

## ABSTRACT

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff. (1,800 characters with spaces)

College of the Redwoods established a groundbreaking program in 2015 in Pelican Bay State Prison, a supermax prison in far north of the state. The College of the Redwoods program at Pelican Bay provides face to face college level instruction and support services, like academic and financial aid counseling, to incarcerated students. In two years, the program has grown to serve 149 students. These students are from diverse and underserved groups- 87% are students of color, 77% are first generation, and 16% are former foster youth.

Through this grant, the program will expand to 275 students with 75% of them full time and receiving EOPS services. The first cohort is expected to graduate in Fall 2019. Studies prove, “correctional education programs that connect students with the outside community – including courses taught by college instructors—were especially effective in reducing recidivism.” (Degrees of Freedom, 2015).

Through this grant, CR proposes to scale up the program to:

- Serve 85% more students at Pelican Bay, with 75% of them being full time.
- Expand course offerings and number of sections, including a hands on lab science.
- Complement face to face instruction with telepresence hybrid courses.
- Expand in person student support services, including financial aid, academic advising, orientation, student success classes and EOPS.
- Implement a well developed dissemination plan to share this model with other community colleges throughout the state.

## NARRATIVE RESPONSES

**Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question. There is a 25 mb maximum for additional materials uploaded per question. For instructions on strong responses to each question, please refer to the [Questions and Strong Responses document](#).**

\* 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?

Incarcerated people are among the most educationally underserved groups in the state. As shown in the attachment (Table 4), there are 128,643 adults incarcerated in California state prisons across 35 institutions. Further, 77.8% of these individuals are from historically underserved ethnic groups. According to the Secretary of the California Department of Corrections and Rehabilitation, 90% of these inmates will be released at some point and rejoin our communities. The CCCCO established the Currently and Formerly Incarcerated Education Unit in recognition of the need to serve the educational needs of this community.

A comprehensive report led by Stanford and UC Berkeley Law Schools summarized the importance of serving this group, “college can break the cycle of recidivism and transform formerly incarcerated individuals into community leaders and role models. . . We must recognize that these students’ success is part of California’s success by including them in our existing education structures, and by ensuring that

they persist to graduation” (Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians, February 2015).

The Corrections to College Initiative lists 27 higher education programs operating in California state prisons. Many are correspondence, non-credit, certificate based, do not have a path to a degree, and/or operate in lower security level prisons. Degrees of Freedom states, “California’s prisons have spent the past 20 years relying almost solely on noninteractive distance education, and the vast majority of the distance education has been delivered via paper- or video- based correspondence courses with little or no academic counseling services to supplement it.”

College of the Redwoods (CR) is one of the largest districts in the state, covering roughly 10,000 rural square miles. The main campus is in Eureka, with a campus in Del Norte County. The CR Del Norte (CRDN) campus is in Crescent City, an isolated town of 6,670 located 30 miles from the Oregon border (Table 2). The campus is only seven miles from Pelican Bay State Prison. Built as a super maximum security prison (Table 3), it currently houses 2,617 inmates. Accessible education and service to diverse communities are both stated CR values. Given this mission and proximity to Pelican Bay, CR recognized that it is uniquely positioned to provide education to inmates.

The CR program at Pelican Bay is an innovative learning model serving an educationally disenfranchised group. Discussed further below, in 2015 CR began offering face to face college classes to Level IV inmates. CR at Pelican Bay students also receive extensive, in person support services including financial aid advising, academic counseling, orientation, and student success classes. Teaching and serving Pelican Bay students in the same way as traditional students is a departure from the most common models in the state. Giving incarcerated individuals in Pelican Bay access to community college education prepares them to complete an Associate’s Degree, transfer, be productive members of society, and change the trajectory for their lives and those of their family. This program has the potential to be scaled up and shared throughout California.

ADDITIONAL DATA: [1 CR Innovation.pdf uploaded.](#)

\* 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.

Setting up the CR program at Pelican Bay required out of the box thinking and a strong partnership with prison administration. As outlined in Figure A, in 2015, CR and Pelican Bay administrators formed a joint, 12 member task force to explore how to design a program that would effectively bring a high quality community college experience into a non-traditional setting. After extensive work, a memorandum of understand was drafted to solidify the collaboration.

The logistics of offering classes and services in a prison is radically different from a typical campus. In Fall 2015, the first non-credit, math and English boot camp classes were offered to prepare students for college level courses. The following spring, Pelican Bay students took placement exams and began credit courses including a student success class. Concurrently, CR academic and financial aid counselors entered the prison to provide face to face support services. As discussed in #3, the program has successfully navigated a number of barriers to expand the number of students and classes each of the following semesters.

At the outset of the project, all parties needed to build mutual trust. CR staff and faculty had initial trepidation about personal security and what students would be like. They quickly found that Pelican Bay students were grateful for the opportunity, respectful, and eager to engage in the program. Essentially, students at Pelican Bay are the same as other students but their setting requires new approaches to instruction and services. The CR educators involved quickly became passionate advocates for these students.

This innovation is consistent with each area of the Vision for Success in the following ways:

Area 1- CR at Pelican Bay students are taking credit classes. CR at Pelican Bay students will graduate

with an Associate in Liberal Arts with an emphasis in Behavioral and Social Science. This prepares them to transfer or work when they leave prison.

Area 2- Pelican Bay students will graduate with an AA, eligible to transfer to a UC or CSU.

Area 3- Due to the unique logistics of the prison setting, students take classes in a prescribed pattern. Each class counts towards their degree and students do not accumulate excessive units.

Area 4- Participating in the CR at Pelican Bay program improves students' future chances of employment. The Degrees of Freedom Report confirms, "although people with criminal histories still face significant barriers to employment, obtaining a credential while incarcerated increases the odds of securing a job after release."

Area 5- 87% of CR at Pelican Bay students are from diverse ethnic groups (Figure B). African Americans and Latinos are highly overrepresented in prison populations. Providing college education to this diverse group has a direct impact on reducing the equity gap.

Area 6- All CR students at Pelican Bay are low-income, 16% were formerly in foster care, and 77% are first generation college students (Figure C, D).

ADDITIONAL DATA: [2 CR Innovation.pdf uploaded.](#)

\* 3. How did your campus, college or district scale, or begin to scale, this innovation?

This initiative is based on a strong partnership with Pelican Bay State Prison and is widely supported across the CR district. As shown in Figure A, CR began to offer non credit, "college boot camp" courses in Fall 2015 to jumpstart the program. The program has grown to serve 149 students across 16 for credit sections this semester (Table 6). CR has a dedicated classroom in each of 3 prison yards and in the evening CR can use up to 4 classrooms.

CR surveyed students about their career interests and used the feedback to select a major which will prepare them for a breadth of jobs or university majors. They want to impact their community upon release, help their job prospects, explore themselves and society. An associate in Liberal Arts with an emphasis in Behavioral and Social Science aligns with those goals.

CR students at Pelican Bay have been very successful. In Fall 2017, they earned an average 3.51 GPA. Compared to traditional students, their 10.3% attrition rate is low. Transfer to other prisons was the most common reason that those students did not finish. Participation is considered a privilege and students are highly motivated.

As classes began at Pelican Bay, extensive support work was happening at CR's Del Norte and Eureka campuses. Staff in a number of offices, like Admissions, Financial Aid, and Academic Counseling were modifying procedures and meeting with Pelican Bay students. Faculty were adapting teaching methods to this unique environment. It is voluntary for CR staff to work inside Pelican Bay. Those who choose to do so because they believe in the work.

In Fall 2015, CR also began using interactive televised broadcasting (telepresence) between classes in Eureka and Del Norte. As a rural campus, this technology solved a significant problem. If a small number of Del Norte based students need a specific class, they can remotely attend a larger section in Eureka. Telepresence is different than other forms of distance education. It is live and interactive. Participants see, hear, and speak to each other. CR has already equipped 6 classrooms with the technology. The Pelican Bay program is poised to grow and there are additional faculty who would like to teach in the program. Eureka based faculty have been commuting but it is time consuming and costly. Hybrid classes at Pelican Bay creatively use this technology to solve the issue while still preserving a quality student experience rooted in face to face education and support.

A 2018 survey revealed that 93% of participants plan to earn an associate's degree and 70% plan to one day transfer and earn a bachelor's degree. Students also said that the program helped them set goals and see a different future for themselves. Some said, "now I know when I get out I can live a meaningful life," and, "it makes me want to be a better person." More student quotes are in the final attachment. This program is preparing these students to actualize those goals.

ADDITIONAL DATA: [3 CR Innovation.pdf uploaded.](#)

\* 4. Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college or district.

There are unique barriers to implementing this program. CR has found innovative ways to address them:

1. Pelican Bay inmates do not have access to the internet, so processes like application, registration, and financial aid are done in person: CR staff meet with students face to face to gather necessary information and input it on campus. This is more time consuming but allows students to interact with CR staff and ask questions.

2. CR staff/faculty go through security screenings each time they enter the prison. CR training sessions prepare them.

3. Since Senate Bill 1391 passed in 2014, inmates can qualify for a BOG waiver. Because most inmates cannot access money, CR waives other fees and covers course materials. For the program to grow, CR needs to expand the library of books and materials available in Pelican Bay.

4. Pelican Bay students cannot access the internet for assignments. Faculty spend additional time preparing research materials for students. These materials must be packaged in a manner that meets prison regulations. To compensate for the time this and security screenings take, faculty receive an additional \$500 stipend for teaching at Pelican Bay. Faculty have done admirable work adapting their courses to the prison setting.

5. Teaching, assignments, and classroom management all need to be approached differently. Faculty specific trainings are held on campus and faculty share best practices with each other. Some faculty are engaging in state and nationwide prison education professional development.

6. Due to logistical limitations, it was necessary to choose one major for the program: CR conducted a survey of student educational interests and used the feedback to select a program of study that aligns with their goals.

7. The prison yards are totally separate, and inmates do not cross over between areas: CR staff replicate student services and classes 3 times, once for each yard.

Additional barriers need to be addressed through the grant:

8. CR needs to rapidly increase capacity to enroll waitlisted students and allow current students to become full time.

9. The pool of CR faculty in Eureka is roughly six times larger than Del Norte, 100 miles away (Table 1). It is time consuming and costly for instructors from Eureka to make the trip for each lecture. A hybrid approach preserves the benefit of an in person experience while using technology for more efficiency. Offering hybrid in person classes with supplemental telepresence lectures will dramatically increase the number of faculty who can teach at Pelican Bay and thus the number of classes offered.

10. CR is ready to offer EOPS services, but students need full time status.

11. A lab science is required for transfer. The types of tools and materials typically found in a science lab

are not allowed in prison. A new lab science class needs to be developed within these parameters.

12. Pelican Bay students need additional academic support. Developing "open lab" support classes to get tutoring and help with writing assignments will be beneficial.

ADDITIONAL DATA:[No file uploaded.](#)

\* 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.

With 35 state prisons and 114 community colleges, there is significant opportunity for this model to be used across California. CR has a strategy to expand the program within the district and disseminate it across the state. Tables 8 and 9 outline that expansion, including increases in the number served, those who are full time, and additional support services to be offered. The plan also shows who is responsible for each activity and when it will take place. Students at Pelican Bay are simply CR students in another setting so campus offices support them as they would other students. The CR Del Norte Site Director will continue to act as the liaison with the Pelican Bay Prison Education Office. The program's foundation is a strong partnership with this entity.

With this grant, the number of students in the program will increase by 85% to 275 (Spring 2018 to Fall 2021). Significantly, 75% of them will be full time and receiving EOPS services. To accomplish this, the total number of sections will increase from 20 to 50. The first cohort is expected to graduate in Fall 2019, a highly anticipated milestone.

Table 10 shows an estimated \$1.2 million budget which will allow for major expansion and dissemination of the project throughout the district, region, and state. The program is sustainable after the term of the grant. Although groundwork has been laid, an infusion of resources and dedicated staff/faculty time are needed to further build capacity. Responsibility for Pelican Bay teaching and support is built into the ongoing functions of many offices.

Disseminate through the district:

- Continue to train CR staff/faculty to support the project and work effectively in the prison.
- Hold faculty specific trainings on adapting teaching methods to the prison setting. CR will develop a repository of faculty best practices.
- Expand in person support services to include EOPS for full time students and an open lab class where tutoring and writing assistance is available.
- Introduce telepresence to supplement in person lectures, thereby increasing the faculty/staff who contribute, and the number of students served. Telepresence lectures are live, interactive, and a supplement to in person classes and support.

Disseminate through the state:

- Collaborate with CCCC's Currently and Formerly Incarcerated Education Unit.
- Target outreach to similarly situated community colleges with proximity to prisons.
- Host a one-day rural colleges and prison education summit, with a focus on inviting central and northern California colleges.
- Submit to the Institutional Effectiveness Partnership Initiative's hosted workshop on prison education.
- Attend prison education conferences throughout the state (example- Prison University Project sponsored conference).
- Connect with other community colleges doing in person prison education (example- Bakersfield Community Colleges).
- Work with "Corrections to College" Initiative to present model to other higher education institutions supporting incarcerated/formerly incarcerated students.
- Present at annual "Strengthening Student Success Conference."
- Present at CACCRAO Conference and/or Regional Workshop.
- Submit to Chancellor's Professional Learning Network.
- Submit to the Education Advisory Board.

## College of the Redwoods- Question 1

<b>Table 1: College of the Redwoods Highlights</b>		
<b>Characteristics</b>	<b>Eureka Campus</b>	<b>Del Norte Campus</b>
Headcount	7,032	901
Distance to Pelican Bay State Prison	100 miles	7.4 miles
Faculty- Full-time/Part-time	67/230	17/29
Full-time/Part-time Faculty who teach at both campuses	11/6	
Degrees/Certificates Offered	45/46	

Source: *College of the Redwoods Institutional Research, 2016-17*

<b>Table 2: Regional Characteristics</b>			
<b>Characteristics</b>	<b>Crescent City</b>	<b>Eureka</b>	<b>California</b>
Population	6,670	27,226	39,250,017
Persons in poverty	29.1%	23.4%	14.3%
Median Household Income	\$27,569	\$39,063	\$63,783
Education bachelor's degree or higher (adults over 25 years)	9.4%	25.7%	32.0%

Source: *United States Census Bureau, Quick Facts 2016*

<b>Table 3: Pelican Bay State Prison Characteristics</b>	
# Inmates	2,617
History	<ul style="list-style-type: none"> <li>• Opened in 1989 as a super maximum security prison</li> <li>• Located outside of Crescent City</li> </ul>
Prison Sections	<ul style="list-style-type: none"> <li>• Each area is totally separate, with no contact between prisoners in different sections</li> <li>• Security Housing Unit (SHU), designed for inmates with serious management concerns</li> <li>• A Yard- Level IV security (CR holds classes)</li> <li>• B Yard- Level IV security (CR holds classes)</li> <li>• D Yard- Level II security, newly established (CR holds classes)</li> <li>• Minimum Support Facility- Level 1, outside secure perimeter of main institution</li> </ul>
Level IV Inmate Placement Level Definition	<ul style="list-style-type: none"> <li>• Facilities have a secure perimeter with internal and external armed coverage and housing units or cell block housing with cells non-adjacent to exterior walls.</li> </ul>

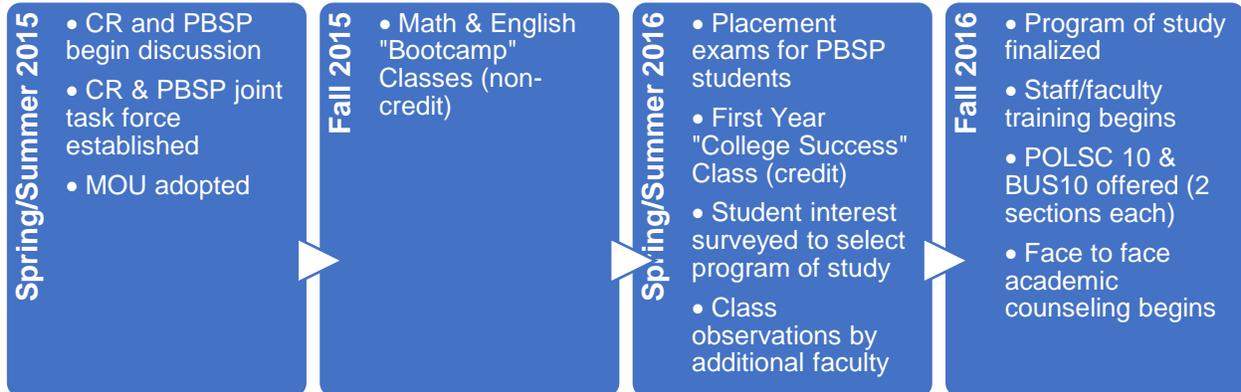
Source: *California Department of Corrections and Rehabilitation (CDCR), January 2018*

<b>Table 4: California Prison/Population Characteristics</b>
128,643 Inmates Statewide
35 State Prisons (not including federal, juvenile justice, private, or county jails)
95.4% Male, 4.6% Female Inmates
Race/ethnicity*: Asian .8%, American Indian 1.1%, Black 28.9%, Latino 41.1%, Hawaiian/Pacific Islander 0.2%, White 22.2%, Other 5.7%

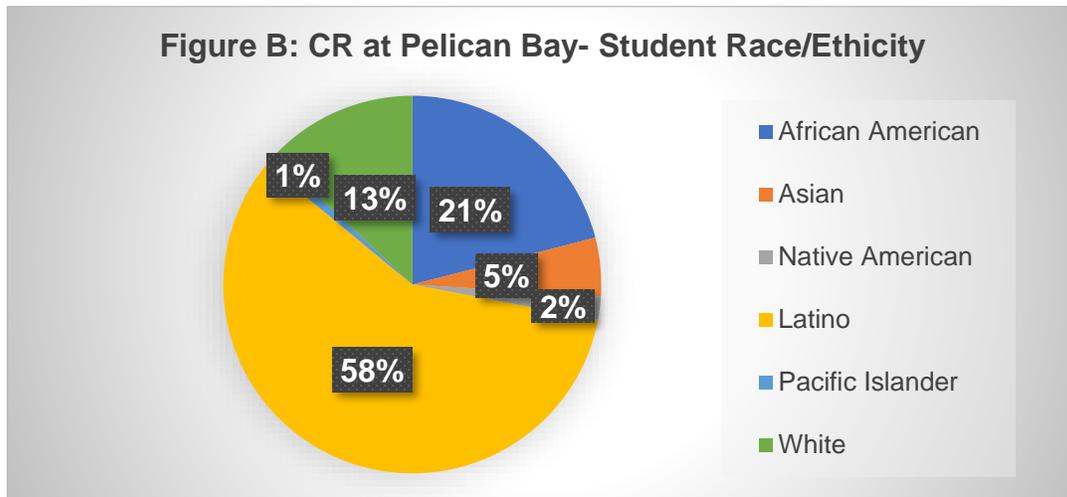
Source: *CDCR, January 2018/\*CDCR Prison Census 2014 (most recent available)*

## College of the Redwoods- Question 2

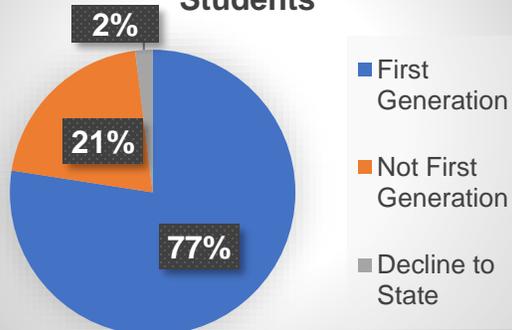
**Figure A: CR at Pelican Bay Establishment Timeline**



**Figure B: CR at Pelican Bay- Student Race/Ethnicity**



**Figure C: CR at Pelican Bay- First Generation College Students**



**Figure D: CR at Pelican Bay- Formerly Foster Youth**

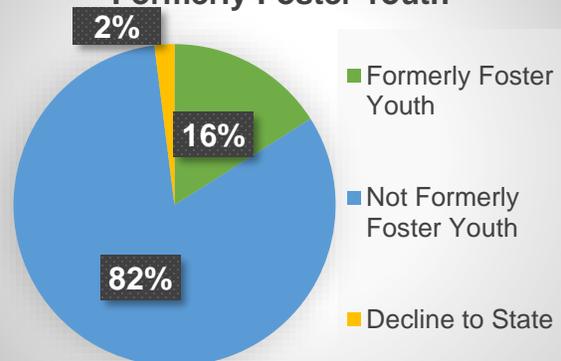


Fig. B, C, D Source: College of the Redwoods Student Surveys, 2018

### College of the Redwoods- Question 3

<b>Table 5: CR at Pelican Bay Student Performance Highlights</b>	
Student GPA (Fall 2017)	3.51
Course completion rate	89.7%

*Source: College of the Redwoods Institutional Research, 2018*

<b>Table 6: CR at Pelican Bay Program Growth</b>							
	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Non Credit Sections	6	12	12	6	8	8	2
Credit Sections	0	1	3	4	10	11	16
# Students in Credit Sections	0	21	55	56	108	134	149

<b>Table 7: CR at Pelican Bay Student Survey Highlights</b>					
<b>Question</b>	<b>1 Not at all</b>	<b>2 A Little</b>	<b>3 Undecided</b>	<b>4 Somewhat</b>	<b>5 Definitely</b>
1. Before you were in this program, did you plan to earn a college degree?	16.67%	13.33%	12.50%	21.67%	35.83%
2. Now that you're taking college classes, do you plan to earn your associate degree?	0.83%	0.00%	3.33%	2.50%	93.33%
3. Now that you're taking college classes, do you plan to transfer to a 4 year college and earn a bachelor's degree?	4.17%	0.83%	25.00%	18.33%	51.67%
4. Have CR teachers and counselors helped you make educational goals?	5.83%	10.83%	6.67%	19.17%	57.50%
5. Has taking college classes helped you understand yourself better?	0.83%	3.33%	0.83%	23.33%	70.83%
6. Has taking college classes helped you understand other people better?	2.50%	5.00%	3.33%	32.50%	55.83%

## College of the Redwoods- Question 5

<b>Table 8: CR at Pelican Bay Expansion Timeline</b>				
	<b># In Person Sections</b>	<b># Hybrid Sections</b>	<b># Students Served</b>	<b>% Students Full-Time</b>
Spring 2018	16	0	149	0%
Fall 2018	20	0	175	0%
Spring 2019	22	6	200	20%
Fall 2019	25	12	220	40%
Spring 2020	25	16	230	45%
Fall 2020	28	18	250	55%
Spring 2021	28	20	260	60%
Fall 2021	30	20	275	75%

<b>Table 9: Grant Activities</b>		
<b>Project Activity</b>	<b>Timeline</b>	<b>Personnel Responsible</b>
1. Coordinate with Pelican Bay administrators.	Ongoing	CRDN Site Coordinator
2. Develop lab science course for Pelican Bay.	Fall 2018	Science Faculty
3. Procure telepresence equipment and set up in Pelican Bay classrooms. Conduct hybrid in person/telepresence classes.	By Spring 2019	PBSP IT, CR Director of IT, CR Instructional Technologist
4. In person support services including: financial aid, academic advising, student orientation, EOPS for full-time students.	Each semester	Fin. Aid & Academic, EOPS Advisors, Faculty
5. Expand on site textbook library.	By Sp. 2019	Faculty/ CRDN Site Coord.
6. Submit to present at statewide professional development & prison education conferences. Submit to publications. Outreach to other community colleges.	Starting Spring 2019	Faculty, Student Services & Administration, CRDN Site Coordinator
7. Host 1 day rural colleges and prison education summit.	Spring 2020	CR Faculty, Student Services, Administration CRDN Site Coordinator
8. Staff and faculty training.	Ongoing	PBSP IST staff, CR PBSP Working Group, HR Director

<b>Table 10: Innovations Grant Estimated Budget</b>	
Staff/faculty training	\$74,000
Curriculum development	\$100,000
Administrative support/re-assign time	\$120,000
Dedicated faculty member for Pelican Bay	\$96,000
Mileage reimbursement and travel time pay for out of county faculty	\$60,000
Telepresence Equipment (3 classrooms)	\$210,000
Student support services expansion	\$150,000
Room upgrades to support college instruction (3 classrooms)	\$75,000
Instructional equipment (e.g. computers, overheads, white boards, etc.)	\$35,000
Textbook/research library	\$120,000
Dissemination expenses (e.g. travel to conferences, development of presentation materials, costs to host regional summit, etc.)	\$160,000
<b>Total</b>	<b>\$1,200,000</b>



## College of the Redwoods at Pelican Bay

"I love College of the Redwoods; coming to this class has us experiencing the life we envision when we go home."

"I did horrible in high school and I never dreamed I'd be in college and now I am and not only that my grades are all A's and B's."

"Being one of the first in my family to experience college, I'm very grateful for the opportunity. I plan on doing something good with what I learned."



*"This program and CR has really helped me realize that education is important to me before taking college classes with CR I didn't take my future seriously. Now I know that when I get out I can live a meaningful life."*



"This course has helped me in more ways than one can imagine. I learned that I can control my brain. That I am responsible for my thoughts and actions. Those actions determine if I stay on course or fall off. I have a better understanding of how I can employ behaviors to keep me on the right track."

