

Inside/Out & Prison Education Program

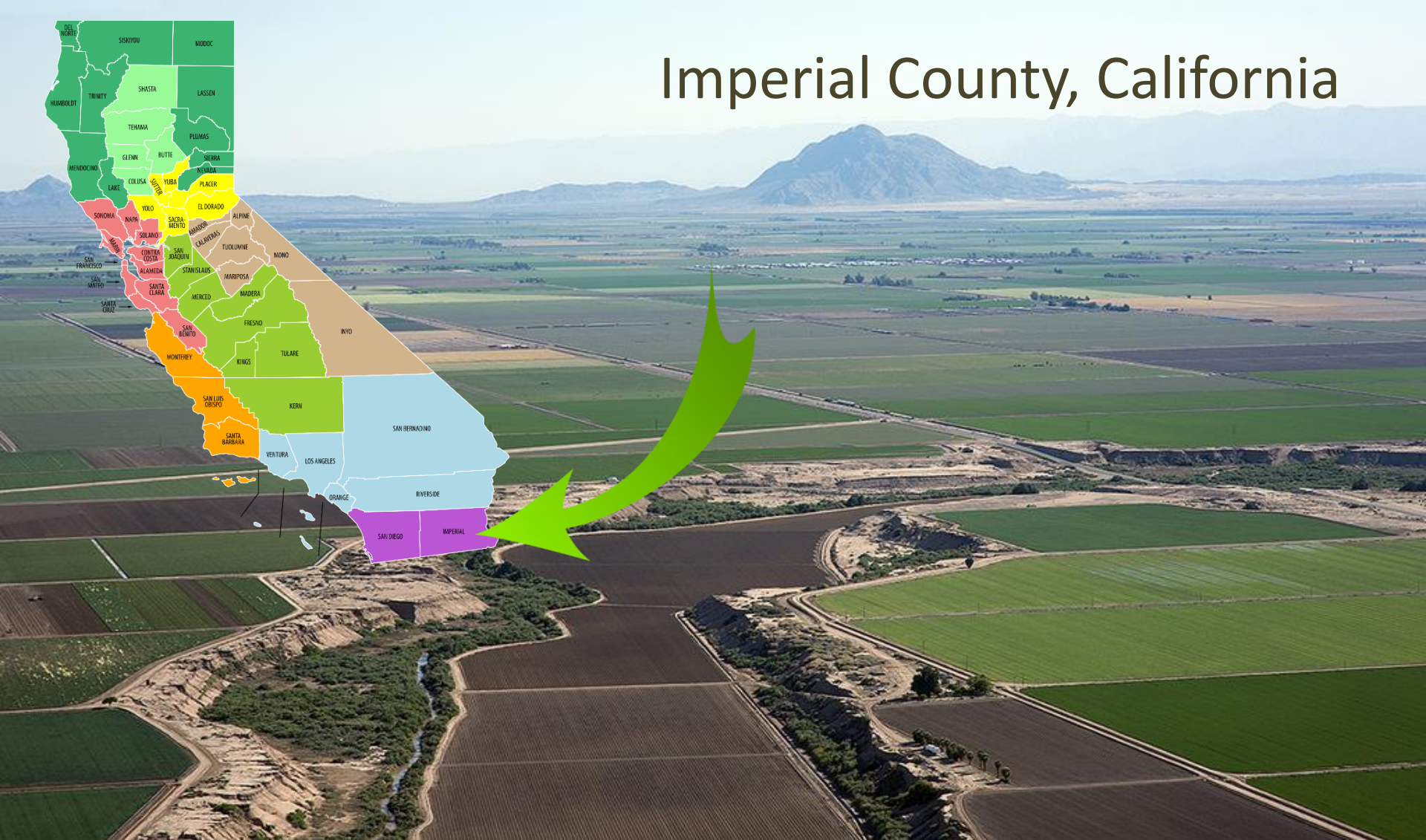
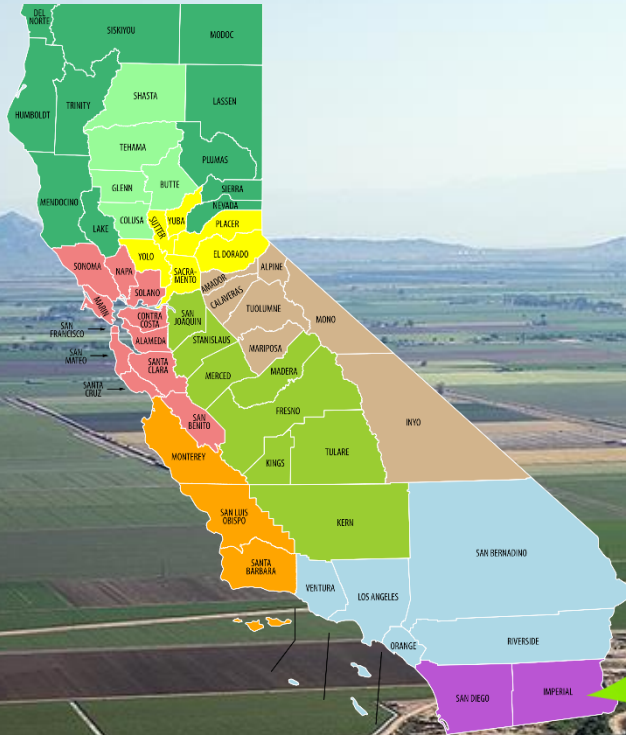
Breaking Down the Walls that Divide Us



- **Established 1960**
 - Only community college district in Imperial County (pop. 176,584)
- **Student Population**
 - 8,041±
- **Gender**
 - Female – 57%
 - Male – 43%
- **Ethnicity**
 - Hispanic – 91%
 - White – 4%
 - Other – 5%
- **Age**
 - 19 or under – 30%
 - 20-29 – 49%
 - 30 and over – 21%



Imperial County, California





U.S. Census Quick Facts	California	Imperial County	San Diego County
Population, 2014 estimate	38,802,500	179,091	3,263,431
Black or African American alone, 2013	6.6%	3.5%	5.6%
American Indian and Alaska Native alone, 2013	1.7%	2.6%	1.3%
Asian alone, 2013	14.1%	2.4%	11.7%
Native Hawaiian and Other Pacific Islander alone, 2013	0.5%	0.2%	0.6%
Two or More Races, 2013	3.7%	1.8%	4.2%
Hispanic or Latino, 2013	38.4%	81.8%	32.9%
White alone, not Hispanic or Latino, 2013	39.0%	12.8%	47.2%
Language other than English spoken at home, 2009-2013	43.7%	74.5%	37.4%
High school graduate or higher, 2009-2013	81.2%	64.5%	85.5%
Bachelor's degree or higher, 2009-2013	30.7%	13.3%	34.6%
Median household income, 2009-2013	\$61,094	\$41,807	\$62,962
Persons below poverty level, 2009-2013	15.9%	23.3%	14.4%

DEMOGRAPHICS



POVERTY
IS THE PARENT OF
REVOLUTION AND CRIME.

Aristotle

(384 – 322 BC)



Incarceration

Country	Population*	World Ranking*	Prison Population Total**	World Ranking**	Rate of Incarceration
China	1,393,783,836	1	1,657,812	2	.12%
India	1,267,401,849	2	411,992	5	.003%
United States of America	322,583,006	3	2,217,000	1	.69%
Indonesia	252,812,245	4	167,163	9	.07%
Brazil	202,033,670	5	581,507	4	.29%
Pakistan	185,132,926	6	74,944	18	.04%
Nigeria	178,516,904	7	57,121	33	.03%
Bangladesh	158,512,570	8	71,606	21	.05%
Russian Federation	142,467,651	9	676,532	3	.47%
Japan	126,999,808	10	61,794	29	.05%

*Source: Worldometers at www.worldometers.info

**Source: International Centre for Prison Studies at www.prisonstudies.org



Rehabilitation vs. Punishment

CORRECTIONAL EDUCATION



Gehring's Historical Inquiry

- Although there is community hostility against “coddling” convicts with “free” college programs, research shows that:
 - Until mid-1990’s, most inmates were eligible for college because of **poverty**, not incarceration.
 - College tends to socialize students for decent community life.
 - Education is an investment in the future that can transform publicly supported persons into taxpaying citizens.
- Correctional postsecondary education is highly influenced by funding and politics.



RAND Study

- How Effective is Correctional Education, and Where Do We Go from Here? (2014)
 - Key Findings
 - Correctional Education is effective in reducing recidivism for incarcerated adults.
 - Correctional Education, especially vocational training, is effective in improving an individual's likelihood of post-release employment.



How Effective Is Correctional Education, and Where Do We Go from Here?

The Results of a Comprehensive Evaluation

Lois M. Davis, Jennifer L. Steele, Robert Bozick, Malcolm V. Williams, Susan Turner, Jeremy N. V. Miles, Jessica Saunders, Paul S. Steinberg





Degrees of Freedom

- Recent Policy/Legislative changes
 - **AB 109 Public Safety Realignment (2011)**
 - Mandates that individuals sentenced to non-serious, non-violent or non-sex offenses will serve their sentences in county jails instead of state prison.
 - Created Community Corrections Partnerships (CCP)
 - **SB 1391 Community Colleges: Inmate Education Programs (2014)**
 - Waives “open access” enrollment requirements for community colleges offering in-person courses for incarcerated students.
 - Provides full apportionment funding for incarcerated students.
 - Includes all correctional facilities (local, state, federal).



Imperial County

INSIDE/OUT COLLEGE PROGRAM



INSIDE/OUT College Program

Social Change through Transformative Education

The purpose of the Imperial County Inside/Out College Program is to increase opportunities for incarcerated and non-incarcerated students to have learning experiences that emphasize collaboration and dialogue, while addressing issues of social concern.

The Imperial County Inside/Out College Program seeks to reduce recidivism by supporting successful offender community reentry through education and community partnerships.

Imperial County's Inside Out College Program is modeled after the Inside-Out Prison Exchange Program, which was founded by Lori Pompa in 1997 at Temple University in Philadelphia, PA.



ADS Certificate Pathway

Certificate Course Sequence (36 Units Required for Certificate Completion)			
Semester	Course ID	Course Description	Units
Fall - 1 st Semester	ADS 178	Life Skills	1/Total = 1
Spring - 2 nd Semester	ADS 110	Physiological Effects of Alcohol and Drugs	3/Total = 4
Fall - 3 rd Semester	ADS 101	Alcoholism: Intervention, Treatment, and Recovery	3/Total = 7
Spring - 4 th Semester	PSY 101	Introduction to Psychology	3/Total = 10
Fall - 5 th Semester	SOC 101	Introduction to Sociology	3/Total = 13
Spring - 6 th Semester	ADS 150	Sociology of Minority Groups	3/Total = 16
Fall - 7 th Semester	ADS 120	Introduction to Counseling	3/Total = 19
Spring - 8 th Semester	ADS 130	Group Leadership and Group Process	3/Total = 22
Fall - 9 th Semester	ADS 200	Family Counseling Approaches to Alcohol and Drug Abuse	3/Total = 25
Spring - 10 th Semester	ADS 210	Crisis Intervention and Referral Techniques	3/Total = 28
Fall - 11 th Semester	ADS 240	Ethics and Legal Standards in Alcohol Counseling	3/Total = 31
Spring - 12 th Semester	ADS 220	Practicum	3/Total = 34
Fall - 13 th Semester	ADS 221	Practicum	3/Total = 37



Program Evaluation – Spring 2016

RETENTION

- Three students failed to complete the course (two inside students and one outside student).
- **Inside/Out Program Retention Rate: 86.2%**
- **IVC Average Retention Rate: 86%**

SUCCESS

Completing the course receiving a C or higher.

- **Inside/Out Students: 75.5%**
- **IVC Campus Average: 69.3%**

ASSESSMENTS

- Pre/Post Surveys re Perceptions of Education
 - Reflections
 - Focus Group





Program Evaluation – Fall 2016

RETENTION

- Three students failed to complete the course (two inside students and one outside student).
- **Inside/Out Program Retention Rate: 82.75%**

SUCCESS

Completing the course receiving a C or higher.

- **Inside/Out Students: 75.86%**

ASSESSMENTS

- Pre/Post Surveys re Perceptions of Education
 - Reflections
 - Focus Group





Program Evaluation – Spring 2017

RETENTION

- Three students failed to complete the course (two inside students and one outside student).
- **Inside/Out Program Retention Rate: 75.86%**
- **IVC Average Retention Rate: TBD**

SUCCESS

- Completing the course receiving a C or higher.
- **Inside/Out Students: 72.42%**
 - **IVC Campus Average: TBD**

ASSESSMENTS

- Pre/Post Surveys re Perceptions of Education
 - Reflections
 - Focus Group





National Recognition

- California State Association of Counties (CSAC)
 - 2016 Challenge Award Recipient
- National Association of Counties (NACO)
 - 2015 Criminal Justice and Public Safety Award for Innovative Programming
- American Jail Association (AJA)
 - 2015 National Volunteer of the Year Award





Student Reflections

Student Success Story by: Mathew Fields

"I can honestly say it was a honor and privilege working with every last student inside and out, and also being able to show myself I can function with normal people that were never judgmental or never teased or looked at me like I didn't deserve to be there. Thank you for giving me the opportunity and the privilege to be in this program and I hope and pray that I can further my education and really change my life."

~ Inside Student

"The Inside/Out Program has given me a different look about the stereotypes of people who are inmates. They are just as normal as anybody else. I feel much more comfortable being in a class with them, than being at my other classes at IVC."

~ Outside Student



PRISON EDUCATION PROGRAM

- Prison Education Program (PEP) provides students at Centinela and Calipatria State Prisons the opportunity to obtain an Associates Degree for Transfer (ADT) through face-to-face instruction.





Pathways

- Calipatria State Prison
 - Associate Degree for Transfer:
Sociology
- Centinela State Prison
 - Associate Degree for Transfer:
Psychology





Program Evaluation – Fall 2016

- Centinela – 4 classes (One per yard)
- Calipatria – 2 classes (Yard A / D)
- 163 Total Students



RETENTION

Fourteen students failed to complete the course

- **PEP Retention Rate: 96.82%**
- **IVC Campus Retention Rate: 91.20%**

SUCCESS

Completing the course receiving a C or higher

- **PEP Success Rate: 93%**
- **IVC Campus Students: 65%**

ASSESSMENTS

- Pre/Post Surveys re Perceptions of Education
 - Reflections



Program Evaluation – Fall 2016 Continued

Fall 2016	Ethnicity (#)	Ethnicity (%)
American Indian or Alaska Native	2	1.27%
Asian	6	3.82%
Black or African American	38	24.20%
Hispanic / Latino	97	61.78%
Two or More Races	1	0.64%
Unknown / Non-Respondent	6	3.82%
White	7	4.46%
Grand Total	157	100.00%

Fall 2016	Age At Term (#)	Age at Term (%)
20 to 24	13	8.28%
25 to 29	22	14.01%
30 to 34	34	21.66%
35 to 39	46	29.30%
40 to 49	35	22.29%
50 +	7	4.46%
Grand Total	157	100.00%



Program Evaluation – Spring 2017

- Centinela – 8 classes
(Two per yard)
- Calipatria – 6 classes
(Two yard A/D, One yard B/C)
- 227 enrolled

RETENTION

Fourteen students failed to complete the course

- **PEP Retention Rate: 90%**
- **IVC Campus Retention Rate: 91%**

SUCCESS

Completing the course receiving a C or higher

- **PEP Success Rate: 88%**
- **IVC Campus Success Rate: 69%**





Program Evaluation – Fall 2017

In Progress...



Centinela State Prison

- A Yard – 3 classes (10 units)
- B Yard – 3 classes (9 units)
- C Yard – 4 classes (13 units)
- D Yard – 3 classes (9 units)
- **109 Enrolled Students**

Calipatria State Prison

- A Yard – 4 classes (13 units)
- B Yard – 3 classes (9 units)
- C Yard – 3 classes (10 units)
- D Yard – 4 classes (12 units)
- **108 Enrolled Students**

Success Rates pending Final Grade Submission



TRANSITION / RE-ENTRY

Supportive Services



Serving Our Formerly Incarcerated Students (FIS)

Minority Male Collaborative Coordinator (M2C2)

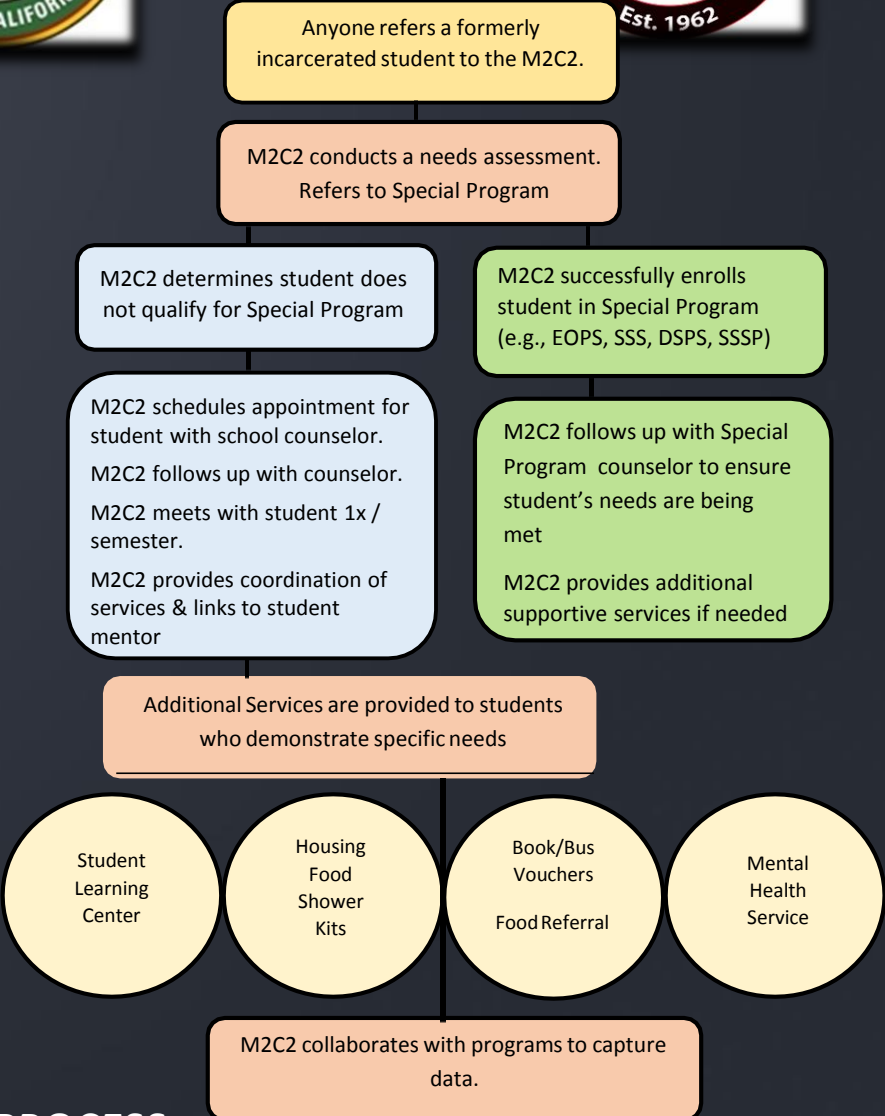
The M2C2 ensures students, male and female, experiencing reentry have access to information and services that specifically support their academic well-being. **IVC's Minority Male Collaborative Coordinator can be contacted at (760) 355-5708 or eduardo.pesqueira@imperial.edu**

How can I help?

Referring a student to the M2C2 is a great start! If you are interested in finding out more information about possible services offered, please contact us at the email address above.

- Different reasons to refer a formerly incarcerated student to services:**
- Student was recently released from county, state, or federal correctional institution
 - FIS is attempting first or second year at IVC
 - FIS has difficulties adjusting to reentry and present with any of following barriers to learning: academic, economic, housing, social, mental health, legal, other.

- Additional Planned Support Services at IVC:**
- Formerly Incarcerated Student's Mentor Program—Utilizing current FIS to support each other during their education
 - Formerly Incarcerated Network Services—Connecting FIS to other FIS college programs when transitioning to other counties
 - Formerly Incarcerated Resilient Students in Transition Club (FIRST) - Student led group aimed at providing support, information, and networking opportunities to FIS on campus.



FORMERLY INCARCERATED STUDENT REFERRAL PROCESS



WRAPAROUND SERVICES

- “Warm Handoffs”
- Campus Tours
- Student Mentorship
- Enrollment / Financial Aid Application Assistance
- Monthly Support Meetings (FIRST – Formerly Incarcerated Resilient Students in Transition)
- Counseling Groups (Prison Program)
- One-on-One Counseling
- Basic Needs Assistance
 - Case Management / Community Referrals / Food Pantry
- Community Outreach



Potential Future Collaboration

- McClain Valley Conservation Camp (Boulevard, CA)
 - Potential Collaboration
 - Incarcerated Population with 6 month – 5 year terms prior to release





IVC's Core Values:

All people should have the opportunity to reach their full educational potential

An educated citizenry is the basis for democracy

A college should embrace diversity in all its forms

A college should strive for innovation and creativity

All people have the right to access quality higher education

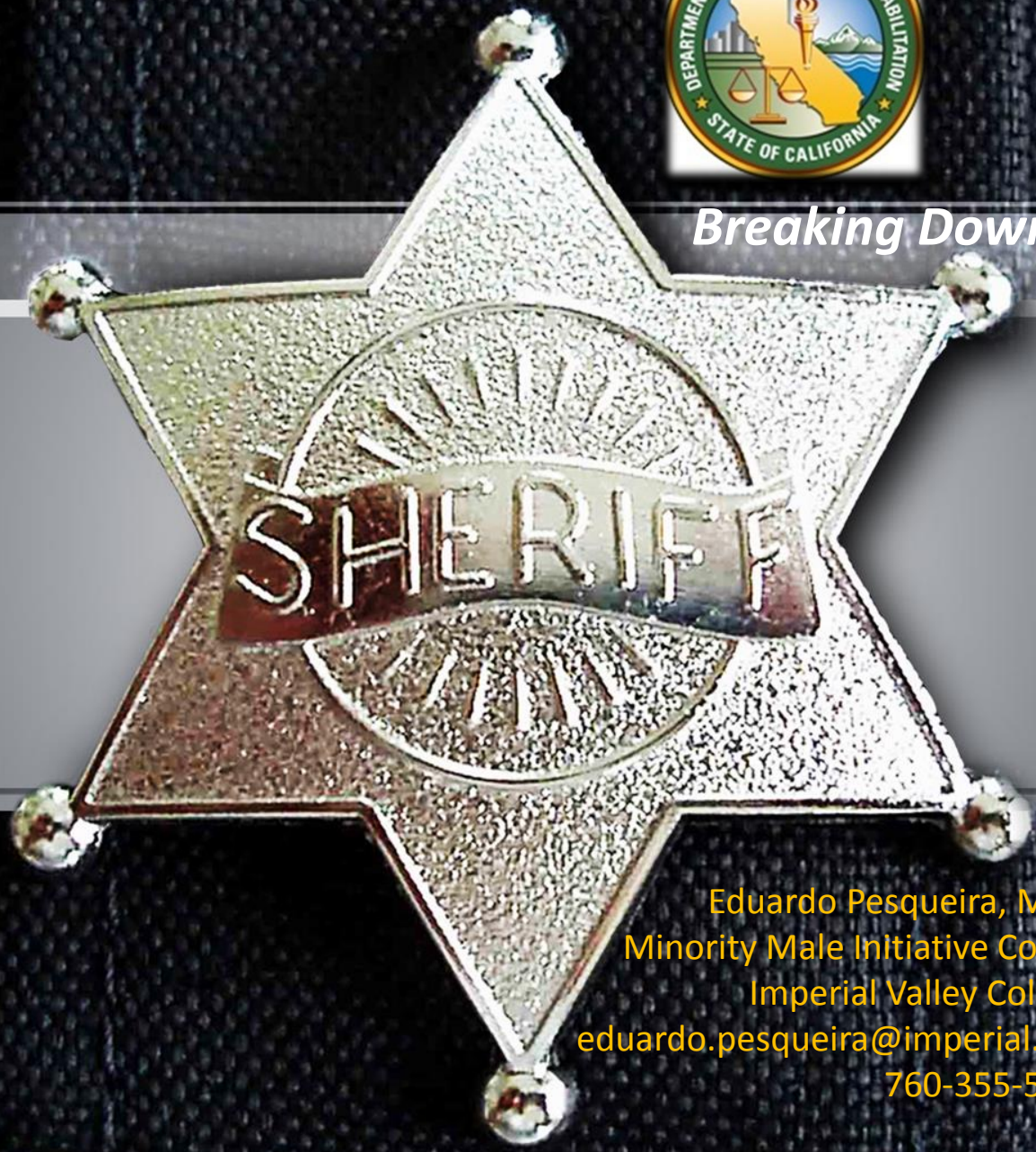
All people should have access to lifelong learning

Why Transformative Education?





Breaking Down the Walls that Divide Us



Questions?

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Transformation through Education!!



Third Annual National Consortium on College Men of Color Working Group Meeting
Correctional Education Presentation, June 8, 2017