations noted in the Introduction.*

In a short period, Bakersfield College and our consortium partners have rapidly scaled course offerings with a particular focus on transfer pathways. The consortium partners in this project bring unique strengths and areas of expertise which improve the scalability of our innovations.

Evidence of Scalability #1: Breadth and Depth of Inmate Scholars Program
Bakersfield College offers the largest face-to-face college program for inmates in California, having only recently launched an initial pilot of one course on one yard to 21 students at Kern Valley State Prison in spring 2015. Since then, BC has established the *largest face-to-face inmate education program in the country*. Notable accomplishments of the BC Inmate Scholars Program include:
- Broadened presence from 1 prison and 1 yard to 10 prisons and 23 yards
- Increased course offerings from 1 section to 50 sections
- Grew program from 21 enrollments to 2,128 enrollments
- Began offering the only Culinary Certificate Program in California

Our consortium partners have had similar success in scaling transfer offerings, with partner Cerro Coso scaling from one course at California City Correctional Facility with 19 students in fall 2015. In just two years, the program has grown to over 65 section offerings at 2 facilities and 5 prison yards to also reach more than 1,000 students.

Evidence of Scalability #2: Rapid Associate's Degree for Transfer Growth
BC is a recognized leader statewide for our rapid growth in Associate Degrees for Transfer. Having grown ADT pathway offerings by 900%, the Campaign for College Opportunity recognized BC in 2016. Further, BC grew from 31 awards in 2012-13 to 491 in 2016-18 – a 1,400% increase in four years.

Consortium partner Cerro Coso is offering two full Associate Degree for Transfer Pathways for Inmate Scholars and will expand offerings to two additional pathways next term.

Evidence of Scalability #3: Maximizing Academic & Counseling Support Creatively
Bakersfield College has established a robust, creative approach to academic and co-curriuclar support using a high-tech, high-touch guided pathways framework. The college has creatively integrated instruction and student affairs to create cross-functional *Completion Coaching Communities* who work with identified cohorts of students. These cohorts illuminate individual student needs so each student is seen, heard, and supported equitably. Through this model, the college is better able to track incarcerated student progress and provide timely intervention. We will expand our ability to identify at-risk students using high-tech engagement features in Echo360.

An example of this work scaled on a campus-wide level is the establishment of the *Extend the Classroom* (ETC) initiative to assist students in developmental courses successfully progress through the math and English sequence. Further, BC is installing Echo360 lecture capture technology on the main campus to maximize academic support training and deliver supplemental tutorials inside the prisons.

In addition to scalable academic support integrations, consortium partner Cerro Coso has *innovatively leveraged EOP&S* to over 120 qualified incarcerated students which has expanded their ability to provide educational advising, counseling, and textbook purchase programs, reducing excess unit accumulation and improving degree completion and transfer.

Question #4: Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college, or district. *A strong response will include a discussion of what resources, programs, staffing or reporting needed to be integrated or braided to achieve the desired changes. This response should give the readers a clear understanding of the experience of change at your campus or district.*

In addressing inequities in access and support for incarcerated students, consortium colleges have identified four primary barriers in achieving our desired change. We have persisted through the barriers, innovating solutions while remaining steadfast in our goals.

Faculty identification and scheduling: BC partnered with the faculty union to develop a Memorandum of Understanding for faculty electing to teach in the prisons. The MOU required that all faculty volunteer to teach and may not be assigned by an administrator, and specified that those faculty would receive extra pay and reimbursement for mileage to the prison.

Inadequate management and support staffing: Colleges have creatively leveraged funding sources to expand staffing in support of the inmate scholars program. Bakersfield College uses SSSP funding to cover associated costs to deliver matriculation services, including the assessment, orientation, and student educational plan. Additionally, BC has been aggressive in its pursuit of additional revenue, writing grants and partnering with organizations to augment personnel resources. As a result, BC has hired a full-time program director and part-time support in Admissions & Records and the Center for Testing & Placement. Cerro Coso hired a part-time librarian who has established a new resource request system to support research needs of incarcerated students.

Lack of Technology: Our partnership with CDCR has led to promising technology innovations; however, limitations still require much of our support work to be done manually, leading to inefficiencies and errors which can make enrollment management, placement, and scheduling cumbersome and time consuming. Further, students may only access supplemental research materials and academic support through correspondence. Through the Innovation Award, the consortium will partner with CDCR to deliver our action plan, through which we will leverage forthcoming, CDCR-supported technology advancements:
- Tablets on each yard for purchase
- New classroom computers
- WiFi in classrooms
- A limited version of Ebsco Host for research support
- eReaders for college texts
- Smartboards
- Education Portal
- Downloadable movies, videos, and books

Space and Time Limitations: California's prisons well-exceed capacity and space is incredibly limited while lock-downs are an unfortunate reality. As such, developing a face-to-face schedule through which students can earn 15 units per-term and access academic and counseling support has been a major barrier. However, a collaboration with CDCR and the California Correctional Peace Officers Association has helped us identify block scheduling through which most courses are offered in a single three-hour block. Leveraging technology solutions noted above will massively expand our ability to reach students through supplemental support in the form of downloadable

video tutorials, email correspondence, and direct access to research materials outside of instructional time.

Through the Innovation Award, the consortium will employ high-tech, high-touch strategies to efficiently address barriers in access and support.
- High touch: trained professionals will provide supplemental instructional support on-site, face-to-face
- High-Tech: Utilize Echo 360 lecture capture technology with integrated analytic technology in "golden four" courses on the main campus to capture mini-lessons in video format. Edit to 2-3 minute downloadable videos; supplement with other academic content using engagement features accessible on their CDCR assigned technology.

Question #5: Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue. *A strong response will include broad dissemination strategies that are integrated with current practices, tools and mechanisms to support professional development in the California Community Colleges. This plan will identify activities, responsible individuals, timelines and estimated costs. Although a detailed budget is not required, a thoughtful estimate of the costs to scale this innovation will contribute to a strong application*

The consortium partners will utilize state partnerships to disseminate resources, best practices, and evaluation reports:
- IEPI and Applied Solutions Kits
- CCCCO Website
- ASCCC
- Regional Meetings
- Project Rebound
- Opportunity Institute

To promote our high-tech, high-touch strategies statewide, BC will lead the consortium in the development and dissemination of strategies which advance the state's work to 1) offer fully-packaged associate degrees for transfer, 2) innovatively utilize on-campus academic support solutions to expand capacity in the prisons, and 3) provide supplemental counseling support in the prisons. These advancements will help California's community colleges to move the dial on the chancellor's Vision for Success, most notably in addressing persistent equity gaps. Most importantly, scaling these innovations will lead advance regional attainment by improving the employability and potential for contribution these inmates have upon release.

The consortium will maximize technology solutions through CDCR, utilize the support of expert partners like Echo 360, and partner with the Chancellor's office in its dissemination strategies.

Host Cross-Functional Professional Development on Best Practices

Activity #1: Host annual meeting of partners to strengthen existing strategies, problem-solve, and address equity gaps for all students.
> *Responsible Partners*: BC coordination; all consortium partners
> *Estimated Cost*: $240,000 total; $80,000 annually
> *Timeline*: Annually each fall

Activity #2: Host ongoing meetings with transfer partners to strengthen transfer focus, improve baccalaureate attainment in inmate education
    Responsible Partners: BC coordination; all consortium partners
    Estimated Cost: $200,000 annually; $50,000 faculty release
    Timeline: At least bi-annually

Activity #3: Create faculty, college, prison, and student handbooks to clarify means and mechanisms, limitations, and legal statutes associated with inmate education
    Responsible Partners: BC, Cerro Coso, Chaffey, Imperial Valley, CDCR
    Estimated Cost: $50,000 total; $25,000 for faculty stipends in year 1; $12,500 faculty stipends for updates and edits in years 2-3
    Timeline: Fall 2018, published by January 2019

Activity #4: Disseminate best practices, evaluation information via webinar
    Responsible Partners: All consortium Partners
    Estimated Cost: $10,000 staff time total
    Timeline: annually each spring

Innovative Academic Support Solutions

Activity #1: Use lecture capture from rooms outfitted on main campuses to expand capacity to deliver academic support services; utilize content for academic support in the prisons
    Responsible Partners: BC, Norco College, LA Trade Tech, Cerro Coso, Echo360
    Estimated Cost: $1,320,000 total cost; $870,000 for hardware, software, subscription, installation, and BC FTE IT support in year 1; $150,000 ongoing costs in years 2 and 3
    Timeline: Installation complete by August 2018; fall 2018-spring 2019 content curation

Activity #3: Partner with CDCR to develop accessible resource portal available statewide through which inmates may access downloadable tutorials to augment in-person academic support
    Responsible Partners: BC and CDCR
    Estimated Cost: $500,000 total; $300,000 technology consultation; $200,000 to ensure accessibility to materials, downloads, text, etc.
    Timeline: Year 1-2, made available fall 2020

QUESTION #1

References:

Bailey, T., & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community college. *Community College Research Center, Teachers College, Columbia University 6*(1), 1-40.

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).

Grassel, K., Jensen, K., Yribe, A., & Nguyen, C. (2017). 2017 Outcome Evaluation Report (pp. 1-71) (United States, California Department of Corrections & Rehabilitation, Office of Research). Sacramento, CA: Division of Internal Oversight and Research.

Question 1, Table 1

Course - Fall 2016	Overall	Inmate Scholars
Comm B1: Public Speaking* Golden Four	72.1%	77.1%
Comm B5: Rhetoric & Argumentation *Golden Four	77.5%	81%
English B1A: Expository Composition* Golden Four	59.8%	95.7%
Japn B1: Elementary Japanese	59.2%	91.2%
Phil B37: Introduction/World Religions	86.1%	90.2%
Pols B1: American Government	58.8%	68%
TOTAL TRANSFER	**63.6%**	**80.3%**

Question 1, Table 2

	BC General Population	BC Incarcerated Students	CC General Population	CC Incarcerated Students
African American	57.9%	93.3%	58.5%	79.8%
American Indian	62%	100%	47.8%	56.3%
Asian American	81.2%	94.5%	86.4%	97.1%
Hispanic/Latino	67%	95.9%	67.7%	78.4%
White	73.3%	97.3%	74.2%	89.1%
Total	**68.6%**	**95.5%**	**70.3%**	**79.9%**

Question #2:

Question 2, Table 1 - Comparative Adult Educational Attainment Levels, 2016

Educational Attainment	State of California	Kern County	BC Service Area	City of Bakersfield	Delano	Northwest Cluster	South Cluster
Less Than High School	19.2%	26.0%	28.3%	20.3%	47.0%	46.1%	63.7%
High School Graduate	20.7%	27.0%	26.4%	25.4%	26.2%	28.3%	19.3%
Associate Degree	7.8%	7.2%	6.8%	7.8%	3.6%	4.4%	2.9%
Bachelor's Degree	19.8%	10.4%	10.4%	13.6%	5.2%	3.9%	1.7%
Graduate Degree	11.6%	5.4%	5.3%	7.1%	1.9%	1.9%	0.6%
Less Than HS & HS Grad	39.9%	53.0%	54.7%	45.7%	73.2%	74.4%	83.0%

Source: ESRI/Cambridge West

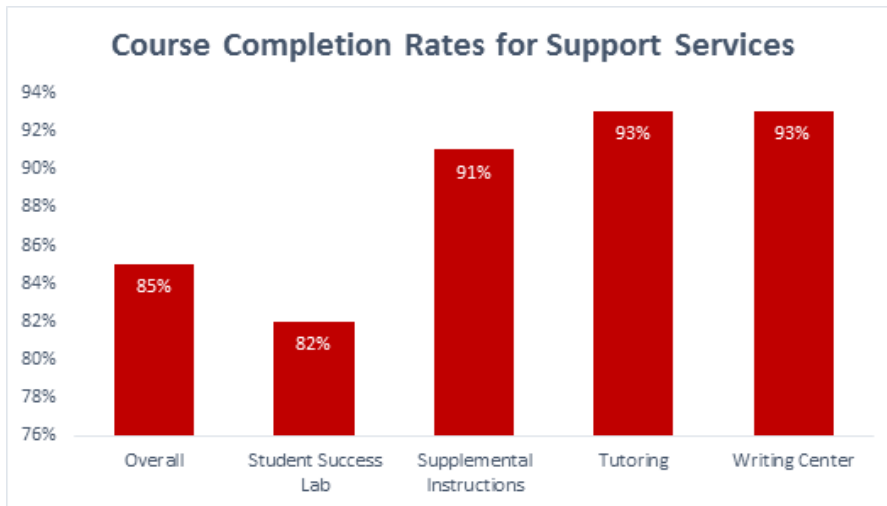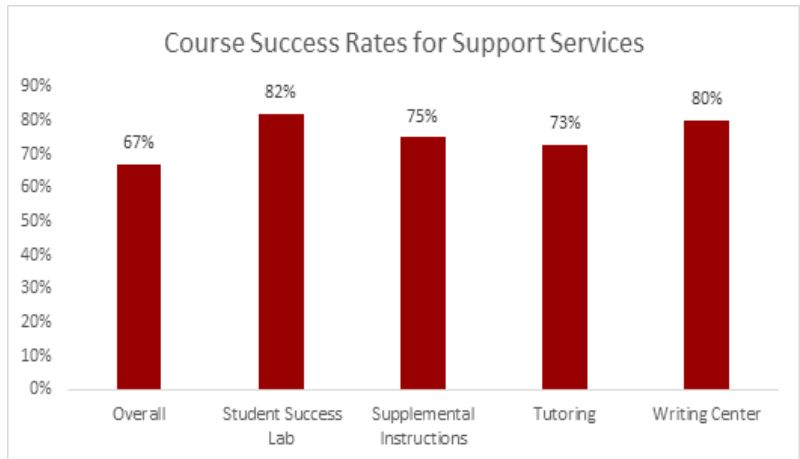## QUESTION #3

Question 3, Table 1Bakersfield College Inmate Education Growth:

Spring 2015	Fall 2017	Projected Fall 2018
1 transferable course	12 transferable courses 10 CTE or Basic Skills Courses	20 Transferable Courses 15 CTE or Basic Skills Courses
1 Course Section	32 Course sections	50 Course Sections
1 Location	8 Locations	10 Locations
1 Yard	17 Yards	23 Yards
21 Students	691 Students	1,000 Students
21 Enrollments	965 Enrollments	1,800 enrollments

Bakersfield College is operating in 10 facilities:

- Corcoran State Prison
- Substance Abuse Treatment Facility, Corcoran
- Kern Valley State Prison
- North Kern State Prison
- Wasco State Prison
- McFarland Female Community Re-Entry Facility
- Delano MCCF
- McFarland MCCF
- Central Valley MCCF
- Shafter MCCF
- Golden State MCCF

Pillar	Pending CDCR Innovations	Proposed Scale
Clarify	-Partnership with CSU Los Angeles to offer baccalaureate courses in Lancaster Prison	-Create a full ADT pathway package on each yard -Develop partnership with CSU Bakersfield to create local baccalaureate pathway without transfer to Lancaster Prison
Enter	-Tablets on each yard for purchase between $80-$160	Address enrollment barriers by utilizing technology tools in the onboarding process, including an electronic application, matriculation, and registration
Stay	-New classroom computers -Wifi in the classrooms where the personal tablets are being used -Ebsco Host – special version for research with more limited access than campus -New education eReaders for loading books for college classes. To be provided to college students. -Creating new job positions in the prison and hiring those with advanced degrees as tutors for the college courses	-Embedding academic support services into classroom scheduling model -Utilizing academic support services personnel to train inmate scholars on accessing and utilizing research tools like EbscoHost for coursework -Provide course-specific training to tutors utilizing Echo360 lecture capture
Learn	-Smartboards in classrooms -Education portal on classroom computers with ability to email the colleges and faculty -Downloading movies, videos, books – all at full cost, same as we would pay on the outside	-Improving access to supplemental instructional materials that enhance learning for all students -Create/curate short video tutorials made available for download with course-specific lessons

QUESTION #4:

Bakersfield College Echo360 Lecture-Capture Equipped Classrooms

Discipline	Course	Students	Sections/ Semester	Success	Faculty Lead
Geology	GEOL	300-350	12-15	63%	TBD
Communication	COMM B1	1350-1400	45-50	72%	Helen Acosta
History	HIST B17A	2000-2100	40-45	58%	Jason Stratton
Math	MATH B22	600-650	15-20	51%	Isaac Vannasone

The Golden Four Courses at Bakersfield College:

- A.1. Oral Communication (3 units) COMM B1, B4, B8
- A.2. Written Communication (3 units) ENGL B1a
- A.3. Critical Thinking (3 units) ENGL B1b, B2, B3 PHIL B7, B9 COMM B5
- B.4. Mathematics/Quantitative Reasoning (One course) MATH B1a, B1b, B2, B4a, B6a, B6b, B6c, B6d, B6e, B22, B23 PSYC B5

QUESTION #5: Consortium Partnership Mapping

	Transfer Pathways for Inmate Ed	Scalable Academic Support Innovations	Counseling & Enrollment Support for Inmate Ed
COMMUNITY COLLEGE PARTNERS			
Bakersfield College	X		X
Cerro Coso Community College	X		X
Chaffey College	X		X
Imperial Valley College	X		X
LA Trade Tech		X	
Norco College		X	
Shasta College	X		
UNIVERSITY PARTNERS			
CSU Los Angeles	X		
CSU Bakersfield	X		
EXTERNAL PARTNERSHIPS			
California Department of Corrections and Rehabilitation	X		X
Opportunity Institute	X		X
Corcoran Prison	X		X
Cal City Prison	X		X
Echo 360		X	