

# **Incarcerated Students Education Program Department**

## **ASP for Academic Year 2023-2024**

January 2023

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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. Currently, 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 ISE 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.

With the recent announcement of the future closures of CAC (in March of 2024) and on D yard at CCI (in the summer of 2023), ISEP is committed to maximizing the course offerings, programs, and services to the remaining students at CCI, as well as becoming innovative leaders in the area of transitional and re-entry education for the justice impacted individuals within our service area.

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## **Review And Planning**

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

ISEP student success has continued on a downward trend, decreasing 10% from 19/20 and 7% from 20/21. It is believed that this is due to the continued difficulties related to COVID, mostly associated with correspondence courses and students being placed on extended periods of quarantine. Correspondence has led to delays in the receipt of student work, leading to incomplete grades or substandard grades being issued much more frequently than in the past. Additionally, many students who enrolled in several correspondence courses to maximize the number of courses they could take have increasingly withdrawn or earned substandard grades, as they have not understood the workload associated with the number of classes taken, nor had the in-person instructional support necessary to be successful in a high unit semester.

Although ISEP's current success rate matches that of Cerro Coso's general student population, the decline can't be ignored. With the return to 100% face-to-face instruction, the expectation is that course success will begin an upward trend, and within a year or two, return reflect historical trends. A plan to increase tutoring services in the coming semesters, should also aid in student success, and incomplete grades and missing work should become a thing of the past, leading to more 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 ISEP office and addition of new positions, there is a need to continually restructure, delineate roles, and make improvements to the office. The goal is to ensure that all ISEP 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 ISEP 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

**Apply for Baccalaureate Degree Program**

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

Yes

**Specific Action Steps to be Taken:**

There is a large movement to bring universities into the CDCR system in order for our transfer ready students to continue their education; however, Cerro Coso's pursuit in seeking out a four-year partner has been met with resistance. To graduate our matriculated, transfer ready students, Cerro Coso is seeking approval of a Baccalaureate degree program which can be offered both on campus and in the prisons. This will not only benefit the students we currently serve, but it will make Cerro Coso's BA program the sought after transfer program statewide for incarcerated folks seeking to further their education.

Research is already underway to determine the feasibility of a BA program in Human Systems Integration, which should be widely applicable and sustainable both on campus and in the prison. Once the degree pathway has been fully written, the application will be submitted to the Chancellor's Office for approval. After approval, the program will roll out at CCI (likely in Fall '24).

This initiative connects with the facility request of 5 modulars at CCI and the position request for a program coordinator (see program coordinator request for more information).

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

Application submitted to the Chancellor's Office by August 2023

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

No

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

Cerro Coso will receive approval for the Human Systems Integration BA program for a fall 2024 rollout.

**Person Responsible:**

ISEP faculty leads, ISEP director, VP of Instruction, Dean of CTE

**Unit gap or institutional goals addressed:**

It addresses a gap in outcomes assessment, 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, It addresses an Educational Master Plan direction

**Creation and Implementation of ISEP Student Handbook**

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

No

**Specific Action Steps to be Taken:**

One of the major projects that will come out ISEP 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 amongst the various departments to ensure accuracy.

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

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

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

No

**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, collaboration with the various departments

**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 storage: With our new office space, we have limited space for the storage of the supplies necessary to run the program. A portable storage unit will be needed to house the overflow of supplies and books necessary to the program, faculty, and students.

CCI Modulares: Dr. Houck and I are already actively planning to place approximately five modulares on the three remaining yards at CCI, but with the announcement of the CDCR closures, which significantly impacts the ISE program, the need for these modulares has been significantly expedited. The request is for three modulares on C yard, and one each on A and B. Once in place, each modular will be need to be outfitted with whiteboards, projector screens, tables, chairs, a teacher's desk and chair, a podium, and storage. This connects with initiative #2.

### Information Technology

When the modulares are in place at CCI, they will need to be outfitted with projectors. As faculty will be teaching in these classrooms exclusively, and they will be considered "college" spaces, we should have the ability to install permanent technology for faculty use, rather than requiring them to bring the projectors in and out with them.

### Marketing

No requests at this time

### Professional Development

**Management/Classified Leadership Development:** Conference attendance is extremely vital with regards to staying abreast of new and changing requirements associated with working with the incarcerated populations.

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).

This conference provides administration with the ability to present so that state-wide and nationwide, Cerro Coso Community College can be recognized for excellent work/programs. I also allows us to gather information, data and ideas so that the program can grow and continue to positively impact student success and completion along with the college fiscally.

**Faculty:** Education is constantly evolving, and this is especially true for higher education in prison. 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 on ISE teaching practices for ISEP faculty.

### Other Needs

ISEP Director is requesting executive administration to review the organizational chart and make the following change: 1. ISEP Director to be supervised by the VP of Instruction based on the position directing and overseeing "prison campus/site". This position is most directly in line with an educational administrator, rather than a program director, which should be supervised by the VP of Instruction. This request is aligned with the reclassification request under staffing requests.

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

## **Reassign Time - Prison Education (3) Coordinators (.3 load total)**

### **Location:**

EKC Tehachapi

### **Justification:**

This request is to ask for reassigning a .1 load for a full-time faculty member that focuses on/targets ISEP Faculty Training, a .1 load for a full-time faculty member that will focus/target California Correctional Institution (Tehachapi) site, 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). This is a decrease from the previous year's request due to the upcoming closure of California City Correctional Facility (CAC), by 2024.

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 continued 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 requests 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. Continually revising the faculty handbook for practices and policy for 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 indecision 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.

## **2000 Category - Classified Staff**

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

#### **Location:**

EKC Tehachapi

#### **Salary Grade:**

42.5

#### **Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$50,732.28

**Justification:**

\*Repeat request from last section plan\*

*If the funds aren't available to designate for this position in the coming year, please consider use of Rising Scholars Grant funds, as this is the main position that was written into the budget for the grant.*

With the need to restructure ISEP and refocus our attention on students who were previously largely unserved, as well as integrate a new baccalaureate degree program, additional staff will be required. An Incarcerated Student Education Program (ISEP) Coordinator position will assist with departmental change and growth, as well as increase efficiency and performance to better serve our students. This request aligns with initiative #2.

The proposal is for a full-time ISEP Coordinator effective July 1, 2023. 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 of the full-time position:**

- Seek out new educational partners for potential expansion; make contacts and create relationships
- Coordinate with Kern County Parole/Probation to obtain active participation in PACK meetings, creating additional pipeline of students
- Point-of-contact for CDCR staff and educational coordinators
- Coordinate with CCI staff to ensure CC educational modulars are being maintained and utilized properly and efficiently
- Coordinate directly with CDCR adult education (GED program) to engage GED students and create direct pipeline of incoming ISEP students at 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
- Establish and implement processes and procedures to streamline communication between CDCR, ISEP staff, and Cerro Coso faculty and support services.
- Coordinate ISEP orientation, registration, re-entry workshops, student materials distribution at CCI
- Participate in statewide calls and meetings pertaining to systems impacted education

**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 director, technician, and DA, three individuals 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 and change at 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 the shift in program focus and addition of the baccalaureate degree program. 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.

Now, with the need to shift our focus and expand the program into different areas, while still maintaining the program as it

currently exists (albeit with a lower student population for the time being), more time and attention will be needed from all staff and admin, requiring someone who can aid in the program transformation.

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

*Eastern Sierra Unduplicated headcount (including dual enrollment)- 220:*

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

*East Kern/KRV Unduplicated headcount (including dual enrollment)- 1,212:*

- Full-time staff/faculty- 1 director, 1 manager, 4 classified
- Part-time staff- 1 classified
- **Total: 7**

*ISEP Unduplicated headcount- 835:*

- Full-time staff- 1 director, 2 classified
- Temporary staff- 1 (ending 12/16/22)
- **Total: 3**

*BC Rising Scholars Unduplicated headcount- 599:*

- Full-time staff- 1 director, 1 manager, 2 classified
- Temporary staff- 2 professional experts (one-year contract, through 06/23)
- **Total: 6**

**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 evolve, 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. With the need to refocus, redesign, and integrate new programs, additional help is needed.

**Program Director, Incarcerated Student Education Program- reclassification to director (educational administrator)**

**Location:**

EKC Edwards/Cal City, EKC Tehachapi

**Salary Grade:**

H

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$ 100,045.59- results in a \$7,280.66 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 (soon to be one), and collaborating with the various departments to ensure student success. Additionally, the prison sites have been assigned a separate campus code.

Working with over 1,300 students, approximately 50 faculty, and over 80 course sections each semester, the justification for the reclassification to a site director is clear. Even with the scaling down that will happen when CAC and D yard shut down, the unduplicated head count, number of faculty teaching at our site, and course sections offered will still be larger than that of the other physical sites.

ISE is not a program, but is a site functioning out of three separate campuses (3 different yards), where the director must provide leadership and supervision for instructional, student, and administrative services, and requires a large amount of instructional supervision. The director functions as the main point-of-contact for ISEP faculty, facilitates faculty needs, schedules and serves as the administrator of record for all ISEP faculty trainings, approves ISEP faculty related budget expenses, and works with faculty to facilitate all ISEP scheduling needs.

**Examples of Duties:**

1. Development and administration of system impacted campuses and their programs.
2. Provide leadership and supervision for instructional, student, and administrative services.
3. Build and maintain effective working relationships with Cerro Coso College employees.
4. Develop, implement, and evaluate annual goals and action plans.
5. Develop, implement, monitor, and assess programs to meet curricular, student support, and service area needs.
6. Implement and maintain the established system to collect data for program evaluations, grant proposals, and reporting purposes.
7. Develop an annual schedule of courses and coordinate faculty assignments with academic chairs.
8. Develop programs and activities to increase student enrollment and student persistence.
9. Serve as fiscal manager, develop annual budgets, and monitor all expenses.
10. Facilitate use of and expansion of instructional space at all sites.

**Print Shop Clerk/Admissions & Records Tech I**

**Location:**

EKC Tehachapi

**Salary Grade:**

37.0

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$38,665.32

**Justification:**

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

With the recent retirement of Deborah Gregory, and her replacement position no longer requiring printing duties, the college (namely ISEP) is lacking a position charged with printing the large amount of paper materials that will be needed for our ISEP faculty and students. Even with the elimination of correspondence education, OERs and paper assignments will need to be printed for student use, as Canvas has not been fully integrated into the prison and student access is unreliable at best. Since the vast majority of printing is required by ISEP faculty, the most reasonable action to take is to hire a print shop clerk to work out of the ISEP office.

Since the printing needs are consistent every semester, but not consistent enough to justify a full-time print clerk, the proposal is to split the position, making it 50% print shop clerk and 50% Admissions and Records tech I, as A&R needs are high in ISEP as well. Since students are not able to apply, enroll, drop, or request transcripts electronically, all of these processes are manual. This position would absorb the large amount of A&R duties that come with ISEP, freeing this workload from IWV.

The current ISEP staff does not have the capability to print the large amount of materials requests from faculty between their normal duties. The printer requires consistent supervision to load paper, clear jams, and maintain. Additionally, when prints exceed 120 pages, the packets must be bound, requiring a significant amount of time and attention. When functioning properly, the current ISEP staff and admin must be out of the office, at the prisons fairly frequently to attend to our students and ensure program success, which doesn't allow us the ability to be on site, tending to the printer/print jobs.

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

If the print clerk position is not filled, faculty will not receive the printed materials needed for ISEP courses, leaving the students without instructional materials and significantly impacting their ability to be successful.

Additionally, Admissions & Records has just recently (in the last four months or so) begun the tasks of day-to-day ISEP duties that weren't previously assigned to them. The increased workload has undoubtedly put a strain on their department, and will increase over time if/when *all* ISEP A&R functions are tasked to them. With a part-time A&R tech housed in the ISEP office, the increased strain can be prevented.

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?

There is currently no one assigned to printing duties, so faculty must print materials themselves where possible, and the ISEP tech is printing other small jobs, when she can.

A&R functions are spread between IWV, ISEP, and KRV, but only the work being done in IWV is done out of the actual A&R department.