

# Strategies for Establishing Effective Partnerships Between Postsecondary Education Institutions and Correctional Facilities



**September 30, 2015, 3:00 pm EST**

# Webinar Overview



1. Welcome and Background
2. Overview of National Reentry Resource Center
3. Overview of Promising Programs
4. Moderated Q&A
5. Questions from Webinar Audience
6. Additional Information and Resources

# Webinar Moderators



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# Webinar Participants



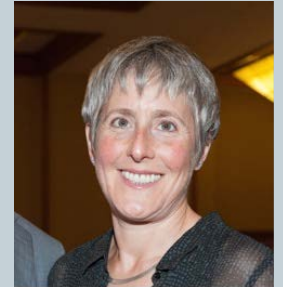
## **Sean Addie**

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## **Lori Pompa**

Founder and Executive Director  
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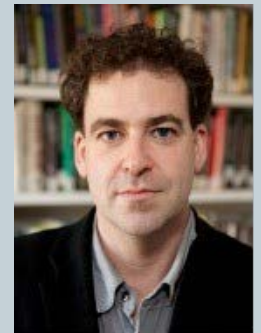
## **Heather Gay,**

Education Manager  
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Vera Pathways Program



## **Daniel Karpowitz**

Director of Policy and Academics  
Bard Prison Initiative



# Second Chance Pell



- What: Experiment waiving ban on incarcerated students accessing Pell Grants
- Who: Title IV eligible postsecondary education institutions, in partnership with Federal/State penal institutions, can apply to distribute Pell Grants to incarcerated students eligible for release, particularly within 5 years
- Why: Test whether financial aid increases access to high-quality postsecondary education and influences academic and life outcomes
- When: Applications due **October 2, 2015**
- More Information:  
<http://www2.ed.gov/about/offices/list/ope/pell-secondchance.pdf>  
<https://experimentalsites.ed.gov/exp/training.html>

# National Reentry Resource Center



**ANGELA TOLOSA, DEPUTY PROGRAM  
DIRECTOR**

# National Reentry Resource Center:

Expanding knowledge and innovation



Provides Training and  
Technical Assistance

Moves the Field  
Forward

Premier Clearinghouse  
of Reentry Resources

Since its inception in 2009, the National Reentry Resource Center has served as the primary source of information and guidance in reentry for practitioners and policymakers nationwide

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# National Reentry Resource Center: Sharing what works in reentry



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**WHAT WORKS**  
In Reentry Clearinghouse

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## What Works in Reentry Clearinghouse

Welcome to the What Works in Reentry Clearinghouse, a “one-stop shop” for research on the effectiveness of a wide variety of reentry programs and practices.

### New to What Works?

There are several ways to navigate the What Works site. If you’re seeking information on specific programs, interventions, or evaluations, the best place to begin is the search box

### Browse Focus Areas

- [Brand Name Programs](#)
- [Education](#)
- [Employment](#)
- [Family-Based Programs](#)
- [Housing](#)
- [Mental Health](#)
- [Sex Offender Treatment](#)
- [Substance Abuse](#)

### Ratings Key

	Strong Beneficial Evidence
	Modest Beneficial Evidence
	No Evidence of Effect
	Modest Harmful Evidence
	Strong Harmful Evidence

Each What Works study is evaluated on how the intervention it researched was shown to affect participant outcomes in three areas: recidivism, employment, and substance abuse. Each area receives an individual rating.

**HIGH RIGOR**  
The study meets the What Works in Reentry Clearinghouse’s “High” methodological criteria.

**BASIC RIGOR**  
The study meets the What Works in Reentry Clearinghouse’s “Basic” methodological criteria.

The What Works in Reentry Clearinghouse provides practitioners with focused research studies and program summaries on Education and Employment, among other focus areas



# Promising Programs



**Vera Pathways from Prison to Postsecondary Education**

**Michigan Department of Corrections**

**Prison University Project**

**Bard Prison Institute**

**Inside-Out Center at Temple University**

# Vera Pathways from Prison to Postsecondary Education



**SEAN ADDIE, SENIOR PROGRAM ASSOCIATE**

# Vera Pathways from Prison to Postsecondary Education



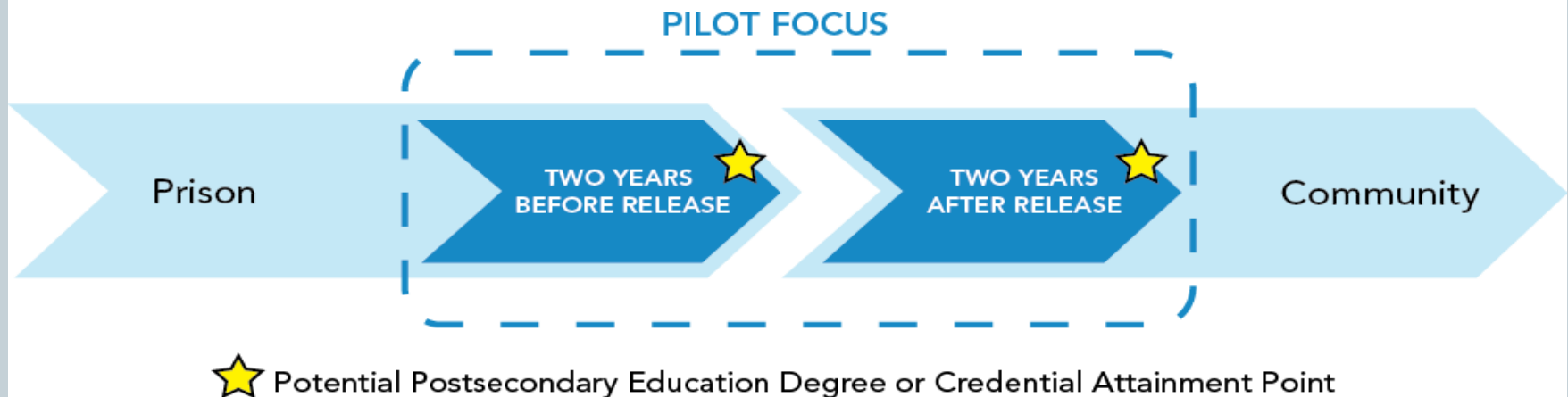
## •Pathways Project

- A five-year, \$9.6 million initiative that provides selected states with incentive funding and technical assistance to expand access to higher education for people in prison and those recently released.
- Selected states: Michigan, New Jersey, and North Carolina
- A planning effort underway in [California](#) wherein the Pathways Project is the source inspiration and a resource.
- Demonstrate that access to postsecondary education, combined with reentry services, can increase credentials, reduce recidivism, and increase employability and earnings.

# Vera Pathways from Prison to Postsecondary Education

- Primary Focus
  - Individuals within two years of release from prison and through first two years after release

Goal: Attainment of postsecondary education degree or credential



# Vera Pathways from Prison to Postsecondary Education



- **Project Goals**
  - Increase postsecondary education attainment
  - Increase employability and earnings
  - Reduce recidivism and improve quality of life in neighborhoods disproportionately impacted by crime and incarceration
  - Demonstrate impact and create momentum for systems change
  - Spur national replication and long-term public investment.

# Vera Pathways from Prison to Postsecondary Education



- **Partners**
  - Funders - Gates, OSF, Kellogg, Ford and Sunshine Lady Foundations
  - State Correction Departments
  - Colleges and Universities
  - Parole/Community Supervision Agencies
  - Reentry Services Providers
  - Business Community
  - Executive and Legislative Branch Officials
  - Evaluation Team: RAND Corporation/RTI International
  - Vera Institute of Justice as the national intermediary

# Michigan Department of Corrections – Vera Pathways Program



**HEATHER GAY, EDUCATION MANAGER**

# Michigan Department of Corrections



- Vera Pathways Program from Prison to Postsecondary Locations
  - Parnall and Macomb prisons
  - Jackson College in prison
  - Reentry communities of Pontiac and Kalamazoo
- Self-Pay Program Locations
  - Cooper, Parnall
  - Cotton
  - Macomb
  - Gus Harrison
  - Women's Huron Valley
  - Jackson County Jail



# Michigan Department of Corrections



- Instructional model and mode of delivery
  - Live in-person instruction with faculty from Jackson College teach in prisons- these are some of the same faculty members who teach on the physical Jackson College campus
- Credentials offered
  - Associates Degree's in Liberal Arts
  - Michigan Transfer Articulation Agreement has a 30 credit threshold, so that is currently the goal for all of the Pathways and self-pay students - take them halfway to an associate's degree
  - Michigan also has a robust vocational program, including state and national certifications, which may be articulable for college credits for students

# Michigan Department of Corrections



- Academic and supplemental supports
  - Study halls for students
  - Peer to peer tutoring and facility educational staff tutoring
    - ✦ Developmental math supports put in place to ensure students passed developmental math- Faculty, DOC educational staff and Jackson College administrative staff keeping track through a series of calls to ensure students were supported
    - ✦ Assessments through Jackson College and MDOC to determine student aptitude and interest
  - Student advisory boards and the role they play at the facilities
- Pre-release and post-release services
  - FAFSA, Employment counselors, parole agents partnering with community based organizations for in prison in reach, making college services available to students; treating these students like students on the college campus and realizing they have the same needs

# Michigan Department Of Corrections



- Students served
  - Pathways in MI started with 160 students, pulled from a long application and search process; through attrition this has been narrowed to 120 (dropping out, release to the community)
  - Self-Pay current enrollment is 330 students
- Existing partnerships between academic, correctional, community-based institutions
  - Vera, community based organizations in return communities, educational institutions, and corrections including reentry and facility staff; important to be inclusive
- Funding source(s)
  - Privately funded from 5 foundations (Ford, Kellogg, Sunshine Lady, Open Society, and Bill and Melinda Gates) but Michigan has a 25% match including a 10% cash match to the slightly under 1 million that Michigan received.

# Prison University Project



**JODY LEWEN, EXECUTIVE DIRECTOR**

# Prison University Project



- **Our Mission and Goals**

- The mission of the Prison University Project is to provide high quality higher education to people incarcerated at San Quentin, to create a replicable model, and to stimulate public dialogue about criminal justice and higher education access in California and across the United States.
- Our goal is to provide excellent education in order to transform lives; break the intergenerational cycles of poverty, under-education, unemployment, and incarceration; and foster leadership to build a more just and democratic society.

# Prison University Project



- **Our Programs**

- The central project of PUP is the College Program at San Quentin. Founded in 1996 with no budget and an all-volunteer faculty, the Program now offers twenty classes each semester to over 330 men, including credit courses leading to a liberal arts Associate of Arts degree, as well as intensive college preparatory courses in math and English. The College Program at San Quentin is one of the largest on-site, degree-granting college programs in the US prison system, and the only one of its kind in California.
- Instructors with the College Program work as volunteers; most are graduate students or faculty from UC Berkeley, Stanford, USF, and San Francisco State University. From its inception the Program has been an extension site of Patten University in Oakland. The Program charges no fees or tuition and provides all textbooks and school supplies to students free of charge.
- The Prison University Project is also engaged in an array of artistic and cultural projects that document the intellectual and creative work of students, facilitate their civic engagement in the public sphere, and humanize the image of incarcerated people generally in the public imagination.

# Prison University Project



- ## Our Organization and Staff

- The Prison University Project is operated by 13 full-time staff, and over 100 volunteer instructors, teaching assistants, tutors and guest lecturers each semester. PUP's 2015 general operating budget is \$1.4 million. All funds are contributed solely by individual and foundations.

## Our Partnerships

- The Prison University Project is committed to ensuring that students have access to a robust continuum of reentry-related services pre- and post-release. To this end we rely on several partner organizations: California Reentry Program, Alliance for Change, Root & Rebound, and Veterans Healing Veterans. Because all of these groups are substantially smaller than PUP, we are also committed to providing mentorship and technical assistance where needed.

# Prison University Project



- **Program Replication**

- In 2014, the passage of SB 1391 authorized the California Community Colleges (CCC) to receive apportionment funding for courses offered inside the prison system, resulting in a dramatic increase in interest in our work – within the California Community College system, the California Department of Corrections and Rehabilitation (CDCR), and the California State Legislature. We recently created a formal consulting agreement with the CCC Chancellor's Office and are currently providing training to five different community colleges, and informal advising to several others.



# Prison University Project



- **Program Evaluation**

- PUP is currently planning a large-scale program evaluation that will focus on short-term outcomes (related primarily to learning and psycho-social development), as well as longer-term outcomes related to academic and professional development, economic well-being, civic engagement, and mental and physical health. A preliminary recidivism study has already been completed, and data for a pilot demographic survey of current students has just been collected. The PUP program evaluation will also ultimately examine the impact of students' participation on the educational achievement levels and other outcomes for their family members – especially their children.

# Bard Prison Initiative



**DANIEL KARPOWITZ, DIRECTOR OF POLICY  
AND ACADEMICS**

# The Inside-Out Center at Temple University



**LORI POMPA, FOUNDER AND EXECUTIVE  
DIRECTOR**

# The Inside-Out Center



- Inside-Out classes are opportunities for incarcerated students and campus-based students to study together over the course of a semester. The pedagogical approach involves circle-based dialogue, collaborative problem-solving, and creative work on projects, typically focused on social justice concerns.
- Inside-Out has multiple interrelated goals:
  - To bring opportunities for higher education into correctional facilities
  - To bring people from the outside behind prison walls, in order to deepen the conversation about and transform our approaches to issues of justice
  - To encourage dialogue across many forms of difference
  - To develop leadership and the capacity for change agency in the world.

# The Inside-Out Center



- **1997:** Inside-Out began as a single class held in the Philadelphia Prison System. The program's HQ is The Inside-Out Center at Temple University in Philadelphia.
- **2003:** Inside-Out began a process of national replication through an intensive 7-day, 60-hour Training Institute. At least one-third of each training takes place inside of prison; incarcerated participants with Inside-Out expertise co-facilitate each of the trainings.
- **To date:** Inside-Out has offered 40 trainings, involving more than 600 instructors, from 43 U.S. states and nine countries. Hundreds of Inside-Out courses have been offered since 1997, involving more than 20,000 inside and outside students.
- Courses offered in the Inside-Out model are generally undergraduate courses, spanning the social sciences and the arts and humanities, though several have been offered in graduate programs and law schools, as well.

# The Inside-Out Center



- **Instructional model**
  - Instructor-facilitated dialogue, development of an engaged learning community, collaborative problem-solving, projects, readings, papers.
- **Credentials offered (to inside students)**
  - A certificate of completion is provided, often accompanied by a letter for the inside student's file. Credit for inside students is granted when possible, depending on the resources, capacity, and approval of the educational institution. Inside-Out instructors have developed several options for making credit available:
    - ✦ 1) the school absorbs the cost of the credits
    - ✦ 2) credits are underwritten by grants
    - ✦ 3) credit is given retroactively, upon release and matriculation
    - ✦ 4) reduced costs per credit
    - ✦ 5) credits provided as continuing education; etc. Inside-Out is not a degree-granting program, though some schools may be gradually moving in that direction over time.

# The Inside-Out Center



- Academic / supplemental support
  - Some instructors have developed supports through offering office hours at the facility, interns (though not outside students currently involved in the course) to provide feedback on writing assignments, and texts, compiled readings, and resource materials for the inside students.
- Pre-release / post-release services
  - When possible, initiatives are developed by inside and outside alumni in order to continue the work that was begun in the course. Often, this takes the form of a “think tank,” which is comprised of both inside and outside alumni meeting regularly after the course is completed. While these are not “services” per se, they are opportunities for the leadership abilities that emerged through the course to be taken to a deeper level. Currently, there are 14 think tanks throughout the U.S. and more developing here and abroad.

# The Inside-Out Center



- Students served and existing partnerships
  - Inside (incarcerated) and outside (campus-based) students in a variety of settings – state prisons, county jails, federal prisons, and community-based (e.g. re-entry) facilities, through large research institutions, smaller liberal arts colleges, and community colleges, in urban, suburban, and rural areas. Instructors partner with various types of facilities, depending on availability and distance from the academic institution.
- Funding sources
  - The Inside-Out Center is funded through grants, gifts, training fees, etc. – but does not financially support instructors in their teaching. The instructors develop their own sources of funding according to their needs and the opportunities available through their institutions. Inside-Out instructors are not volunteers. Generally, classes become part of the instructor's workload.



# Q&A



# Resources



# Resources



- Department of Education, Correctional Education
  - ✦ <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html>
- Department of Justice, Bureau of Justice Assistance
  - ✦ <https://www.bja.gov/Events/TTA.html>
- National Reentry Resource Center
  - ✦ <https://csgjusticecenter.org/jc/category/reentry/nrrc/>
- Vera Institute of Justice – Expanding Access to Postsecondary Education
  - ✦ <http://www.vera.org/project/expanding-access-postsecondary-education>

# Thank you!

