

## 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?**

**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 will 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<sup>1</sup>.

**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

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<sup>1</sup> 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.

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.**

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:

- 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 (*Question 2, Table 1*), 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?**

In a short period, BC 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 to 50 sections
- Grew program from 21 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 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. (*Question 3, Table 2*)

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-curricular 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, BC 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.**

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 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 face-to-face 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.**

The consortium partners will utilize state partnerships to disseminate resources, best practices, and evaluation reports:

- IEPI and Applied Solutions Kits
- CCCCCO 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, 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

### **Scalable 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

**Bakersfield College Innovation Award: Inmate Education | Appendix Materials**

**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: Bakersfield College Course Success Rates*

| <b>Course - Fall 2016</b>                               | <b>BC Overall</b> | <b>BC Inmate Scholars</b> |
|---|-------------------|---------------------------|
| Comm B1: Public Speaking <i>*Golden Four</i>            | 72.1%             | 77.1%                     |
| Comm B5: Rhetoric & Argumentation <i>*Golden Four</i>   | 77.5%             | 81%                       |
| English B1A: Expository Composition <i>*Golden Four</i> | 59.8%             | 95.7%                     |
| Japn B1: Elementary Japanese                            | 59.2%             | 91.2%                     |
| Phil B37: Introduction/World Religions                  | 86.1%             | 90.2%                     |
| <b>TOTAL TRANSFER</b>                                   | <b>70.9%</b>      | <b>87%</b>                |

*Question 1, Table 2: Course Success Rates by Race/Ethnicity*

|                  | <b>BC General Population</b> | <b>BC Incarcerated Students</b> | <b>CC General Population</b> | <b>CC Incarcerated Students</b> |
|------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|
| 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%                           |
| <b>Total</b>     | <b>68.6%</b>                 | <b>95.5%</b>                    | <b>70.3%</b>                 | <b>79.9%</b>                    |



**Bakersfield College Innovation Award: Inmate Education | Appendix Materials**

**QUESTION #2**

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

| <b>Educational Attainment</b> | <b>State of CA</b> | <b>Kern County</b> | <b>BC Service Area</b> | <b>City of Bakersfield</b> | <b>Delano</b> | <b>Northwest Cluster</b> | <b>South Cluster</b> |
|-------------------------------|--------------------|--------------------|------------------------|----------------------------|---------------|--------------------------|----------------------|
| Less than HS                  | 19.2%              | 26.0%              | 28.3%                  | 20.3%                      | 47.0%         | 46.1%                    | 63.7%                |
| HS 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%                 |
| <b>Bachelor's Degree</b>      | <b>19.8%</b>       | <b>10.4%</b>       | <b>10.4%</b>           | <b>13.6%</b>               | <b>5.2%</b>   | <b>3.9%</b>              | <b>1.7%</b>          |
| Graduate Degree               | 11.6%              | 5.4%               | 5.3%                   | 7.1%                       | 1.9%          | 1.9%                     | 0.6%                 |

*Source: ESRI/Cambridge West*

**QUESTION #3**

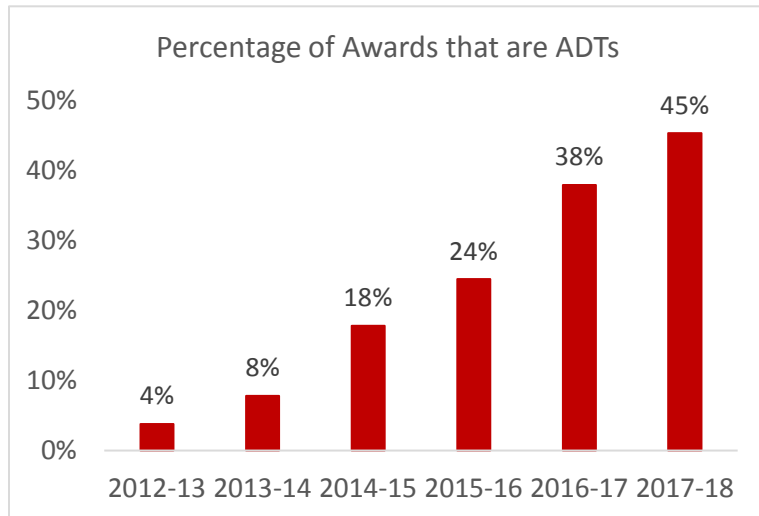
Question 3, Table 1 Bakersfield College Inmate Education Growth

| Spring 2015           | Fall 2017   | Projected Fall 2018                                       |
|-----------------------|---|---|
| 1 transferable course | 12 transferable courses<br>10 CTE or Basic Skills Courses | 20 Transferable Courses<br>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

Question 3, Table 2: ADT Awards



**QUESTION #4**

**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

*Bakersfield College Proposed Echo360 Lecture-Capture Equipped Classrooms*

| <b>Discipline</b> | <b>Course</b> | <b>Students</b> | <b>Sections/<br/>Semester</b> | <b>Success</b> | <b>Faculty Lead</b> |
|-------------------|---------------|-----------------|-------------------------------|----------------|---------------------|
| 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     |

QUESTION #5

*Consortium Partnership Mapping*

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