

# **Incarcerated Student Education Program Department**

## **ASP for Academic Year 2022-2023**

November 2021

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## **Description Of Section**

### **Connection to College Mission**

The Incarcerated Student Education Program (ISEP) is recognized state-wide as a thriving, full-service, face-to-face program. ISEP offers a variety of degree pathway college courses at California City Correctional Facility (CAC) and at California Correctional Institution (CCI -Tehachapi). The college program at both CAC and CCI offers students access and opportunity to earn multiple AS-T's and AA-T's, including two CTE degrees, through IGETC and degree pathways, as well as an associates degree in Liberal Arts: Social and Behavioral Sciences and Arts & Humanities.

Additionally, students at both facilities are offered counseling and advising services, including education planning, enrollment assistance, EOPS, DSPS, and transfer assistance. The ISEP program also facilitates enrollment assistance through admissions and records, financial aid assistance, and the distribution course books.

Overall, the ISEP program is committed to serving the diverse population of incarcerated students who reside in the rural communities we serve by being innovative in our efforts to continually provide equitable educational programs and student services, and ensuring that we provide our incarcerated students with as many opportunities as possible to be successful in their college careers and beyond.

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## **Review And Planning**

### **Performance and Equity Gaps Still to be Addressed**

ISEP student success is on a downward trend, decreasing 1% in 18/19 and 5% in 20/21. This is likely due to several factors related to COVID, mostly associated with the switch to correspondence modality. Correspondence led to delays in the receipt of student work, so a decision was made to issue incomplete grades to students who may be missing significant amounts of work, rather than issuing substandard grades. Additionally, the switch to correspondence was hard for many students who learn better with face-to-face instruction, so the number of withdrawals and substandard grades went up compared to when all instruction was in-person.

With the return to face-to-face instruction, the expectation is that course success will return to normal. The student and faculty tutors have resumed tutoring services within the prisons, which will also add to the success rates. Additionally, the incompletes that have been issued over the past few semesters are continually being updated to passing grades.

### **Last Year's Initiatives**

No prior year initiatives to report on.

### **Initiatives for Next Academic Year**

#### **Continuous Departmental Development and Improvement**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

With the establishment of the ISE department/campus and addition of new positions, there is a need to continually restructure, delineate roles, and make improvements to the department/campus. The goal is to ensure that all ISE staff have a clear understanding of their roles and expectations, and that work is properly distributed in order to effectively and efficiently serve students.

**Early Observational Data, or "Lead" Measure(s):**

Written, clear delineation of roles for all employees

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

A well established, smoothly running department that provides quality, equitable services to all incarcerated students.

**Person Responsible:**

All staff ISE staff, overseen by the director

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, It addresses an accreditation Quality Focus action item

**Bachelor's Degree Consideration**

**Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

Research the feasibility of starting a Cerro Coso Bachelor's degree program with the express interest of offering it at the two prison sites. Research will include which degree programs can be offered, associated costs, logistics of scheduling and classroom availability, staffing considerations, CDCR requirements, etc.

There is a large movement to bring universities into the CDCR system to allow our transfer ready students to continue their education; however, there is resistance among the CSU's for various reasons. To graduate our matriculated, transfer ready students, a Cerro Coso Bachelor's degree program may be the most viable option. This also brings the likelihood of transfer students from other institutions who are also seeking their next degree.

**Early Observational Data, or "Lead" Measure(s):**

Collaboration with faculty and staff to complete research to gather all necessary information.

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

Utilizing the research and information gathered, collaborate with faculty, deans, VPs, and president to determine the feasibility of establishing a Bachelor's degree program at Cerro Coso Community College, as well as the next steps to be taken if feasibility is determined.

**Person Responsible:**

ISE staff, faculty, director

**Unit gap or institutional goals addressed:**

It addresses a gap in student equity, It addresses a Student Equity and Achievement Plan goal

## **Creation and Implementation of ISEP Student Handbook**

**Is this part of a multiyear initiative?**

**Specific Action Steps to be Taken:**

One of the major projects that will come out ISE will be a comprehensive student handbook, which will be given to all incarcerated students initially, then only to new students moving forward. The handbook will contain relevant information related to the college, available degrees and courses, student services, etc. This will be a collaborative effort with consultation with the various involved departments to ensure accuracy.

**Early Observational Data, or "Lead" Measure(s):**

Outline/rough draft of the student handbook by mid-semester

**Does the department request help developing these instruments?**

**Institutional Performance Data, or "Lag" Measure(s):**

A comprehensive student handbook that will be distributed to all incarcerated students. If specific data is required, a survey can be created to find out if students know where to get the information that will be included in the handbook to be sent out before the handbooks are made available, and another to be sent out after handbooks are issued.

**Person Responsible:**

All ISEP staff, overseen by director

**Unit gap or institutional goals addressed:**

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

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## **Resource Needs**

### **Facilities**

**Additional office space:**

With the permanence of the ISEP office and hiring of designated employees, ISEP is in desperate need of a designated department area. We are currently only designated one office, a corner of the open reception area, and one classroom (for

storage) of the Tehachapi campus. With the hiring of our third designated position, we are occupying every open space, and have no more room for additional growth.

The current space we are housed in at the Tehachapi campus does not allow for additional expansion as needed, so the ideal situation would be to find a different space that would account for the growth that has occurred in East Kern over the last 5 years, and allow for additional growth.

## Information Technology

No requests at this time

## Marketing

No requests at this time.

## Professional Development

**Management/Classified Leadership Development:** (Connected to 2021-2022 ISEP Targeted Initiative). Conference attendance (if the budget permits) is extremely vital in regards to staying abreast of new and changing requirements associated with working with the incarcerated populations.

- This conference provides administration with the ability to present at the conferences so that state-wide and nation-wide, Cerro Coso Community College can be recognized for excellent work/programs, along with gathering information, data and ideas so that these programs can continue to grow and continue to positively impact the student with their success and completion along with the college fiscally.

Program Director, Incarcerated Student Education and Program Technician, ISEP to attend the Alliance for Higher Education in Prison 2022 conference (out-of-state). Amount requested: \$4000.00 (travel for two individuals).

**Faculty:** Education is constantly evolving, and this is especially true for higher education in prison, as our history in the prisons is relatively short. It is important to keep our faculty up-to-date on the new and evolving practices of higher education in prison, as well as any changes that come from working with CDCR. Request is for \$5500 to provide three ISEP faculty trainings (one each for fall, spring, and summer) to provide updated trainings ISE teaching practices for ISEP faculty.

## Other Needs

ISEP Director is requesting executive administration to review the organizational chart in the area and make the following change:

1. ISEP Director to be supervised by the VP of Academic Affairs based on the position directing and overseeing "prison campuses/sites".

ISEP is requesting that the English Department look at the need for a Communication Studies program/faculty in the future. This has been a request of students in the EK/ISEP area. This program would advance and contribute to an increase in enrollment and choices for the students that we serve in all areas.

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## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

#### Reassigned Time - Prison Education (4) Coordinators (.3 load total)

Location:

EKC Edwards/Cal City, EKC Tehachapi

**Justification:**

The BC Innovation Award funding came to an end June 30, 2021. This award funded monthly hours for three prison faculty leads in the areas of Letters and Sciences, Career Technical Education and Phi Theta Kappa ISEP coordinator.

This request is to ask for reassigning a .1 load for a full-time faculty member that focuses on/targets California City Prison site, a .1 load for a full-time faculty member that will focus/target California Correctional Institution (Tehachapi) site, a .1 load for a full-time faculty member to take on the role as an ISEP Phi Theta Kappa coordinator at California City Prison, and a .1 load for a full-time faculty member to take on the role as an ISEP Phi Theta Kappa coordinator at California Correctional Institution (Tehachapi).

One reason why our ISEP program is so successful is due to the efforts and participation of our current faculty leads. Moving forward, in order for this program to grow and remain sustainable, there is a great need for continue faculty involvement (from both the Letters and Sciences and CTE areas) to assist with planning, analysis, identification of gaps, faculty support, and overall program review/evaluations, and this effort should be compensated.

Providing this reassigned time and a multi-year commitment to co-coordinators will assist with the growth and sustainability of this growing and thriving program. Overall, this request targets the college's commitment to the mission and ACCJC standards (III and IV). Below are a few identified responsibilities of the co-coordinators reassigned time:

1. Adjunct coordination and review (possibly evaluation assistance)  
2. Adjunct hiring process/partner and recruiting  
3. Liaison between Education Coordinators at the prison and Cerro Coso Faculty  
4. Counseling with faculty over issues related to faculty in the prison  
5. Main contact point between the ISEP Director and other faculty  
6. Course instructional design  
7. Prison classroom management advisory developing a handbook for incarcerated students  
8. Developing a handbook for practices and policy for faculty teaching in the prison  
9. Work collaboratively to establish a scalable model of prison education  
10. Report, interpret, and implement data based solutions for student and program success  
11. Provide mentorship for new adjunct or new-to-prison faculty  
12. Assist with development of course scheduling and future program development  
13. Represent CCCC in the academic community and local community  
14. Report to administrative personnel on all matters of prison education as needed  
15. Remain up-to-date and implement appropriate changes in law and policy that impact prison students  
16. Conduct faculty training as needed  
17. Tehachapi located, constant on-site visits with the ability to interact with all necessary stakeholders face-to-face

2021-2022 East Kern College Center Annual Section Plan 14 ACCJC Standards Targeted: Standard III: Student Learning Programs and Supportive Services

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard IV: Leadership and Governance - Decision Making Roles and Processes

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

## **Librarian - ISEP Section Plan Fully Supports this Faculty Request**

**Location:**

EKC Edwards/Cal City, EKC Tehachapi

**Justification:**

Since 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges currently be at the "Continuous Sustainable Quality Improvement" in support of student success and educational excellence. "The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and

wherever they are offered. (Standard II.B.1 and II.B.4)”

(<https://accjc.org/wp-content/uploads/Accreditation-Standards-2014-with-BA-degree-highlights.pdf>)

ISEP and East Kern administration, faculty and staff all collectively agree and support the below EK/ISEP full-time Librarian position request to meet the standard of not only student success/educational excellence, but the information and learning support services Accreditation Standard II B. Our area has come to a point that this full-time Librarian position is a **critical need** for the learning and success of **all** EK students (i.e. on-site, distance education, incarcerated and dual enrollment) based on enrollment and FTES generation.

***Below is the position justification pulled from the 2022-2023 Librarian AUP position request:***

For the 5th consecutive year, we are requesting a Librarian to serve our expanding service area in EK (Tehachapi Center and CCI Prison). We are aware that new positions may not be considered due to the budget uncertainty that has arisen from the pandemic; however, we are including this to serve as documentation of the continued need for this position.

Cerro Coso's ISEP program has now grown into its own campus with a Director and designated staff. ISEP enrollment is nearly equal to our online enrollment at the college. While the library makes every attempt to offer equitable library supports to ISEP students, we are unable to do so with only two full-time librarians who are already serving the needs of students across the college's service area, including online. We have also dealt with high adjunct turnover. Additionally, the Tehachapi campus has been underserved by the lack of a librarian at EK.

This Librarian would:

Provide library instruction and reference assistance to incarcerated students as well as students enrolled at the Tehachapi Education Center. Collaborate with EK faculty on designing curricula that builds information competency skills, an Institutional Learning Outcome.

Perform collection development and maintenance in collaboration with EK faculty and working with the prison administrators and librarians.

Offer library instruction and workshops to students at EK and in ISEP courses.

Ensure OER adoption at the prisons is compliant with Creative Commons Licensing.

Work with the IWW Librarians to align library programming, services, and access to resources to achieve Accreditation Standard II B (equitable library services to ALL students regardless of location or means of delivery).

**Data Justifications:**

Prison reference began in AY 17-18 with 669 prison reference compared to on-ground, which was 377. In AY 18-19, we had 1074 prison reference, compared to 425 for on-ground. We also staffed 1.8 FTE adjunct hours in AY 18-19, with the majority being at EK. For AY 19-20, prison reference was 540, compared to 224 on-ground. For AY 20-21, prison reference was 179 compared to 0 on-ground. Both AY 19-20 and 20-21 reflect lower statistics as a result of the library closure due to earthquake damage (on-ground) and the global Covid-19 pandemic that closed the college and moved prison education to correspondence mode, which decreased faculty submitting large batch student research requests. As we move back into in-person instruction at the prisons, prison reference will grow back to the increased rates we saw before the pandemic. As the prison enrollments continue to grow, so will the need for library supports.

At least two sections of LIBR C111 are taught each semester at the prisons using adjuncts. This amounts to a .4 semester faculty load.

Two full-time counselors have been hired to serve the needs of ISEP students.

Prison instructors have a goal of 100% OER adoptions, so there is a need for increased library support to ensure Creative Commons compliance and to help avoid potential copyright violations that could put the District in legal jeopardy.

## **Counseling**

**Location:**

EKC Tehachapi

**Justification:**

The East Kern Center had previously been operating with one full-time counselor and two Educational Advisors. Over the past two years, the needs of campuses in this area and CCI have shifted the staffing priorities for the Counseling department. While enrollment declined at KRV, it increased at the Tehachapi Education Center, CCI, and for the dual and concurrent enrollment program. Additionally, an EOPS program was developed at CCI and for the Tehachapi site which has the ability to be expanded.

Tehachapi CCI has approximately 820 students. There were 39 graduates at CCI for the 20-21 school year. Cerro Coso is expecting an 18.2% increase in headcount for the dual enrollment program which has already grown. The largest portion of that program resides in the communities surrounding East Kern. This requires the need to ensure staffing is best aligned to support both the site, the surrounding communities, and the prison.

Based on the limitations of Classified work that can be completed by Educational Advisors and the shifting needs of the sites and prison, it has been determined that two full-time counselors and one Educational Advisor would serve the needs of students more effectively. Counselors are able to conduct certain activities such as comprehensive education planning, transcript evaluations, and graduation evaluations that typically cannot be completed by Educational Advisors.

In addition to the general population at the site and in the prison, this full-time counselor will work with students in EOPS and DSPS programs. This requires a counselor who meets minimum qualifications in certain areas and to have a specialized skill set. It is anticipated that the EOPS population will expand at the prison and the site.

## **2000 Category - Classified Staff**

### **Incarcerated Student Education Program Coordinator**

**Location:**

EKC Edwards/Cal City, EKC Tehachapi

**Salary Grade:**

42.5

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$49,254.60

**Justification:**

The Incarcerated Student Education Program (ISEP) Coordinator position allows for continued ISEP growth by increasing efficiency and performance to better serve our students. Due to projected growth for the ISEP program, there is a need for a full-time program coordinator position.

This proposal includes a full-time ISEP Coordinator effective July 1, 2022. This position would assume some administrative and coordination duties of the ISEP Director, allowing for focus on budgeting, program fund management, reporting, and outreach, rather than the smaller daily tasks of running the program.

## Duties in full time position

- Point-of-contact for CDCR staff and educational coordinators
- Coordinate ISEP orientation, registration, materials distribution and collection, at CAC and CCI
- Coordinate directly with CDCR adult education (GED program) to engage GED students and create direct pipeline of incoming ISEP students at CAC and CCI, through workshops and presentations
- Coordinate with Cerro Coso CTE to establish pathways for ISEP students to obtain a combination of marketable skills and certificates for employment during reentry while completing degrees at Cerro Coso online
- Coordinate with Kern County Parole/Probation to obtain active participation in PACK meetings, creating additional pipeline of students
- Establish and implement processes and procedures to streamline communication between CDCR, ISEP staff, and Cerro Coso faculty and support services.
- Participate in statewide calls and meetings pertaining to higher education in prisons

### 1. Explain why the work of this position cannot be assigned to current staff.

Although the establishment of ISEP as a permanent office has allowed for the hiring of a full-time director, full-time technician, and a part-time department assistant II, three individuals and 100 hours per week is simply not enough to sustain the program long-term.

Previously, the workload was distributed amongst the Director of East Kern, ISEP Manager, ISEP Re-entry Coordinator, KRV LAC Technician, and the KRV DA III, with either all or the largest portion of their hours dedicated to ISEP. The program was also supported by the Tehachapi DA II and Educational Advisor (supporting with student services needs) as needed. With the growth of the Tehachapi site, there has been a need redirect staff focus to the campus, and away from ISEP, which warrants the need for additional dedicated ISEP staff.

The current staff simply cannot continue to manage the program as is without additional support, when all work must be done manually, particularly when accommodating for projected growth. From scheduling, to new student applications, preparing for and attending in-person registration events, manually enrolling each student, manually processing drop requests, tracking and managing drops for transferred or paroled students, managing and updating course rosters, distributing course materials, answering student inquiries, printing and sending student grades for both student records and for prison institution records, in-person graduation events, every step of working with our incarcerated students is a manual process, and it requires a tremendous amount of time and staffing requirements.

#### ***Designated staffing at each site compared to ISEP:***

##### **Eastern Sierra Unduplicated headcount (including dual enrollment)- 94:**

- Full-time staff/faculty- 1 director, 5 classified
- Part-time staff/faculty- 3 classified
- **Total: 9**

##### **East Kern Unduplicated headcount (including dual enrollment)- 702:**

- Full-time staff/faculty- 1 director, 1 manager, 5 classified (2 in hiring phase)
- Part-time staff- 1 classified
- **Total: 8**

##### **ISEP Unduplicated headcount- 1,334:**

- Full-time staff- 1 director, 1 classified
- Part-time staff- 1 classified
- **Total: 3**

### 2. Describe the impact on the college if the position is not filled

The current ISEP staff have proven to successfully accept and adapt to new challenges as the ISEP program has grown; however, not without risk of burnout and decreasing morale. With the loss of certain dedicated positions and the hours of other positions that were previously dedicated to the program, which causes existing staff take on more duties, the program loses opportunities to scale up, improve processes and procedures, effectively perform outreach services, and address student needs.



**3. Is a temporary employee currently performing the work of this position? (Y/N)**

No

**4. How is the work assigned to this position presently accomplished?**

The work is currently being performed largely by the ISEP Director and/or Program Technician or not at all, which is causing both individuals to be stretched thin and causing mental and physical burnout. Running two sites with over 1,300 students, where no work is automated, is simply too much for two individuals to continue long-term.

*If the funds aren't available to designate for this position in the coming year, please consider funding if/when the Rising Scholars categorical funding has been approved and disbursed (expected by April/May, 2022) to use as a partial funding source.*

**ISEP Department Assistant II (Current 19-hour employee)- Increase to 40-hour position (21 hour/week increase)**

**Location:**

EKC Tehachapi

**Salary Grade:**

35

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$34,858.80- results in a \$19,175.28 increase

**Justification:**

Portion of DA II duties:

- Sort student inquiries and distribute to appropriate parties
- Manage student files (scanning and documenting)
- Faculty copy requests that are not high capacity and requiring binding
- Liase between faculty and copy center to ensure materials smooth transport
- Maintain inventory of ISEP course books and materials
- Maintain inventory of supplies and ensure ordering to keep needed supplies on hand
- Maintain ISEP inbox- distribute as needed
- Maintain follow-ups on student concerns, grade changes, and drops (jotform entries)
- Assist with registration
- Assist with distribution of course materials
- Assist with faculty prison clearances
- Assist counseling staff with correspondence and record keeping
- Assist with orientations, including the input of contacts

**1. Explain why the work of this position cannot be assigned to current staff.**

Although the establishment of ISEP as a permanent office has allowed for the hiring of a full-time director, full-time technician, and a part-time department assistant II, three individuals and 100 hours per week is simply not enough to sustain the program

long-term.

Previously, the workload was distributed amongst the Director of East Kern, ISEP Manager, ISEP Re-entry Coordinator, KRV LAC Technician, and the KRV DA III, with either all or the largest portion of their hours dedicated to ISEP. The program was also supported by the Tehachapi DA II and Educational Advisor (supporting with student services needs) as needed. With the growth of the Tehachapi site, there has been a need redirect staff focus to the campus, and away from ISEP, which warrants the need for additional dedicated ISEP staff.

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**3. Is a temporary employee currently performing the work of this position? (Y/N)**

No

**4. How is the work assigned to this position presently accomplished?**

The DA II is currently working partially in this capacity, but the amount of work required of this position cannot be completed in only 19 hours per week. With the increase in hours, the DA can focus on assisting the program with enrollment efforts, orientations, data entry, and student contact, as well as assist counseling staff with ISEP related needs, and faculty with course preparation as needed.

*If the funds aren't available to designate for this increase in hours in the coming year, please consider funding if/when the Rising Scholars categorical funding has been approved and disbursed (expected by April/May, 2022) to use as a partial funding*

source.

## **Program Director, Incarcerated Student Education Program- change classification to Campus Director**

### **Location:**

EKC Edwards/Cal City, EKC Tehachapi

### **Salary Grade:**

H

### **Number of Months:**

12

### **Number of Hours per Week:**

40

### **Salary Amount:**

\$97,131.64- results in a \$9,265.27 increase

### **Justification:**

The Program Director of ISE is currently serving in the same capacity as the other campus directors, with the responsibility of scheduling, staffing, maintaining a full course schedule at two sites, and collaborating with the various departments to ensure student success.

Additionally, the prison sites have been assigned a separate campus code. Working with a student population of over 1,300, approximately 50 faculty, and over 120 course sections each semester, the justification for this position is clear.

ISE is not a program, but is two-site campus, with a robust offering of general education courses and seven different majors for its students.