

**Thursday, May 11, 2023 at 3 pm**  
**Academic Senate Meeting Notes**

**Preliminaries**

1. Call to Order: Called to order at 3:03 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For April 27, 2023 Meeting - Approved
4. Introduction of Guests: Pamela Bimbi, Distance Education Coordinator
  
5. Public Comment Period (3 min) - none
  
6. President's Report:
  - New ARC President has been selected and will start July 15th.
  - CCCCO Equitable Placement, Support and Completion (AB 1705) Funding Allocation - The State Chancellor's Office has made available "Equitable Placement, Support and Completion" funds, which may be used for any combination of approved funding activities for Math and English detailed in the memo linked on Canvas. AS will be working with our admins and our Math and English leadership to develop funding plans.
  - Student Learning Outcomes Assessment Coordinator (SLOAC) Position opened - The Office of Equity, Institutional Effectiveness and Innovation would like to announce the opportunity to serve as the ARC Student Learning Outcomes Assessment Coordinator (SLOA Coordinator). Interested candidates should submit a letter of interest and resume to Dr. BJ Snowden, Associate Vice President of Equity, Institutional Effectiveness, & Innovation by Friday, May 19, 2023 at 11:59PM using the link on Canvas.
  - Foundations 2.0 Professional Development still has seats available. Foundations 2.0 is an LRCFT & LRCCD-supported opportunity to advance your online teaching skills and receive compensation.
  - ASCCC Adopted Resolutions - 34 adopted resolutions, 3 referred to Exec. team for additional details, 1 withdrawn, 2 failed resolutions. These are posted on Canvas.
  - Congratulations to our new tenured colleagues and best wishes to our retiring colleagues.

**Consent Items:**

7. Approval of remote meeting attendees - list below
  - Jill Birchall (Non-Emergency); Ellen Bowden (Non-Emergency), Kristina Casper-Denman (Non-Emergency); Lauren Chavez (Non-Emergency); Vivian Dillon (Non-Emergency); Glenn Jaecks (Non-Emergency); Reyna Moore (Non-Emergency); Kim Queen (Non-Emergency); Sonya Reichel (Non-Emergency); Brian Rosario (Non-Emergency) - approved by consent.
8. ARC 2023-2030 Strategic Plan - *pulled from consent*
9. LRCCD Policy and Regulations Updates: P-2211, R-2211, P-2242, P-2523, P-2254, R-2821, and R-3412 - approved by consent.

10. Student Learning Outcomes Assessment Committee Recommendation to Move Student Services Outcomes (SSO) Assessment Under Student Services - - approved by consent.
11. Grant Authority to Academic Senate Officers to Act on Behalf of the Academic Senate During Summer - *pulled from consent*

## Decision Items:

Item 8: ARC 2023-2030 Strategic Plan -

- Question about Strategic Goal 2, #5 (page 2) - “Continue to strategically and equitably expand Open Education Resources.” - what does this mean? Would like clarification on how the word “equity” is being used in this capacity. Faculty shared that faculty can utilize what is already out there or faculty can author material with an equity lens. Feels like the word “equity” is being used as a buzz word.
- Question about Strategic Goal 1, #4 (page 1) - “Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Road maps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.” - How will this be done? This work will be done through the Strategic Enrollment Management Project Team. Lessons learned from Adastra attempt. The goal is to provide students with a livable schedule.
- Question about Strategic Goal 3, #1 (page 3) - “Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams” - what has been done at this point to meet recommendations of the DI reports? Faculty requesting an update on the progress on the state of DI report recommendations. Where do we currently stand with the recommendations?
- Question about Strategic Goal 2, #6 (page 2) - “Assess the impacts of AB 705 and AB 715 and ensure students are supported for equitable completion to transfer-level Math and English.” - Typo, should be AB1705? Is this just for math? What about statistics offered outside of the math department?
- Question about Strategic Goal 3, #2 (page 3) - “Continue to implement the Professional Development & Training Plan to provide a comprehensive and cohesive program of professional development using a variety of delivery methods and modalities to increase access and engagement and provide relevant opportunities for employees at varying stages of growth.” - does this include administrators? Yes.
- Question about strategic plan, enrollment goals - why are there not enrollment goals for DI populations?
- Motion to approve plan with amendments, language updates, removal of the word “equity” in Strategic Goal 2, #5 (page 2) and request an update on implementation of DI recommendations. Request will be made at next ELT meeting. Motion was seconded.
  - Vote: Yes = 29, No = 0, Abstain = 0. Motion to approve with suggested edits.

Item 11: Grant Authority to Academic Senate Officers to Act on Behalf of the Academic Senate During Summer -

- Questions regarding what type of things happen over the summer? Examples given Faculty Coordinator positions may come up, the need for advocacy for faculty. For example, in a recent BOT meeting a Trustee wanted a statement of support. Alisa being present was able to push back and point out that such action would be inappropriate given that faculty are off contract.
  - Vote: Yes = 27, No = 0, Abstain = 0. Motion to approve.

## **Reports:** (5 - 10 minutes per item)

### 12. Native American Student Support & Success Program Grant Update - (Angela Milano, our Interim Associate Vice President, Workforce Development and our Tribal Liaison).

- 20 colleges will receive \$300,000 per year for the next 5 years. Currently working with BJ and Jesus. There is interest to hire with this additional work and expand the current work.
- Money will come in phases and rest will come after showing progress. Looking at current structure. Grant is temporary but will be around for 5 years. There will be an audit to determine how funds are being used (NOVA will help).

### 13. Areas of Interest Realignment Update

- Feedback process involving the full college and instructional chairs from impacted departments, an analysis of student-facing/academic impact was conducted by the Program Paths committee, Academic Senate exec, and our college admins. We also received feedback from a student focus group. Based on feedback, the following amendments to the original plan are being recommended:
  - Art History will be kept with Art in Arts;
  - Human Services will be kept with Psychology in People, Culture, and Society
  - ECE will instead be housed in the renamed Health and Education area
  - Funeral Service will be housed in Health and Education
  - Healthcare Interpreting will be housed in Health and Education
  - Computer Science's move to Science, Technology, Engineering, and Math has been delayed by one year to work on resource and workload impacts in the area
- Not able to recommend changes for everyone who submitted feedback, all partners will continue to listen and advocate if things aren't working as things start moving forward.
- What if I have two Deans? Will they be based on where FTE is coming from? With time might have to re-evaluate.
- Where is Kinesology? Left off the list. List will need to be amended.

### 14. Standing Committee End-of-Year Reports

- Affordable Learning Materials Committee - focused on OER and ZTC, recommends on allocation of funds, how faculty community communicate with students about resources. Written report under "Supporting Materials."
- Program Paths Committee - managed program maps, manage areas of interest, recommendation closer ties to HomeBase, re-published maps, created new maps, monitor legislation regarding changes impacting degrees, check accuracy of maps which were divided into cohort because there are 350 maps, 5 year cycle (60-70 per

year) and create a web presence with faculty and up for consideration committee make-up. Report provided on “Supporting Materials.”

- Curriculum Committee - AB1111 focuses on common course numbering, committee trying to streamline process, trying to optimize committee work and develop relationship with developers and focused on centering their “why.” Active revision of handbook, adding more equity focus. Report provided on “Supporting Materials.”
- Faculty Professional Development Committee - no report
- Professional Standards Type A/B Leaves Committee - pending
- Program Review Committee - Survey sent out to Department Chairs, meetings are Mondays at 12 pm, looking for student services representatives, major revamp to focus on equity. Presentation was more focused on DI data. Recommendations, return duties to VP, program review not be excused from AUP, looking at Program Review questions to guide, nineteen programs will be up for next year. Bylaws will need to be amended. Report provided on “Supporting Materials.”
- SLO Assessment Committee - Report provided on “Supporting Materials.”

#### 15. Council Updates

- a. Institutional Effectiveness Council (Janay Lovering) -
- b. Operations Council (Araceli Badilla) - no report
- c. Student Success Council (Veronica Lopez) - written report provided on “Supporting Materials.”

#### **Discussion:** (10-15 minutes per item)

16. California Community Colleges Statewide College Attendance Survey - very short discussion because of time. Question about how are we addressing mental health needs. Apparently, the Board of Trustees is also interested in this topic. Are the apps we use effective?

17. Reflections on 2022-23 and Academic Senate Priorities for 2023-24

- Encouraging members to use public comments space. Make mentoring a formal process. Shorten meeting, use QR codes for voting, developing competencies for discussing race, maybe creating a Community of Practice for Senate.
- Look at the start time, maybe start at 2:30 pm, embed survey for voting,

18. Report Back (Feedback from College Areas)

- a. Open Issues from any Previous Agenda Item - none

19. Report Out (Information from District Meetings and Other Areas)

- a. Board of Trustees -Workforce Development SEM Report was discussed
- b. District Academic Senate - Adopt ARC Recommendation on Priority Registration for Learning Community Students, Adopt District Ethnic Studies Council Resolution: Prioritize Ethnic Studies Hires in the Los Rios District Links to an external site. (First Reading) DAS Recommendation for full-time tenure track critical hire for a PREP

coordinator/counselor position: DAS PREP Counseling Presentation, DAS Non-Credit Workgroup Report: Recommended Noncredit Option to DAS.

c. Other Areas - none

20. Items from College Areas for Academic Senate Consideration -

**Upcoming meetings and Events:**

- District Academic Senate: Tuesday, 5/16 3:00 PM (LRCCD Main Conference Room)

Meeting Adjourned at 5:32 pm

		Updated	2023-05-11				
Area	Senator	Adjunct/FT	Term End			Item 8 pulled from consent, to decision	item 11; pulled from consent, to decision
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Approv Remote			Yes
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Approv Remote	Yes	Yes	
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Approv Remote	Yes	Yes	
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present	Yes	Yes	
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tim		Present			
Behavioral & Social Sciences	Ellen Bowden	Alternate Adjunct		Approv Remote	Yes		
Business & Computer Sciences	Damon Antos	Full-time	2023	Approv Remote	Yes	Yes	
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present	Yes	Yes	
Business & Computer Sciences	Kakhkashan Shaukat	Full-time	2024	Absent			
Business & Computer Sciences	Christian Speck	Adjunct	2023	Approv Remote	Yes	Yes	
Business & Computer Sciences	Marc Condos	Alternate Full-Tim					
Business & Computer Sciences		Alternate Adjunct					
Counseling	Kim Queen	Full-time	2024	Approv Remote			
Counseling	Joyce Fernandez	Adjunct	2024	Present	Yes		
Counseling	Reyna Moore	Full-time	2023	Present	Yes	Yes	
Counseling	Carmelita Palomares	Full-time	2025	Present	Yes	Yes	
Counseling	Kim Herrell	Alternate Full-Tim		Approv Remote			
Counseling		Alternate Adjunct					
English	Valerie Bronstein	Adjunct	2023	Absent			
English	Robyn Borcz	Full-time	2023	Present	Yes	Yes	
English	Caroline Prieto	Full-time	2024	Present	Yes	Yes	
English	Gina Barnard	Full-time	2025	Present	Yes		
English	Melissa Diaz	Alternate Full-Tim					
English		Alternate Adjunct					
Fine & Applied Arts	<i>Unfilled</i>	Full-time					
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Absent			
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent			
Fine & Applied Arts	<i>Unfilled</i>	Full-time					
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim					
Fine & Applied Arts		Alternate Adjunct					
Health & Education	Cheri Garner	Full-time	2023	Absent			
Health & Education	<i>Unfilled</i>	Full-time					
Health & Education	Susan Chou	Full-time	2024	Present	Yes	Yes	
Health & Education	<i>Unfilled</i>	Adjunct					
Health & Education		Alternate Adjunct					
Health & Education	John Coldiron	Alternate Full-Tim					
Humanities	Corinne Arrieta	Full-time	2025	Approv Remote			
Humanities	Jill Birchall	Full-time	2024	Absent	Yes	Yes	
Humanities	Caterina Falli	Full-time	2023	Present	Yes	Yes	
Humanities	Andrew Fix	Adjunct	2025	Absent			
Humanities	Erik Haarala	Alternate Full-Tim					
Humanities		Alternate Adjunct					
Kinesiology & Athletics	Kat Sullivan Torres	Full-time	2025	Absent			
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent			
Kinesiology & Athletics	<i>Unfilled</i>	Full-time					
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct					
Kinesiology & Athletics		Alternate Full-Tim					
Kinesiology & Athletics		Alternate Adjunct					



		Updated	2023-05-13				
Area	Senator	Adjunct/FT	Term End			Item 8 pulled from consent, to decision	item 11; pulled from consent, to decision
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present		Yes	Yes
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present		Yes	Yes
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tin					
Mathematics	Deborah Gale	Adjunct	2024	Present		Yes	Yes
Mathematics	Joe Caputo	Full-time	2023	Present		Yes	Yes
Mathematics	Adriane Avila	Full-time	2024	Approv Remote			
Mathematics	Sonya Reichel	Full-time	2025	Approv Remote		Yes	Yes
Mathematics	Lana Anishchenko	Alternate Full-Tin					
Mathematics		Alternate Adjunct					
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Approv Remote		Yes	Yes
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024	Absent			
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023	Absent			
Workforce/ Work Experience/Appre	<i>Unfilled</i>	Adjunct					
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Tin					
Workforce/ Work Experience/Appre		Alternate Adjunct					
Science & Engineering	Mihaela Badea-Mic	Adjunct	2025	Present		Yes	Yes
Science & Engineering	Glenn Jaecks	Full-time	2025	Absent		Yes	Yes
Science & Engineering	Charles Thomsen	Full-time	2024	Absent			
Science & Engineering	Mike Holms	Full-time	2025	Absent			
Science & Engineering		Alternate Full-Tin					
Science & Engineering		Alternate Adjunct					
Student Support Services	Judith Valdez	Full-time	2024	Present		Yes	Yes
Student Support Services	<i>Unfilled</i>	Adjunct					
Student Support Services	Arthur Jenkins	Alternate Full-Tin					
Student Support Services		Alternate Adjunct					
Technical Education	Chris Moore	Full-time	2024	Absent			
Technical Education	Mikhail Drobot	Adjunct	2023	Absent			
Technical Education	Jordan Meyer	Full-time	2023	Present		Yes	Yes
Technical Education	<i>Unfilled</i>	Full-time					
Technical Education		Alternate Full-Tin					
Technical Education		Alternate Adjunct					
Officers	Carina Hoffpaur		President	Present			
Officers	Brian Knirk		Vice President	Present		Yes	Yes
Officers	Veronica Lopez		Secretary	Present		Yes	Yes
Officers	Alisa Shubb		Past President	Present		Yes	Yes
Liaison	Janay Lovering		Program Review				
Liaison	Kate Williamson		Open Education				
Liaison	Beth Madigan		Classified Sena				
	Roxanne Morgan		Curriculum				
	Bill Simpson		Program Pathw				
					Yes Votes	29	27
					No Votes	0	0
					Abstain Votes	0	0
<b>Total Senate Seats Available (without Officers)</b>		<b>52</b>					
<b>Unfilled Seats</b>		<b>9</b>			Total Votes	<b>29</b>	<b>27</b>
<b>Total Filled Seats</b>		<b>43</b>					
<b>Quorum (25% of filled seats)</b>		<b>11</b>	(round 0.5 up)				





		Updated	2023-05-13					
Area	Senator	Adjunct/FT	Term End			Item 8 pulled from consent, to decision	item 11; pulled from consent, to decision	
A = 2023		14						
B = 2024		18						
C = 2025		11						





*In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.*

*"Academic and professional matters" means the following policy development and implementation matters:*

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;*
- (2) degree and certificate requirements;*
- (3) grading policies;*
- (4) educational program development;*
- (5) standards or policies regarding student preparation and success;*
- (6) district and college governance structures, as related to faculty roles;*
- (7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;*
- (8) policies for faculty professional development activities;*
- (9) processes for program review;*
- (10) processes for institutional planning and budget development; and*
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

**5/11/23**

**3:00 PM**

**ARC Student Center Boardroom**

**Zoom Meeting ID: 894 5027 0509, Password: 10plus1**

<https://lrccd.zoom.us/j/89450270509?pwd=OEY4T28vVHNEbHVZNFNaZ2R4b2gydz09>

## **American River College Academic Senate Regular Meeting AGENDA**

### **Preliminaries**

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

### **Consent Items**

7. [Approval of Remote Attendees](#)
8. [ARC 2023-2030 Strategic Plan](#)
9. LRCCD Policy and Regulations Updates: [P-2211](#), [R-2211](#), [P-2242](#), [P-2523](#), [P-2254](#), [R-2821](#), and [R-3412](#)
10. Student Learning Outcomes Assessment Committee Recommendation to Move Student Services Outcomes (SSO) Assessment Under Student Services
11. Grant Authority to Academic Senate Officers to Act on Behalf of the Academic Senate During Summer

### **Decision Items (None)**

### **Reports (5-10 minutes per item)**

12. Native American Student Support & Success Program Grant Update (*BJ Snowden*)
13. Areas of Interest Realignment Update
14. Standing Committee End-of-Year Reports
15. Council Updates
  - a. Institutional Effectiveness Council (*Janay Lovering*)
  - b. Operations Council (*Araceli Badilla*)
  - c. Student Success Council (*Veronica Lopez*)

### **Discussion (10-15 minutes per item)**

16. [California Community Colleges Statewide College Attendance Survey](#)
17. Reflections on 2022-23 and Academic Senate Priorities for 2023-24
18. Report Back (Feedback from College Areas)
  - a. Open Issues from any Previous Agenda Item
19. Report Out (Information from District Meetings and Other Areas)
  - a. District Academic Senate and District Meetings
  - b. Other Areas
20. Items from College Areas for Academic Senate Consideration

### **Upcoming Meetings:**

- District Academic Senate: Tuesday, 5/16 3:00 PM (LRCCD Main Conference Room)



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents  
Articulation Officers  
Curriculum Chairs  
Admissions and Registrars  
Institutional Research, Planning, and Effectiveness Professionals

**FROM:** Aisha N. Lowe, Ph.D.  
Vice Chancellor, Educational Services and Support Division

**RE:** Required Action: Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans

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Assembly Bill 1705 was signed into law by the Governor in September of 2022. This bill supports full and comprehensive implementation of the landmark legislation AB 705 (Irwin, 2017) that transformed placement and developmental education in the California community college system. Please reference [guidance memorandum ESS-22-400-009](#) for an overview of the law and implementation. Please also review the AB 1705 [implementation guide](#) and [FAQ](#).

The purpose of this memorandum is to announce the California Community College Equitable Placement, Support and Completion funding allocation that was included in the 2022 Budget Act and to provide guidance on the use of the funds, and the required funding allocation plans. College funding allocations and the funding formula methodology are provided in Attachment 1.

Specifically, this guidance memorandum addresses:

- Equitable Placement, Support and Completion approved funding activities.
- Guidance to colleges on the submission of the Equitable Placement, Support and Completion funding plan that is required per Education Code §78213.2 (d).
- Additional resources for implementation and evaluation.

### **Equitable Placement, Support and Completion Funding Allocation**

As a result of sweeping policy reforms in developmental education, and to advance the goals of the *Vision for Success* in closing equity gaps in transfer-level math and English completion, the Legislature appropriated \$64 million (one-time funding) in the 2022 Budget Act to establish the California Community College Equitable Placement, Support and Completion funding allocation. These funds will assist colleges in implementing developmental education reform policies and practices.

Equitable Placement, Support and Completion (i.e., implementation of AB 1705) is a required institutional priority for all California community colleges. This work should be embedded in

## Equitable Placement, Support and Completion Funding

May 1, 2023

college/district strategic plans and in the goals of all educational services and support programs. Developmental education reform has proven to be one of the single greatest equity reforms of our time, dramatically increasing student enrollments in and successful completion of transfer-level English and math courses for all student groups. Please review [guidance memorandum ESS-22-400-009](#) which provides an overview of the beneficial impact of AB 705 on the community college system and student outcomes. A more comprehensive review was provided during the [AB 1705 implementation webinar](#).

Pursuant to Education Code [§78213.2](#), this funding is intended to ensure the full implementation of equitable placement, support and completion policies and practices. In accordance with the provisions of subdivision (b), the Chancellor's Office shall distribute funding to community colleges that satisfy the statutory requirements and any programmatic criteria and administrative guidelines developed by the Chancellor's Office to implement the funding. These funds will be distributed as an allocation through established fiscal apportionment processes administered by the Fiscal Services Division of the Chancellor's Office in fall 2023 (see the funding allocations attached).

The Chancellor's Office will allocate funding to colleges as follows (§78213.2(c)):

- (1) Thirty-four percent of funds as a base allocation to all community colleges (\$21,760,000).
- (2) Thirty-three percent of funds to community colleges with below average enrollment in transfer-level mathematics or English courses (\$21,120,000).
- (3) Thirty-three percent of these funds shall be awarded to community colleges with below average rates of students successfully completing transfer-level mathematics or English courses within one year of their first attempt in the discipline (\$21,120,000).

Colleges are to use these funds as follows (per Education Code 78213.2(e)):

- (1) Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale.
- (2) Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development.
- (3) Creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses.
- (4) Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses.
- (5) Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses that satisfy a requirement for the intended program within a one-year timeframe of their initial attempt in the discipline.

To assist colleges in expeditious and effective planning, the Chancellor's Office has provided **a list of approved funding activities for colleges to choose from**. These are the same activities provided in the Improvement Plans and should align with work colleges already have underway.

Other services colleges may want to invest in must be aligned with the approved activities provided below.

### **Submission of Equitable Placement, Support and Completion Funding Plans**

To receive funding, colleges are required to submit to the Chancellor's Office, on or before July 1, 2023, a funding plan form indicating how funds will be invested to implement equitable placement, support and completion policies and practices. These funds are to be used to make local changes in placement practices, support services, curricular structures & offerings, professional development, research & planning, and effective communication to ensure full implementation of AB 1705. Colleges may choose as many or as few of the approved activities provided below.

While the present funding plan form is simplified to allow colleges to choose among the approved funding activities, colleges will need to submit a detailed report of exactly how funds were invested, toward what goals, and with what resulting outcomes in 2024 and 2025 (as is required in Education Code §78213.2(g)). Please complete the present funding plan form with that more thorough reporting in mind. In so doing, be sure to fully engage key campus stakeholders in the planning process, in particular local academic senates, students, faculty, and institutional research professionals.

Each college should submit one funding plan to the Chancellor's Office by July 1, 2023 using this plan submission form: **[Equitable-Placement-and-Completion-Plan-Submission-Form](#)**. A copy of the funding plan submission form is included as Attachment 2 to this memorandum for reference purposes only (submit using the link above). Colleges should closely coordinate and ensure **one** plan per college is electronically submitted to the Chancellor's Office. Multiple submissions from the same college will not be processed and allocations will be delayed.

### **Funding Allocation Expenditure Requirements and Guidelines**

This funding is one-time and should be used as expansion funding for developmental education reform work already underway on the campus (see the guidance provided in the [2021 improvement plans](#), along with your campus's improvement plan submission and results) and/or as seed funding to launch new efforts. Equitable Placement, Support and Completion (i.e., implementation of AB 1705) is a required institutional priority for all California community colleges. This work should be embedded in college/district strategic plans and in the goals of all educational services and support programs. Strategically leveraging Student Equity and Achievement (SEA) Program funding and additional funding sources, where permissible, is strongly encouraged (Guided Pathways, block grants, other local private or public sources, etc.).

In accordance with the statutory funding provisions (Education Code 78213.2(f)), at least 10% of the funds received must be spent on professional development on inclusive teaching practices and subject pedagogy. Additionally, per Education Code §78213.2(e)(1-4), Equitable Placement, Support and Completion funds may be used for any combination of the following **approved funding activities detailed below**. As part of the college's funding plan (submitted using the form linked above), each college will indicate where funds will be invested and which of the approved options the college will focus on.

Subsequently, colleges will be required to provide a detailed narrative account of how these funds were invested and what improvements in student outcomes have resulted. Please plan your

local investment with that reporting in mind (i.e., coordinate with your institutional research offices/leads early in the planning process).

**The following five headings and sections lay out the approved funding activities. You will choose among these within [the online form](#).**

### **DEVELOPING COREQUISITE SUPPORT MODELS**

Recent research shows that corequisite support is one of the most effective ways of supporting students and promoting their success in college coursework. Effective corequisite support meaningfully targets support to the specific skills needed to succeed in the specific transfer-level course and provides that support when it is needed and most useful (i.e., just in time support).

Colleges may use these funds for “Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale” (Education Code 78213.2(e)(1)).

Colleges may use funds for faculty release time to design, implement, and/or evaluate and improve corequisites according to best practices (including, but not limited to) low-unit, integrated registration into linked sections, taught by same instructor to allow seamless integration of relevant just-in-time remediation), in the following areas:

- English composition
- English composition for ESL students or develop ESL-versions of English composition
- Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus.
- Statistics and Liberal Arts Mathematics (SLAM) math
- Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

Colleges may use funds for faculty release time to evaluate and improve corequisites, and fund collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of corequisites in producing better and more equitable outcomes.

### **PROVIDING PROFESSIONAL DEVELOPMENT/TECHNICAL ASSISTANCE (PD/TA)**

Colleges may use these funds for “professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development” (Education Code 78213.2(e)(2)). Professional development offerings should include “professional development in inclusive teaching practices and subject pedagogy” (Education Code 78213.2(f)). Furthermore, “all faculty are encouraged to attend the professional development and it is the Legislature’s intent for community colleges to require faculty who teach remedial mathematics/quantitative reasoning or English to attend the professional development” funded by this allocation ((Education Code 78213.2(f)). Colleges are strongly encouraged to ensure professional development opportunities are structured to include and incentivize the participation of part-time faculty.



Colleges may use funds for:

- Professional development for faculty focused on high challenge, high support equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course.
- Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.
- Professional development for faculty that creates safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.
- Targeted professional development for counselors to support counseling with empathy and equity-minded, anti-racist, asset-based approaches to foster students' positive self-esteem and self-efficacy, and to ensure that all students have the confidence and support to begin in English and math coursework for their program (that maximizes the student's chances of completing courses that satisfy requirements for the intended program).
- Faculty participation in existing training programs (workshops, online courses, communities of practices) that support the goal of improving successful completion of transfer-level math/quantitative reasoning and English, such as the Puente Collaborative, Grading for Equity, Reading Apprenticeship.
- Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of professional development and to make improvements.

Targeted professional development for counselors is paramount to the successful implementation of equitable placement, support and completion. It is essential that counselors are armed with the information needed and are given the supports required to effectively guide students' course enrollments. Professional development for counselors should provide an actionable understanding of trauma-informed counseling techniques and provide inclusive practices to support diversity and equity-based counseling approaches.

### **ALIGNING CONCURRENT STUDENT SUPPORT SERVICES**

Colleges may use these funds for “creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses” (Education Code 78213.2(e)(3)).

Colleges may use funds to:

- Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.
- Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements.

## **INNOVATING COURSE SEQUENCES**

Colleges may use these funds for “faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses” (Education Code 78213.2(e)(4)).

This work is particularly important in math where demystifying the stigma of math and increasing student agency will provide more opportunity for success. Colleges should invest in contextualized math courses and instruction, and innovative sequences that reduce the possible exit points for students and increase on-ramps for students to enter math sequences.

Colleges may use funds to:

- Develop or expand transferable quantitative reasoning options for students seeking only the associate degree, including options taught by disciplinary faculty outside of mathematics, that articulate to the CSU to satisfy quantitative reasoning requirements for general education (e.g., transferable quantitative reasoning courses, such as Financial Literacy taught in the Accounting or Business department, Technical Mathematics for the Trades taught by disciplinary faculty in CTE programs, Liberal Arts Math, contextualized statistics courses taught in the Business, Psychology, etc.).
- Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.
- Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

## **ADDITIONAL APPROVED INVESTMENTS**

In addition to the Education Code aligned funding activities detailed above, colleges may also use these funds for targeted investments in support of developmental education reform. Colleges may use funds to:

- Expand the capacity of Institutional Research, Planning and Effectiveness (IRPE) offices through hiring of new staff, training, and external support to partner with subject matter experts in the development and evaluation of corequisites and other support models, and to automate disaggregation of data to inform equity conversations and plans for improving transfer-level math and English completion rates and address equity gaps. Importantly, IRPE offices should be involved early in the development and evaluation of support models.
- Establish comprehensive research and evaluation planning. Developmental education reform is a campus-wide initiative to transform academic and student services policies, processes and structures that needs to be carefully monitored and assessed to ensure effectiveness. The development of a new support model, course sequence, or curriculum should include a plan and process for gathering and assessing quantitative and qualitative data on the impact of those changes. When possible, an evaluation plan should include random assignment to both control and treatment conditions. When it is not possible,

other mechanisms, such as propensity score matching, should be used to identify comparable students who may have a similar chance of succeeding in a course without the intervention.

- Invest in Strategic Enrollment Management (SEM) through opportunities for training in or support with SEM to ensure that colleges are maximizing access to transfer-level math/quantitative reasoning and English, and offering enough sections of corequisite support to meet student needs.
- Invest in technology improvements through opportunities for IT training or support to ensure up-to-date coding of changes to placement processes, seamless registration of students into corequisite sections linked to transfer-level course sections, and other IT needs to aid implementation of AB 1705 strategies and mandates.
- Invest in comprehensive, campus-wide strategic communications on equitable placement, support, and completion (i.e., AB 1705 implementation):
  - Implement the strategies from the [AB 1805 Resource Guide](#): The AB 1805 Resource Guide was developed after an analysis of the [AB 1805 Submission Form](#), and the [Considerations for AB 1805 Implementation Guide](#) research brief (MMAP/RP Group) assessing how colleges communicated AB 705 policies to students across different materials (college website, catalog, orientation, and counseling resources). The [AB 1805 Resource Guide](#) identifies methods for colleges to improve communication materials to be more holistic and equity minded, and contains promising communication practices shared by innovative colleges.
  - Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.
  - Develop and implement a strategic communication plan for AB 1705 implementation that includes guidance to college/district stakeholders on funding resources, information about professional development resources and opportunities, celebratory stories about local implementation efforts, and clear communications to students about their rights to begin in transfer-level English and math and the benefits of doing so.

### **Required Reporting**

The Chancellor's Office is required, per Education Code §78213.2 (g), to report to the Department of Finance and the Legislature a summary of the plans submitted by colleges (on or before September 1, 2023), and two subsequent reports presenting each community colleges' progress in implementing its plan (in 2024 and 2025). To enable the Chancellor's Office to comply with these reporting requirements, colleges are required to submit progress reports on the implementation status of plans submitted. The Chancellor's Office will provide additional guidance on the format and deadlines for those reports.

### **Additional Professional Development/Technical Assistance Opportunities**

In addition to this funding allocation which colleges will use to invest in local implementation of equitable placement, support and completion, the Chancellor's Office has also curated and invested in a set of professional development opportunities colleges can also engage in. Colleges

are invited to participate in Chancellor's Office sponsored PD/TA in addition to the funding allocation to assist with implementation requirements (see an overview of each of those opportunities below). Colleges will be invited to an informational webinar with each vendor to learn more about each opportunity. Additionally, the electronic funding plan submission form asks colleges to rank order the following opportunities to gauge interest in participation (while not committing to an option):

- **Equity Accelerator:** Equity Accelerator (formerly known as the *College Transition Collaborative*) is a Focused Research Organization that leverages learning from social, behavioral, and brain sciences to create robust and evidence-based practices and programs that support students learning, belonging and growth in college. The Chancellor's Office is partnering with Equity Accelerator to test an adaptation of their existing Belonging Intervention in the community college context. This intervention helps incoming students view the challenges associated with the transition to college as normal, so that they are better able to stay academically engaged and motivated when they face challenges. The program is delivered through an online module to incoming students, takes less than one hour to complete, and has been developed to complement institutions' existing student orientation programs. Rigorous testing of the Belonging Intervention shows that it helps to increase enrollment and performance, and close equity gaps in student outcomes and completion. The Equity Accelerator will also produce a California community college-specific Belonging Guide for administrators to provide further guidance on how to develop campuses and classrooms of belonging. The impact of the intervention on faculty and students in the community college context will be rigorously evaluated and assessed providing campuses with the information needed to spur further innovation.
- **Motivate Lab:** Motivate Lab seeks to “improve people’s lives through rigorous motivation research”, by applying that research to “create significant and sustainable positive change, from the individual to the system.” Through this partnership, Motivate Lab will bring their growth mindset and developmental education reform work to the CCCs. They will work with clusters of colleges to implement and scale math and English corequisite models with a focus on instructor and student learning mindsets and professional development using Motivate Lab's four-phase research design process. This includes collecting instructor and student learning mindset surveys & conducting focus groups, conducting site visits at colleges, and leading PD opportunities with the participant colleges along with systemwide PD Summits. Math and English faculty at participating colleges will engage in “motivating learners” courses, and the impact on faculty and students will be assessed.
- **NLET:** The National Laboratory for Education Transformation (NLET) seeks to “develop and support student-centric learning and career outcomes toward improving lives” by supporting and credentialing learners. Through this partnership, NLET will customize a faculty-driven OER platform for corequisite support in math, targeted to the needs of the California community college system. Referred to as *Just In Time Math*, the platform uses curated open educational resources with automated formative assessments to create targeted support in math. This concurrent support tool assists math teaching, learning, and review by providing more than 600 micro-competencies from pre-Algebra to pre-Calculus and Statistics. Additionally, NLET will work with faculty to align math

## Equitable Placement, Support and Completion Funding

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competencies with industry and help math faculty innovate the math canon of the future – competency-based math for workforce preparation.

- [Partnership Resource Team](#) (PRT) Support: PRTs provide colleges with professional learning opportunities by supporting the development of innovative strategies, best practices, resources, and tools by utilizing a development plan centered on achieving racial equity in educational access, support, and outcomes for students. The PRTs support the cultivation of inclusive classrooms and anti-racist curriculum, and the integration of evidenced-based pedagogical strategies that promote equitable placement, support, and completion by pairing colleges with experts in the field with high support. PRTs will be deployed onto select campuses to serve as hands-on peer guides, helping colleges improve their developmental education reform implementation.

### Additional Resources for Evaluation

As California community colleges continue to implement Equitable Placement, Support and Completion colleges must do so with a continued focus on maximizing student access, support, and success, guided by local research and annual cycles of continuous improvement. Resources to help colleges engage in cycles of continuous improvement to maximize student success can be found in the Equitable Placement and Completion community in the California Community College Vision Resource Center and on the MMAP/RP Group [webpage](#).

### Informational Webinar

The Chancellor's Office will host a system-wide informational webinar that will include an overview of the funding guidelines and an opportunity to address questions from the webinar audience.

You are invited to a Zoom webinar:

When: May 23, 2023 10:00 AM

Topic: Guidance on the Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans

Please click the link below to register for the webinar:

[https://cccconfer.zoom.us/webinar/register/WN\\_4yk--wSPST6cNIQoFbSmew](https://cccconfer.zoom.us/webinar/register/WN_4yk--wSPST6cNIQoFbSmew)

### Chancellor's Office Program Contacts

Please direct inquiries regarding this guidance to the Chancellor's Office Educational Services and Support Division at [ab705@cccoco.edu](mailto:ab705@cccoco.edu).

cc: Dr. Daisy Gonzales, Interim Chancellor  
Dr. Lizette Navarette, Interim Deputy Chancellor  
Dr. John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics (IDEA) Office  
All Chancellor's Office Staff

Attachments:

1. Equitable Placement, Support and Completion funding methodology and allocations.

## **Equitable Placement, Support and Completion Funding**

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2. Equitable Placement, Support and Completion Funding Plan Submission Form (provided as an attachment for reference only. Submit Plans to the Chancellor's Office electronically via the link specified in the *Requested Action* section of this memorandum).

**Attachment 1**

**Equitable Placement, Support and Completion Funding Allocations and Methodology**

The funding allocation model provides each college with the same base allocation (\$187,217.39). Each college then receives proportional additional funding based on enrollment in and successful completion of transfer-level English and math (as required by law). These metrics were assessed using data from the [Transfer-Level Gateway Completion Dashboard](#).

**Methodology:** To compute each college’s proportional funding, colleges’ percentage of enrollments in transfer-level math and English, and percentage of students completing transfer math and English within a year of their first enrollment in the discipline (2020-21) were organized. Each college was given a standardized value (Z score) for each of the four categories (English enrollment, English completion, math enrollment, and math completion). Standardizing or normalizing those percentages create a distribution of which colleges are below average in enrollment or completion (as required in the legislation) and to see how well or poorly a college is succeeding compared to the average (the completion metrics for math and English are both approximately normally distributed around their mean. The enrollment data is bounded at 100% and cannot be normally distributed). The actual funding amounts for enrollment and completion are based on a weighted value derived from the Z score multiplied by the number of math or English enrollments at each college. For enrollment, the total amount of funding is split evenly between math and English, while completion funding is split with one part to English completion and two parts to math completion (because math generally sees much lower rates of completion compared to English). This model provides a balance between funding colleges with the greatest need (those who may be relatively low in the four categories) with college size, while also accounting for a minimum level of funding through the base allocation.

College Name	Total Funding (\$)
ALAMEDA	\$ 284,906.97
ALLAN HANCOCK	\$ 535,150.25
AMERICAN RIVER	\$ 865,892.89
ANTELOPE VALLEY	\$ 751,351.38
BAKERSFIELD	\$ 1,082,266.60
BARSTOW	\$ 264,368.59
BERKELEY CITY	\$ 283,549.51
BUTTE	\$ 522,549.20
CABRILLO	\$ 448,515.85
CANADA	\$ 302,284.36
CANYONS	\$ 663,072.34
CERRITOS	\$ 1,165,761.99
CERRO COSO	\$ 341,540.01
CHABOT HAYWARD	\$ 628,790.57
CHAFFEEY	\$ 859,961.28
CITRUS	\$ 463,735.42
CLOVIS	\$ 433,538.44

**Equitable Placement, Support and Completion Funding**

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COASTLINE	\$	333,248.20
COLUMBIA	\$	248,782.48
COMPTON	\$	289,566.78
CONTRA COSTA	\$	399,723.02
COPPER MOUNTAIN	\$	258,596.69
COSUMNES RIVER	\$	754,350.67
CRAFTON HILLS	\$	402,861.03
CUESTA	\$	586,949.59
CUYAMACA	\$	320,342.31
CYPRESS	\$	798,288.75
DE ANZA	\$	548,738.24
DESERT	\$	756,343.38
DIABLO VALLEY	\$	611,593.84
EAST LA	\$	1,154,237.18
EL CAMINO	\$	1,045,336.30
EVERGREEN VALLEY	\$	421,361.58
FEATHER RIVER	\$	251,309.82
FOLSOM LAKE	\$	437,172.16
FOOTHILL	\$	332,591.30
FRESNO CITY	\$	810,233.38
FULLERTON	\$	819,423.48
GAVILAN	\$	395,283.42
GLENDALE	\$	680,552.70
GOLDEN WEST	\$	466,627.86
GROSSMONT	\$	662,277.78
HARTNELL	\$	565,591.53
IMPERIAL	\$	616,375.85
IRVINE	\$	445,047.13
LA CITY	\$	747,537.28
LA HARBOR	\$	430,817.00
LA MISSION	\$	409,010.66
LA PIERCE	\$	901,123.35
LA SOUTHWEST	\$	311,115.12
LA TRADE TECH	\$	472,100.25
LA VALLEY	\$	532,118.45
LAKE TAHOE	\$	236,636.51
LANEY	\$	390,712.34
LAS POSITAS	\$	431,710.40
LASSEN	\$	279,511.81
LONG BEACH	\$	1,466,338.16
LOS MEDANOS	\$	648,030.60
MADERA	\$	305,594.62
MARIN	\$	366,132.98



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MENDOCINO	\$	333,308.94
MERCED	\$	785,258.45
MERRITT	\$	263,298.61
MIRA COSTA	\$	511,462.91
MISSION	\$	330,305.09
MODESTO	\$	580,709.14
MONTEREY	\$	410,146.62
MOORPARK	\$	829,920.33
MORENO VALLEY	\$	402,070.28
MT SAN ANTONIO	\$	1,183,249.96
MT. SAN JACINTO	\$	789,814.50
NAPA	\$	473,296.08
NORCO	\$	423,443.48
OHLONE	\$	562,204.40
ORANGE COAST	\$	732,564.97
OXNARD	\$	515,491.30
PALO VERDE	\$	243,893.47
PALOMAR	\$	1,005,129.42
PASADENA	\$	784,017.12
PORTERVILLE	\$	288,750.71
REDWOODS	\$	285,156.53
REEDLEY	\$	368,696.51
RIO HONDO	\$	618,245.38
RIVERSIDE	\$	871,085.23
SACRAMENTO CITY	\$	947,791.23
SADDLEBACK	\$	674,925.63
SAN BERNARDINO	\$	754,081.37
SAN DIEGO CITY	\$	750,746.93
SAN DIEGO MESA	\$	776,983.06
SAN DIEGO MIRAMAR	\$	435,612.57
SAN FRANCISCO	\$	662,989.24
SAN JOAQUIN DELTA	\$	770,097.95
SAN JOSE CITY	\$	365,000.38
SAN MATEO	\$	350,827.84
SANTA ANA	\$	658,428.86
SANTA BARBARA	\$	539,074.13
SANTA MONICA	\$	1,181,302.92
SANTA ROSA	\$	723,549.55
SANTIAGO CANYON	\$	469,832.74
SEQUOIAS	\$	593,950.85
SHASTA	\$	543,353.84
SIERRA	\$	745,734.86
SISKIYOU	\$	228,392.02

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SKYLINE	\$	323,091.28
SOLANO	\$	504,623.31
SOUTHWESTERN	\$	800,911.23
TAFT	\$	341,904.94
VENTURA	\$	523,631.66
VICTOR VALLEY	\$	500,815.36
WEST HILLS COALINGA	\$	262,725.59
WEST HILLS LEMOORE	\$	306,257.27
WEST LA	\$	329,877.75
WEST VALLEY	\$	405,212.08
WOODLAND	\$	296,275.95
YUBA	\$	401,946.57

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## **Attachment 2**

### **Equitable Placement, Support and Completion Funding Plan Submission Form**

(Provided for reference only. Submit Plans to the Chancellor's Office electronically via the link specified in the *Requested Action* section of this memorandum and linked below).

**[Click here to complete the Equitable-Placement-and-Completion-Plan-Submission-Form](#)**

## **Equitable Placement, Support, and Completion Funding: AB 1705 Implementation Plan Submission Form (EC 78213.2(d)) Due July 1, 2023**

### **Introduction and Instructions**

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**Page description:**

This page provides an introduction and overall instructions for completing this form.

## Introduction

In accordance with Education Code 78213.2(d), colleges must demonstrate its commitment to implement equitable placement and completion policies and practices by submitting a plan that documents changes in placement practices and curricular structures that the college will implement. This form will serve as the institution's plan as it collects details on how each college will meet the the requirements for the Equitable Placement, Support and Completion Funding allocation.

This form is divided into four sections:

1. District and College Information
2. Institution's Equitable Placement, Support and Completion Funding Activities
3. Additional Professional Development / Technical Assistance Opportunities (Chancellor's Office-sponsored Events)
4. Certification and Signature Page

**Colleges must closely coordinate and manage the electronic form submissions to ensure **one** Plan per college is electronically submitted to the Chancellor's Office. The Chancellor's Office will not process multiple Plan submissions from the same college; college officials will be contacted and requested to resolve and resubmit locally.**

Resources:

- Memo ESS 23-08 Required Action: Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans
- PDF copy of this form for reference
- Chancellor's Office Equitable Placement Website
- Send questions to AB705@cccco.edu

**This electronic submission form contains a "Save and Continue" phrase at each page's top right. To save information on a specific page, you must advance to the next page and click the "Save and Continue" phrase. Please follow the instructions on the screen.**

## 1. District and College Information \*

District (Please do not abbreviate)

College (Please do not abbreviate)

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## Equitable Placement, Support, and Completion Funding Activities

### **Page description:**

This page collects information on the policies and practices that will be implemented to support equitable placement, support, and completion.

NOTE: "A community college that receives the grant shall use 10 percent of their grant for professional development in inclusive teaching practices and subject pedagogy. All faculty are encouraged to attend the professional development and it is the Legislature's intent for community colleges to require faculty who teach remedial mathematics/quantitative reasoning or English to attend the professional development courses offered pursuant to this subdivision." (Education Code 78213.2(f)).

2. A community college may use funds to implement equitable placement and completion policies and practices including, but not limited to, any or any combination of the options provided below. Select all the activities that the college will invest in. (Ref. EC 78213.2 (e)). For each option selected, one additional question will appear to gather more detail about how the funds will be used.

\*

- Developing Corequisite Support Models: Colleges will use funds for "Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale" (Education Code 78213.2(e)(1)).
- Providing Professional Development /Technical Assistance: Colleges will use funds for "Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development" (Education Code 78213.2(e)(2)).
- Aligning Concurrent Student Support Services: Colleges will use funds for "Creation, implementation, and evaluation of concurrent support or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses" (Education Code 78213.2(e)(3)).
- Innovating Course Sequences: Colleges will use funds for "Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses" (Education Code 78213.2(e)(4)).
- Additional Approved Investments: Colleges will use funds for "Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses by students within a one year timeframe of their initial attempt in the discipline" (Education Code 78213.2(e)(5)).

3. When developing corequisite support models, in what areas will your colleges be using funds for faculty release time to design, implement, and/or evaluate and improve corequisites according to best practices (e.g., low-unit, integrated registration into linked sections, taught by same instructor to allow seamless integration of relevant just-in-time remediation)? Check all that apply

\*

- English Composition
- English composition for ESL students or develop ESL-version of English composition
- Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus
- Statistics and Liberal Arts Mathematics (SLAM) math
- Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

4. Which professional development/technical assistance activities will the college invest in? Check all that apply \*

- Professional development for faculty focused on high challenge, high support equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course
- Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotypes
- Professional development for faculty that creates safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations
- Targeted professional development for counselors to support counseling with empathy and equity-minded, anti-racist, asset-based approaches to foster students' positive self-esteem and self-efficacy and to ensure that all students have the confidence and support to begin in English and math coursework for their program that maximizes the student's chances of completing courses that satisfy requirements for the intended program
- Faculty participation in existing training programs (workshops, online courses, communities of practices) that support the goal of improving successful completion of transfer-level math/quantitative reasoning and English, such as the Puente Collaborative, Grading for Equity, and Reading Apprenticeship
- Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate effectiveness of professional development and to make improvements



5. When aligning concurrent student support services, check all the options the college will invest in. \*

- Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services
- Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements

6. When innovating course sequences, for which activities will faculty use release time to redesign, implement, and evaluate certificate and associate degree pathways to include transfer-level courses? Check all that apply \*

- Develop or expand transferable quantitative reasoning options for students seeking only the associate degree, including options taught by disciplinary faculty outside of mathematics, that articulate to the CSU to satisfy quantitative reasoning requirements for general education (e.g., transferable quantitative reasoning courses, such as Financial Literacy taught in the Accounting or Business department, Technical Mathematics for the Trades taught by disciplinary faculty in CTE programs, Liberal Arts Math, contextualized statistics courses taught in the Business, Psychology or Ethnic Studies departments, etc.).
- Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.
- Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

7. For which additional approved assessments will your college be using funds? Check all that apply \*

- Expand the capacity of Institutional Research, Planning and Effectiveness (IRPE) offices through hiring of new staff, training, and external support to partner with subject matter experts in the development and evaluation of corequisites and other support models, and to automate disaggregation of data to inform equity conversations and plans for improving transfer-level math and English completion rates and address equity gaps. Importantly, IRPE offices should be involved early in the development and evaluation of a new support model.
- Establish comprehensive research and evaluation planning. Developmental education reform is a campus-wide initiative to transform academic and student services policies, processes and structures that need to be carefully monitored and assessed to ensure effectiveness. The development of a new support model, course sequence, or curriculum should include a plan and process for gathering and assessing quantitative and qualitative data on the impact of those changes. When possible, an evaluation plan should include random assignment to both control and treatment conditions. When it is not possible, other mechanisms, such as propensity score matching, should be used to identify comparable students who may have a similar chance of succeeding in a course without the intervention.
- Invest in Strategic Enrollment Management (SEM) through opportunities for training in or support with SEM to ensure that colleges are maximizing access to transfer-level math/quantitative reasoning and English, and offering enough sections of corequisite support to meet student needs.
- Invest in technology improvements through opportunities for IT training or support to ensure up-to-date coding of changes to placement processes, seamless registration of students into corequisite sections linked to transfer-level course sections, and other IT needs to aid implementation of AB 1705 strategies and mandates.
- Invest in comprehensive, campus-wide strategic communications: Implement the strategies from the AB 1805 Resource Guide: The AB 1805 Resource Guide was developed after an analysis of the AB 1805 Submission Form, and the Considerations for AB 1805 Implementation Guide research brief (MMA/RP Group) assessing how colleges communicated AB 705 policies to students across different materials – college website, catalog, orientation, and counseling resources. The AB 1805 Resource Guide identifies methods for colleges to improve communication materials to be more holistic and equity minded. The AB 1805 Resource Guide also contains promising communication practices shared by innovative colleges.

- ❑ Invest in comprehensive, campus-wide strategic communications: Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.
- ❑ Invest in comprehensive, campus-wide strategic communications: Develop and implement a strategic communication plan for AB 1705 implementation that includes guidance to college/district stakeholders on funding resources, information about professional development resources and opportunities, celebratory stories about local implementation efforts, clear communications to students about their rights to begin in transfer-level English and math and the benefits of doing so.

### **Additional PD/TA Opportunities (CCCCO-sponsored Events)**

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#### **Page description:**

This page provides an overview of PD/TA events that colleges will be invited to participate in (CO-sponsored), to assist with implementing equitable placement and completion policies and practices.

8. In addition to the funding allocation colleges receive, colleges will be invited to participate in CCCCCO-curated (i.e., CO-sponsored) Professional Development/Technical Assistance (PD/TA) opportunities to assist with implementing equitable placement and completion policies and practices. Please select the preferred PD/TA activities in **RANK ORDER** preference.

#### Ranking instructions:

On a scale of 1 to 4:

- 1 = highest (top) ranked preference
- 2 = second highest ranked preference
- 3 = third ranked preference
- 4 = fourth (lowest) ranked preference \*

1 2 3 4

Equity Accelerator: Through robust and evidence-based research practices and interventions, the Equity Accelerator critically examines aspects of student adaptation and social belonging within colleges. In this classroom intervention, Equity Accelerator will train faculty to

conduct a one-hour belongingness intervention in classes with students that has resulted in a statistically significant positive impact on student motivation & achievement, as well as in diminishing equity gaps. The Equity Accelerator will also produce a CCC-specific Belonging Guide for faculty and administrators to provide further guidance on how to develop campuses and classrooms of belonging. The impact of the intervention on faculty and students will be rigorously evaluated and assessed. [For more information visit <https://collegetransitioncollaborative.org/>]



Motivate Lab: Motivate Lab seeks to “improve people’s lives through rigorous motivation research”, by applying that research to “create significant and sustainable positive change, from the individual to the system.” Through this partnership, Motivate Lab will bring their growth mindset and remedial education reform work to the CCCs. They will work with clusters of colleges to implement and scale math and English corequisite models with a focus on instructor and student learning mindsets and professional development using Motivate Lab's four-phase research design process. This includes collecting instructor and student learning mindset surveys & conducting focus groups, conducting site visits at sample colleges, and leading PD opportunities with the sample colleges and PD Summits for the system. Math and English faculty at sample colleges will engage in “motivating learners” courses, and the impact on faculty and students will be assessed. [For more information visit <https://motivatelab.org/>]



NLET: The National Laboratory for Education Transformation (NLET) seeks to “develop and support student-centric learning and career outcomes toward improving lives” by supporting and credentialing learners. Through this partnership, NLET will customize of a faculty-driven technology platform for corequisite support in math, targeted to the needs of the California Community College system. Referred to as Just In Time Math, the platform uses curated open educational resources with automated formative assessments to create targeted support in math. This concurrent support tool supports math teaching, learning, and review by providing more than 600 micro-competencies from pre-Algebra to pre-Calculus and Statistics. Additionally, NLET will work with faculty to align math competencies with industry and help math faculty innovate the math canon of the future – competency-based math for workforce preparation. [For more information visit <http://www.NLET.org>]



Peer Resource Team (PRT) Support: PRTs provide colleges with professional learning opportunities by supporting the development of innovative strategies, best practices, resources, and tools by utilizing a development plan centered on achieving racial equity in educational access, support, and outcomes for students. The PRTs support the cultivation of inclusive classrooms and anti-racist curriculum and the integration of evidenced-based pedagogical strategies that promote equitable placement, support, and completion



strategies that promote equitable placement, support, and completion by pairing colleges with experts in the field with high support. PRTs will be deployed onto select campuses to serve as hands-on peer guides, helping colleges improve their remedial education reform implementation.

## **Certification and Signature Page**

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### **Page description:**

This page collects information for the certification of this form.

9. Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below. \*

First Name,  
President/Superintendent/Chancellor

Last Name,  
President/Superintendent/Chancellor

Title,  
President/Superintendent/Chancellor

Email Address,  
President/Superintendent/Chancellor

President/Superintendent/Chancellor Signature. Please sign your name to certify this submission. \*

-----  
Sign name using mouse or touch pad

Signature of

10. Please provide the name, title, email address, and contact telephone number of the Chief Instructional Officer (CIO) or their designee in the space below. \*

First Name,  
CIO

Last Name,  
CIO

Title,  
CIO

Email Address,  
CIO

CIO Signature. Please sign your name to certify this submission. \*

Sign name using mouse or touch pad

Signature of

11. Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below. \*

First Name, Academic Senate President

Last Name, Academic Senate President

Title, Academic Senate President

Email Address, Academic Senate President

Academic Senate President Signature. Please sign your name to certify this submission.

\*

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Sign name using mouse or touch pad

Signature of

**Thank You!**

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Thank you for taking our survey. Your response is very important to us.



# ARC 2023-2030 Strategic Plan

## STRATEGIC GOALS AND STRATEGIES

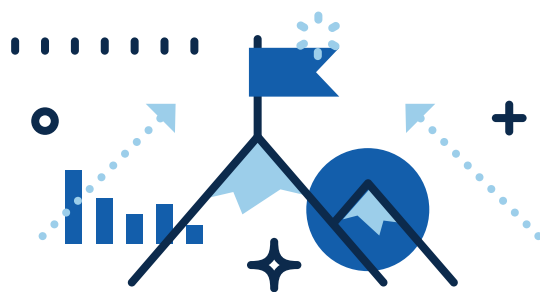
Institutional Effectiveness & Innovation

### ARC Strategic Goal #1 Students First:

The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

#### Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.
3. Thirteen newly hired Outreach Specialists will help meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; and policies that are more student centered.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.



5. Continue to strategically and equitably expand Open Education Resources.
6. Ensure students are supported for equitable completion of transfer-level Math and English.

## ARC Strategic Goal #2 Clear and Effective Paths:

The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

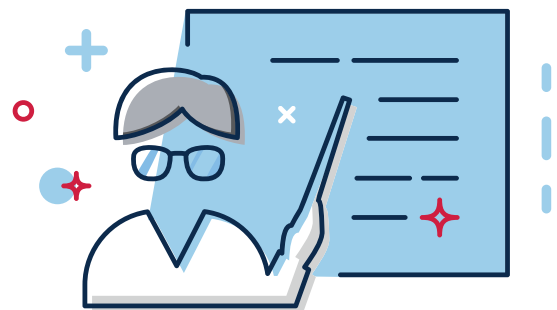
### Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.
3. Meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; policies that are more student centered; and inreach efforts focused on student retention and goal completion.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.
5. Continue to strategically and equitably expand Open Education Resources.
6. Assess the impacts of AB705 and AB715 and ensure students are supported for equitable completion of transfer-level Math and English.



## ARC Strategic Goal #3 Exemplary Teaching, Learning, and Working Environment:

The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.



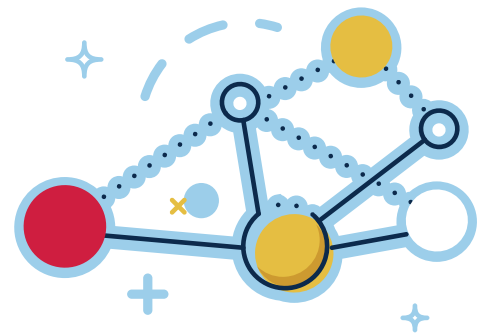
## Strategies to Achieve the Goal:

1. Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams.
2. Continue to implement the Professional Development & Training Plan to provide a comprehensive and cohesive program of professional development using a variety of delivery methods and modalities to increase access and engagement and provide relevant opportunities for employees at varying stages of growth.
3. Build and implement a Bias Response Team as recommended in the Bias Response Project Team Report.
4. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.

## ARC Strategic Goal #4 Vibrancy and Resiliency:

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The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.



## Strategies to Achieve the Goal:

1. Foster a more welcoming, inclusive, and safe physical and online environment as recommended in the Institutional Equity Plan.
2. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.
3. Evaluate and enhance sustainability practices in buildings and the environment as outlined in the Sustainability Plan.
4. Expand and deepen partnerships with industry, federal, and state partners to continue to offer, grow, and enroll students in Apprenticeship programs that reflect the employment needs of the region.
5. Continue to provide high quality training and educational programs for public safety personnel through the Regional Public Safety Training Center to positively affect regional employment eligibility in county and city law enforcement agencies specializing in police, corrections and/or probation.



# ARC Strategic Plan Metrics 23-30

## Strategic Goal #1: Students First

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**Increase overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics<sup>1</sup>:**

- Increase Success Rate (1<sup>st</sup> Term) from 59.4% to 66.4%
- Increase Success Rate (2<sup>nd</sup> Term) from 69.5% to 76.5%
- Increase Retention (to 2<sup>nd</sup> Term, Fall to Spring) from 62.2% to 69.2%
- Increase Retention (to 3<sup>rd</sup> Term, Fall to Fall) from 49.7% to 56.7%
- Increase 12+ Units Earned (1<sup>st</sup> Term) from 23.9% to 30.9%
- Increase 24+ Units Earned (by 2<sup>nd</sup> Term) from 16.6% to 23.6%
- Increase Transfer-Level Math & English (in 1 Year) from 12.9% to 19.9%

**Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #1 metrics**

### ***African American Students***

- Increase Success Rate (1<sup>st</sup> Term) from 42.0% to 66.4%
- Increase Success Rate (2<sup>nd</sup> Term) from 49.4% to 76.5%
- Increase Retention (to 2<sup>nd</sup> Term, Fall to Spring) from 55.6% to 69.2%
- Increase Retention (to 3<sup>rd</sup> Term, Fall to Fall) from 41.1% to 56.7%
- Increase 12+ Units Earned (1<sup>st</sup> Term) from 14.4% to 30.9%
- Increase 24+ Units Earned (by 2<sup>nd</sup> Term) from 9.2% to 23.6%
- Increase Transfer-Level Math & English (in 1 Year) from 4.8% to 19.9%

### ***Latinx Students***

- Increase Success Rate (1<sup>st</sup> Term) from 55.9% to 66.4%
- Increase Success Rate (2<sup>nd</sup> Term) from 63.9% to 76.5%
- Increase Retention (to 2<sup>nd</sup> Term, Fall to Spring) from 61.6% to 69.2%
- Increase Retention (to 3<sup>rd</sup> Term, Fall to Fall) from 42.8% to 56.7%
- Increase 12+ Units Earned (1<sup>st</sup> Term) from 21.1% to 30.9%
- Increase 24+ Units Earned (by 2<sup>nd</sup> Term) from 13.7% to 23.6%
- Increase Transfer-Level Math & English (in 1 Year) from 11.4% to 19.9%

### ***Native American Students***

- Increase Success Rate (1<sup>st</sup> Term) from 57.1% to 66.4%
- Increase Success Rate (2<sup>nd</sup> Term) from 75.9% to 76.5%



- Increase Retention (to 2<sup>nd</sup> Term, Fall to Spring) from 63.6% to 69.2%
- Increase Retention (to 3<sup>rd</sup> Term, Fall to Fall) from 53.8% to 56.7%
- Increase 12+ Units Earned (1<sup>st</sup> Term) from 18.2% to 30.9%
- Increase 24+ Units Earned (by 2<sup>nd</sup> Term) from 18.2% to 23.6%
- Increase Transfer-Level Math & English (in 1 Year) from 0% to 19.9%

### **Eliminate existing equity gaps for African American Male students<sup>2</sup>**

- Increase Success Rate (1<sup>st</sup> Term) from 40.5% to 66.4%
- Increase Retention (to 2<sup>nd</sup> Term, Fall to Spring) from 48.7% to 69.2%

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<sup>1</sup> All metrics aligned with Strategic Goal #1: Students First apply only to New, 1st Time to College students. Fall 2021 served as the baseline term. Excludes Public Safety and Apprenticeship. Source: ARC Data on Demand – Strategic Plan Metrics.

<sup>2</sup> A review of baseline data disaggregated by both race/ethnicity and gender revealed that African American Male students were the single most disproportionately impacted population at ARC for these two metrics: Success Rate 1<sup>st</sup> Term and Retention (to 2<sup>nd</sup> Term).

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## **Strategic Goal #2: Clear & Effective Paths**

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### **Restore and increase enrollment<sup>3</sup>**

- Increase enrollment for all students by 7% from 57,332 enrollments to 61,345 enrollments
- Increase enrollment for all New, 1<sup>st</sup> Time to College students by 7% from 10,325 enrollments to 11,048 enrollments

### **Meet the Vision for Success Goals (Increase awards by 20%, transfers by 35%, and reduce units at degree by 15%)**

- Increase Total Certificates by 20% from 1,085 to 1,302
- Increase Total Degrees by 20% from 2,573 to 3,088
- Increase Total ADT Degrees by 20% from 759 to 911
- Increase Total Transfers to CSU and UC by 35% from 1,118 to 1,509
- Decrease the average units at degree by 15% from 78.4 units to 66.6 units

### **Increase certificate, degree, and transfer-ready rates by 7 percentage points**

- Increase Certificate Rate (in 3 years) by 7 percentage points from 5.6% to 12.6%
- Increase Degree Rate (in 3 years) by 7 percentage points from 7.6% to 14.6%
- Increase Transfer-Ready Rate (in 3 years) by 7 percentage points from 8.1% to 15.1%



## Eliminate equity-gaps in certificate, degree, and transfer-ready rates for African American, Latinx, and Native American Students<sup>4</sup>

### African American Students

- Increase Certificate Rate (in 3 years) from 3.2% to 12.6%
- Increase Degree Rate (in 3 years) from 5.4% to 14.6%
- Increase Transfer-Ready Rate (in 3 years) from 4.3% to 15.1%

### Latinx Students

- Increase Certificate Rate (in 3 years) from 6.4% to 12.6%
- Increase Degree Rate (in 3 years) from 7.6% to 14.6%
- Increase Transfer-Ready Rate (in 3 years) from 6.6% to 15.1%

### Native American Students

- Increase Certificate Rate (in 3 years) from 11.1% to 12.6%
- Increase Degree Rate (in 3 years) from 11.1% to 14.6%
- Increase Transfer-Ready Rate (in 3 years) from 5.6% to 15.1%

## Improve Career Education outcomes<sup>5</sup>

- Increase Career Education Graduates Employed Rate by 7 percentage points from 78.8% to 85.8%
- Eliminate Equity-Gaps in Career Education Graduates Employed Rate for African American, Latinx, and Native American Students
  - Increase African American Career Education Students Employed rate from 66.7% to 85.8%
  - Increase Latinx Career Education Students Employed rate from 35.9% to 85.8%
  - Increase Native American Career Education Students Employed rate from n/a to 85.8%<sup>6</sup>

<sup>3</sup> Enrollment metrics include Public Safety and Apprenticeship.

<sup>4</sup> Where applicable—in some cases, equity-gaps did not exist for a particular group on a particular metric.

<sup>5</sup> Data Source: CTE Outcomes Survey. Due to variability in survey response rates, large variations from year-to-year may occur.

<sup>6</sup> No data for Native American students was available from the CTE Outcomes Survey in 2020-2021.

## Strategic Goal #3: Exemplary Teaching & Learning Environment

### Improve overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics<sup>7</sup>:

- Increase Course Success Rate from 69.6% to 76.6%



- Increase A-B Rate from 56.2% to 63.2%
- Decrease Drop Rate from 17.0% to 10.0%

### **Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #3 metrics**

#### **African American Students**

- Increase Course Success Rate from 55.5% to 76.6%
- Increase A-B Rate from 41.1% to 63.2%
- Decrease Drop Rate from 23.5% to 10.0%

#### **Latinx Students**

- Increase Course Success Rate from 64.9% to 76.6%
- Increase A-B Rate from 50.6% to 63.2%
- Decrease Drop Rate from 19.0% to 10.0%

#### **Native American Students**

- Increase Course Success Rate from 63.4% to 76.6%
- Increase A-B Rate from 51.2% to 63.2%
- Decrease Drop Rate from 18.9% to 10.0%

## **Strategic Goal #4: Vibrancy & Resiliency**

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### **May include one or more of the following metrics (TBD):**

- Improve ratings on Employee Satisfaction/Campus Climate Surveys
- Improve ratings on Governance and Project Team Evaluation Surveys
- Improve ratings on Professional Development Evaluation Surveys
- Increase the number of faculty, classified staff, and administrators who have received professional development in all 8 professional development competencies
- Increase the number of faculty, classified staff, and administrators who have increased their level of competency from Level 1 Introductory (Awareness) to Level 2 or Higher (Action/Skill Development and/or Inquiry, Outcome, and Assessment) for 1 or more professional development competencies

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<sup>7</sup> Excludes Public Safety and Apprenticeship.

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# Affordable Learning Materials Committee (ALMC) Year End Report

American River College Academic Senate, 2022-2023

## 1. The function of your committee, including any changes or proposed changes to your committee's scope/responsibilities

The ALMC focuses on reducing textbook costs for students. In 2022-2023, we did this in several ways:

- Made recommendations for allocating the college's OER budget, including the [Open Educational Resources \(OER\) Award Program](#). This program awards funding to faculty members who want to switch to OER-based course materials. The ALMC developed the program criteria and reviewed applications.
- Discussed how to best use the ongoing ZTC funding awarded by the CCC Chancellor's Office. This funding is meant to help colleges develop Zero Textbook Cost degree and certificate pathways. In Fall 2022 two ALMC members worked with another faculty member to [analyze the IGETC GE pathway](#) to determine how many course offerings are currently ZTC and identify any gaps. We identified math as an area in need of more ZTC courses, so for Spring 2023 we developed a project specifically to support math faculty. We offered stipends or re-assigned time to faculty who wanted to switch to OER textbooks and an open source homework platform (MyOpenMath) for three key math courses: MATH 300, STAT 300, and STAT 333. Three math faculty who currently use OER served as peer mentors. Seven math faculty took us up on the project, and their work will result in several additional sections of math courses becoming ZTC in future semesters, which helps pave the way for the college to be able to offer ZTC degrees.
- Discussed and supported process and policy changes that improve communication with students about textbook costs. For example, the ALMC:
  - Provided input into the development of the [ZTC Designation Form](#), which faculty can now use to self-report their ZTC sections each semester.
  - Discussed the current definition of "Low Cost Textbook" and recommended an update, taking into consideration Los Rios student survey data and resolutions passed by the statewide student senate. (FYI: We plan to share this recommendation with ARC Academic Senate and DAS next Fall)

- Discussed how best to display information about ZTC courses, degrees, and certificates to students

**2. Current committee membership (names and roles) - please note all vacancies expected for the 2022-23 academic year (including leadership changes)**

Our membership roster is complete for 2023-2024, except for a student member. We have been working with Brett Sawyer on recruiting a student, and we hope to fill this vacancy in Fall 2023.

- Sarah Lehmann (chair)
- Kate Williamson (library faculty)
- Carie Alexander (counseling faculty)
- Robyn Borcz (instructional faculty)
- Glenn Jaecks (instructional faculty)
- Adam Windham (administrator)
- Dan Crump (resource)
- Adrianne Avila (instructional faculty)
- Francisco Chima-Sanchez (instructional faculty)
- Tak Auyeung (instructional faculty)
- Student (VACANT)

**3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism**

During the 2022-2023 school year, the OER Award Program supported over 60 faculty in finding, creating, and adopting OER-based course materials for their courses. All participants were invited to attend a multi-part OER & Equity workshop that focused on how faculty can ensure their teaching strategies are culturally responsive and their OER materials are culturally relevant.

Also, the participation of these 60 faculty during the 2022-2023 school year will result in many more course sections becoming ZTC, which will collectively save students thousands of dollars each semester. In the DI Project Team reports, high textbook costs (and the high cost of college in general) were identified as a barrier for students of color, so reducing textbook costs for students will hopefully help close equity gaps.

**4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee**

None.

**5. Overall summary assessment of the committee's work**

The committee did important and impactful work to reduce textbook costs for students in 2022-2023.

# Program Paths Committee Report to the Academic Senate for 2022-23

**Function:** The Program Paths Committee maintains the college's Areas of Interest and program maps.

## **Membership:**

- Faculty Chair: Bill Simpson
- Administrative Co-Chair: Kate Jaques (vacancy in fall)
- Counseling Faculty: Megan Bevans
- Counseling Faculty: Lisa Roberts-Law
- Mathematics Faculty: Adrienne Avila
- Instructional Faculty: Marie Jones
- Instructional Faculty: Aaron Bradford
- Governance Liaison: Mary Goodall

## **Summary of the Committee's Work:**

- Adjusted the Areas of Interest in response to faculty feedback regarding the college reorganization plan.
- Published a new set of program maps for the 2023-24 catalog (354 maps total).
- Created maps for several new programs, including Pre-Health Occupations A.S.
- Designed a regular review process to insure the accuracy of program maps. Implementation begins next year.
- Adjusted program maps for degrees being entered into Degree Planner, to align them with what students see in Degree Planner.
- Monitored changes in GE patterns and graduation requirements coming in the next few years.
- Helped remove hidden prerequisites found in several programs.
- Discussed adding ZTC labels to courses in program maps.

## **Recommendations for Changes:**

- Consider having the Administrative Co-Chair be more closely connected with HomeBases, to make a stronger tie between the committee and HomeBase staff.

Submitted to the Academic Senate on May 1, 2023, by Bill Simpson, chair of the ARC Program Paths Committee.

## ARC Curriculum Committee Report 2022-2023

Dear Esteemed Senate Members

My name is Roxanne Morgan and I am the outgoing Chair of Curriculum at American River College. I am very proud that my colleague, Aaron Bradford, will be taking over for me. In addition, Rolf (Rusty) Gaudard will continue his tenure as Vice-Chair which will provide a smooth transition between myself and Aaron.

I am very excited for the future of the Curriculum Committee with Aaron and Rusty's leadership. In the past two years we have made significant changes to the structure and processes of the committee which will allow Aaron and Rusty the opportunity to make even more significant and progressive changes. 2023 and 2024 will bring huge changes to curriculum across the district and the Curriculum Committee is ready for them.

AB1111

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/com-mon-course-numbering-project>)

and

AB 928

(chrome-extension://efaidnbmninnibpcajpcglclefindmkaj/https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\_Framework\_2-9-2023.pdf)

1. In the past two years we have streamlined the COR editing process which provides clear documentation for the developer and for the Curriculum Committee. It also provides an historical trail for future members and chairs by saving everything in a shared google drive.
  1. This new system allows the developer the flexibility of not attending our weekly/bi-weekly meetings since they will be provided an electronic copy of the requested edits. We found that the majority of Course Outlines of Record (CORs) languished in the curriculum process because of the requirement that developers physically attend our meetings on Wednesdays at 3pm.
  2. It also provides clear communication between the developer and committee about what is being requested.
2. Curriculum Committee members were constantly encouraged to bring suggestions on how to make our committee more enjoyable, less onerous. A common complaint we would hear outside of the committee was "oh, ugh, Curriculum... when I was hired I was told to stay as far away from Curriculum as possible" and "oh, what did you do wrong to get on that committee?" Thanks to our committee members suggestions:

1. We switched our start time on Wednesdays to be more child/daycare/school friendly. We now meet from 1:30-3:00pm and have rarely gone past 2:00pm.
2. We switched to an every-other-week meeting schedule in the Spring semester since there is considerably less work coming through. Tech Review, which is virtual, remains an every-week activity, but our physical meetings moved to every-other-week.
3. The Curriculum Handbook underwent a massive overhaul. It is not complete but will be ready for Senate approval and review at the first meeting in the Fall semester, 2023.
  1. We worked closely with the equity committee in monthly meetings.
  2. Given the amount of new legislation in the past couple of years, and legislation coming down the pike in the next year, the handbook had to be stripped down and re-built.
  3. The newest edition of the PCAH only came out in March, 2023, months (if not a year??) overdue, and this new edition had to be read, assimilated and incorporated into our handbook.
  4. We have created the framework for an online interactive Curriculum handbook. There will still be a PDF version, but developers will be able to go to our website and click on links to bite-sized information, rather than scan through a PDF. This will be ready by September 1<sup>st</sup>, 2023.
4. In the past, our CORs have only been visible/available to those with access to Socrates. Developers, faculty and staff would cut and paste what they needed from Socrates, into other programs or their syllabi. In the past year, this has changed dramatically and now Socrates directly feeds into a number of other programs (Pathways, etc.) AND is now available to anyone with permission – such as UC, CSU, essentially – the public. As such, we have worked hard in the past year to ensure that the language in our CORs is consistent, equitable, professional. The course title and description were “student facing” but now the entire COR is available to anyone. We are extremely proud of the work we’ve done to ensure our CORs are professional, clear, articulate. It’s been a lot of work – a lot of discussion, some disagreements, etc. but we have really been an amazing committee. I’m so ridiculously proud of what we’ve worked through.

It has been an honour and privilege to work with my amazing colleagues in the district and school.

Roxanne Morgan

# Program Review Committee

End of the Year Report

2022-2023

**Committee Function:** The Program Review Committee facilitates the Annual Unit Planning and Program Review process for faculty, providing training and support throughout the process, maintaining the Integrated Planning Portal website and revising the process as necessary to further the work of the college and maintain our status as an accredited college.

## What is Program Review?

Comprehensive program review occurs on a cyclical basis and is designed to foster a collaborative process of analysis, dialogue, and reflection which results in actionable goals for program enhancement. Program-level objectives are inspired by the institution's strategic goals which also encompass its overarching commitment to social justice and equity.

## What is Annual Unit Planning?

Annual unit planning occurs each fall to develop action steps and allocate resources for the upcoming academic year. Action steps are linked to goals from the institution's strategic plan. This linkage provides a clear connection between institutional planning, unit planning, and resource allocation.

2. Current committee membership (names and roles) - please note all vacancies expected for the 2022-23 academic year (including leadership changes)

<i>Faculty</i>		<i>Classified</i>		<i>Administrative</i>	
<b>(Co-chair)</b> Janay Lovering		<b>Governance Liaison</b> Mary Goodall		<b>(Co-chair)</b> Jen Laflam	
<b>Faculty Researcher</b> (ex-officio) Yuj Shimizu		<b>Researcher</b>		<b>AVP</b> Vacant	
<b>Equity Instruction</b> Vacant		<b>Research</b>			

<b>Transfer Faculty</b> Kristina Casper-Denman		<b>Research</b>			
<b>Lab Faculty</b> Janet Hanstad		<b>IT</b> Ryan Bonomo			
<b>Counseling Faculty</b> Amanda Aranda		<b>SS</b>			
<b>SS/Equity</b>					

3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, and anti-racism.

The Program Review committee revamped it's AUP and Program Review Training with help from Jeff Sacha and Veronica Lopez. We also had Equity drop-in help available for Program Reviewers facilitated by CTL.

The Program Reviews presentations overall included more discussion of disproportionately impacted students.

There is also now a process for accountability and follow up for programs not meeting department set-standards thanks to committee member Yuj Shimizu.

4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee

The Program Review Committee recommends that the Program Review Chair position and responsibilities go back to Academic Senate leadership to maintain a stronger connection between the Program Review Committee work and the ELT and President's Executive staff.

The Program Review Committee also supports the work of the Redesign committee to rewrite the Program Review questions to center equity work in the process.

The Program Review Committee recommends that Program Reviewers NOT be excused from completing an Annual Unit Plan, as that process is the first half of the work of the Program Review. This year's decision put programs behind and made the process much more difficult and overwhelming. Many reviews were turned in late.

5. Overall summary assessment of committee's work



## Portal Updates

The Institutional Planning Portal now has a place for Reviewers to indicate that they have read the AUPS.

Over the summer, there will be a few more updates, such as adding a “submit” button to the Program Review as well as adding some requested research resources (specifically a report on degrees and certificates awarded).

## Program Reviews Submitted

- Early Childhood Education
- Economics
- English
- Communications
- Chemistry
- Commercial Music
- Anthropology
- Sociology
- Business, Marketing, Real Estate, Management
- Computer Information Science
- Nutrition
- Healthcare Interpreting
- Respiratory Care
- Sacramento Regional Public Safety Training Center

## Program Reviews Postponed

- Business Technology
- Political Science

## Faculty AUPs not submitted

Business, Marketing, Real Estate, Management  
Business Technology  
Career Education & Workforce Development  
Chemistry  
Commercial Music

Communication  
English  
Fire Technology  
Honors  
Hospitality Management  
Interior Design  
Legal Assisting  
SRPSTC  
Social Justice  
Social Science  
Sociology  
Theatre Arts  
Technical Communications









# Student Success Council Report for Academic Senate

Tuesday, May 2, 2023

- Presentations focused on the various DI groups. Potential areas of focus for the presentation: Program Overview Successes - Institutional - Programmatic Challenges Encountered - Barriers students encounter - Programmatic barriers Supports Needed - Student - Program
  
- PRIDE - David Austin & Liz Geisser
  - Started Fall 2016, opened in April 2018. PRIDE Center impacted by COVID
  - David Shrope-Austin transitioned as the new Faculty Coordinator (October 2022) and Liz Geisser hired as the new PRIDE Center SPA in April 2023.
  - As of April 2023, the PRIDE Center reopened full time and Fall 2023 PRIDE Learning Community Classes will be offered.
  - Provided information on how the LGBTQIA+ community is being targeted. Numerous anti-LGBTQIA+ bills introduced, states have outlawed Drag, “Don’t Say Gay” laws have been introduced in 20 states, Over 10 states have restricted transgender healthcare and incidence of graffiti on campus. Another example provided was deadnaming, which using a name that is no longer being used.
  - Center is active with numerous events including Trivia, Bingo, Movie, Cap Decor and Lavender Virtual Graduation on May 5th.
  - Future plans include Name Change Clinics, PRIDE Prom, HIV/PrEP Clinic and more.
  - Challenges faced include frequent verbal harassment, 28% of LGBTQIA+ students drop out before completion (Association of American Universities), and identifying students. Work with college to determine better ways to identify students. An additional suggestion to provide a new campus climate survey and safe space training for all faculty & staff.
  
- Umoja Sakhu & Black Student Success Center - Tanisha Jenkins, Kim Herrell, Denzel Phoenix, and Tera Reynolds
  - Focused on culturally relevant and responsive programming. Help students know who they really are.
  - Provide leadership opportunities, tutoring/study skills and a nurturing community/safe space.
  - Blackademics Canvas Shell has really worked out well to share resources, events and provides a safe space for students.
  - Programs included Umoja Sakhu, A2MEND Charter, Black Parliament (Faculty/Staff Advisory Committee), Blackademics, and Improve Your Tomorrow.
  - Challenges for students include financial need, quick and easy access to a counselor, housing, transportation, and employment opportunities.
  - Needs communicated - need access to counselor, BSSC Specialist (at 1.0), student peer tutors, equipment, food for village time, funds for travel to conferences, gas cards, and multiple sources of funding.

- Campus Climate Survey - Jen Laflam
  - District Research Council (DRC) created a Student Campus focused on equity and administered at all college campuses. The survey was long and had a low response rate. Survey was sent to over 35,000 students and only 1,1000 students responded. Report written from District perspective (see attachment).
  
- Prison and Reentry Education Program & Rising Scholars - Mariko Peshon McGarry & Veronica Lopez
  - Presented background information on the Prison and Reentry Education Program (PREP) and organizational structure of the PREP program
  - The PREP program provides services to two population of students 1) currently incarcerated students (Mule Creek and Folsom Men's Prison) and 2) formerly incarcerated, justice impacted students (called Rising Scholars)
  - Los Rios offers on ground classes at Mule Creek and Folsom Men's Prison. ARC faculty have been teaching courses offered at Mule Creek, however there are still areas of need for students to complete their degrees.
  - Over 60 faculty have participated in the 1 day training called College While Incarcerated. Training is student led (see student created curriculum "Creating Neighbors").
  - Students from Mule Creek State Prison have started an Advocacy Campaign to voice their concerns about not having access to counseling services similar to students on campus (see attached slides).
  - Rising Scholars was awarded a grant in Fall 22 for 3 years and housed in the UNITE Center.
  - Program has focused on in-reach, identifying justice-impacted students currently enrolled at ARC, creating a community space for students, peer mentor support, employment support, student club and other resources.
  - Program is also focused on outreach, connecting with community partners, on boarding prospective students, securing housing resources, working with California Department of Corrections and Rehabilitation (CDCR) and Youth Detention Facility (YDF).
  - This population of students need support with navigating enrollment, admission & records, and financial aid.
  
- SEM II - Adam Windham
  - Strategic Enrollment Management 2.0 was presented and feedback was requested (see attachment).
  - Spent time reviewing membership.



# PRIDE Center

Student Success Council



# PRIDE Center

LGBTQIA+ in the News

- 315 anti-LGBTQ+ Bills introduced (Human Rights Campaign)
- 14 states have outlawed Drag
- Roseville High School Drag Show for LGBTQ+ Youth Canceled (Sac Bee–March 23)
- 20 states have introduced “Don’t Say Gay” laws
- 12 states have restricted transgender healthcare
- Curtis Park Drag Story Hour interrupted by armed Proud Boys (April 23)
- Graffiti on campus

# PRIDE Center

## History

- Fall 2016: PRIDE Center Announced
  - Fall 2017: PRIDE Center Coordinator hired: Emilie Mitchell
  - April 2018: PRIDE Center opens
  - June 2018: PRIDE Center SPA hired: Alejandra Fernandez-Garcia
  - COVID Years: PRIDE Center instability: PRIDE Center physical location closed, boxed up, & moved; Emilie and Alejandra exited; & Sara Smith-Silverman served as interim coordinator
  - October 2022: PRIDE Learning Community Coordinator hired: David Shrope-Austin
  - February 2023: PRIDE Center soft re-opening
  - April 2023: PRIDE Center SPA hired: Liz Geisser
  - April 2023: PRIDE Center re-opened full time
  - Fall 2023: PRIDE Learning Community Classes offered
-

# PRIDE Center

## Current Events

- **Host Pride Campus Events in April and early May- Trivia, Bingo, Movie, Cap Decor**
  - **May 5th 5:30pm: Lavender Virtual Graduation**
  - **Currently in planning for 2023-2024 events**
    - **Name Change Clinic**
    - **HIV/PrEP Clinic**
    - **PRIDE Prom**
    - **Coming Out Day event**
    - **LGBTQ+ History events**
    - **...and more**
-

# PRIDE Learning Community Fall 2023

## Classes Offered

As members of the Pride Learning Community, students can select from the four classes offered. They may take **all** of the classes offered or **any combination** of them.

- COMM 301 - Public Speaking - Professor David Shrope-Austin - MW 10:30am - Davies Hall 214 (Lecture 11670)
  - SOC 300 – Intro to Sociology - Professor Jeffrey Sacha - MW 12:00pm - Davies Hall 214 (Lecture 11587)
  - ENGWR 300 – College Composition – Professor Cathy Arellano – Online Course (Lecture 12909)
  - SJS 310 – Introduction to LGBTQ Studies – Professor TBA – Online Course (Lecture 12688)
-

# PRIDE Center

Planning the Future

- Plan Fall 2023 weekly online Pride Chat” group for LGBTQ Community
  - Rebrand Learning Community-Pride Classes 2Gether
  - Create Online Asynchronous “Safe Space” Course
  - Promote Spring 2024 Pride Learning Community Courses
  - Begin planning for May 2024 Lavender Graduation at ARC Live
-

# PRIDE Center

## Challenges and Support

- **Current Campus Climate**
    - Purdue University: 22% of LGBTQ+ students face frequent verbal harassment
    - Suggestion: new campus climate survey
    - Suggestion: Safe Space training for all faculty & staff
  - **LGBTQIA+ Student Retention**
    - Association of American Universities states that 28% of LGBTQIA+ students drop out before completion
  - **Identifying students who are part of LGBTQIA+ Community**
    - Gallup Poll: 24% of Gen Z (19-26 yo) identify as LGBTQIA+ or questioning
    - Suggestion: work with college to determine better ways to identify
-



BLACK STUDENT  
SUCCESS CENTER

# Black Student Success Center

& Umoja Sakhu Learning Community

...





BLACK STUDENT  
SUCCESS CENTER

# Our Mission

We strive to foster a campus that enthusiastically welcomes, celebrates, and supports Black students as they authentically engage in the ARC experience. Our efforts are designed to connect Black students to the programs, people, and resources that will nurture academic and personal growth.

...



# What We Do

We offer culturally relevant and responsive programming and resources for students of African descent.

- Make referrals to community and campus resources
- Culturally relevant core GE courses
- Dedicated Umoja Sakhu/Unite Center Counseling Appointments
- Student development and leadership training through programming (Village Time, conferences, etc.)
- Field Trips to cultural events and regional universities
- Tutoring/study skills support
- Safe space/nurturing community



# WHY BSSC & Umoja Sakhu work together seamlessly to serve Black/African American students at ARC



- To increase opportunities for affirmation of cultural identity
- Research documents that Black/African American students who are exposed to African centered programming are likely to experience...
  - Increased self-esteem/self concept
  - Academic motivation
  - Stronger self-determination
  - Lower psychological distress
  - Greater pride in cultural heritage
  - Increased ability to adjust to predominantly white institutions



# Black Student Success Center Programs

- Umoja Sakhu Learning Community

- A2MEND Charter
- Black Student Union (Student Club)

- Black Parliament (Faculty/Staff Advisory Committee)

- Blackademics Canvas Community

- Improve Your Tomorrow (IYT)



BLACK STUDENT  
SUCCESS CENTER

# Blackademic Canvas Shell

- A way to communicate resources, events and services to a greater number of Black/African American students (program peer tutors, Virtual Village, campus workshops, college services, etc.)
- A smaller community within the larger campus environment
- A safe space for Black/African American students to reach out to college staff that want to assist them (Student Support Team identified on BSSC website)



# Student Barriers

- Financial Needs
- Quick, convenient access to a Counselor (year round)
- Tutoring/Academic Support
- Housing
- Transportation (car repairs)
- Emergency funds
- Technology
- Employment-Workforce
- Dedicated Financial Aid Liaison

# Programmatic Challenges

## Needs for 2022-2024

- Counselor – .70 (.2 Full-time Counselor & .5 Adjunct Counselors)
- BSSC 1.0 Specialist
- 2 Temp SPAs OR 1.0 SPA
- Student Peer Tutors (4)
- Equipment- Laptops, monitors, printer, scanner, tablet etc....
- Funds to meet students' immediate needs
  - Food for village time
  - Travel & Conference/PD
  - Gas cards
  - Multiple sources of funding streams • • •





BLACK STUDENT  
SUCCESS CENTER

# Thank you

Do you have any questions???







**Student Campus Climate Survey  
Executive Summary  
Los Rios Community College District  
Office of Institutional Research  
Fall 2022**

During the 2021 academic year, as requested by the Los Rios Community College District Board of Trustees and college and district leadership, the District Research Council was asked to develop and administer a *Student Campus Climate* survey with a focused lens on equity. A Campus Climate Survey workgroup was formed with district and college representatives including research deans, analysts and technical professionals who worked in collaboration with the District Vice President of Educational Services and Student Success. The process included a comprehensive literature review of national and statewide Campus Climate surveys; based on the results of the literature review the recommendation was to develop a local *Student Campus Climate* survey which would best reflect a community college learning environment. The recommendation of the workgroup was presented to and approved by district and college executive leadership and stakeholders.

The Campus Climate survey was based on thorough reviews of not only national and statewide surveys but also the ARC and FLC Student Campus Climate surveys that had been administered to students at both respective colleges. Once the survey was developed, the workgroup reviewed the survey and design process with leadership including the district Academic Senate President. Once approved, the workgroup designed an aligned methodology to draw the survey sample based on the following criteria:

- Students enrolled in at least one course in the Spring 2022 term
- For each college, 33% of eligible students (over sampling) was drawn based on a random sample ID generator
- However, the colleges requested that *all* students identifying as African American, Filipino, Pacific Islander, Native American and non-binary with regard to gender were included in the sample to ensure representation in the survey responses.
- Students “under 18” and those students in Apprenticeship and Public Safety Center programs and courses were excluded from the sample.

The *Student Campus Climate Survey* administration began in March 2022 and was sent to over 35,000 students across the Los Rios colleges. Email invitations were sent to students as determined by their home college signed by their college president, and a series of reminders were sent to students throughout the spring term. Survey administration was supported by college and district communications teams, who posted information about the survey in newsletters and on social media.

Unfortunately, even with the focused email invitations, survey reminders and support by college teams the response to the survey was very low. Slightly over 1,100 students responded to the survey. In addition to the low response rate, there was also a low question completion rate, especially towards the end of the survey. The lessons learned from this experience will be discussed in the follow-up notes at the end of this Executive Summary. Because of the low response rate, the DRC Campus Climate Survey workgroup agreed it is best to provide a district level summary of responses, as disaggregation by college results in very small response counts. We feel strongly that we did hear from over 1,100 students who took the time to complete the survey, and their voices are important.

This is the first in a series of *Student Campus Climate* response summaries which will focus on the main theme areas. This will be followed by a series of reports that will provide the findings based on each of the questions that are part of the theme areas.

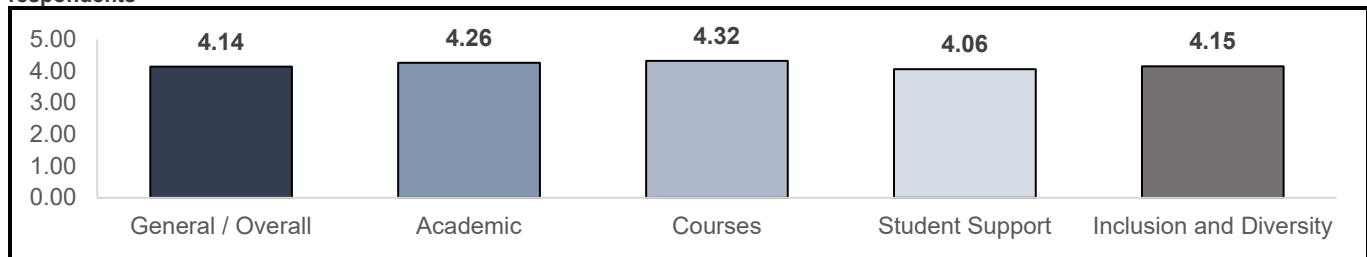
## **The Student Perspective on the Los Rios Campus Climate**

Survey recipients were asked to provide their level of agreement to a series of statements each of which are organized around the following themes: General Experiences, Academic Success, Course Experiences, Student Support Services and Diversity and Inclusion statements. Students were asked to respond to the series of statements based on an Agreement Scale ranging from 1 to 5, with 1 meaning they strongly disagree and 5 meaning they strongly agree with the statement. What follows are the average means of the theme areas based on the aggregated average means of the specific statements in each theme area. The average means are provided by overall responses and disaggregated by race and ethnicity based on all survey responses across the district.

### Theme Area Average Means (by All Survey Respondents)

Chart 1 provides student responses to each of the theme areas and illustrates survey respondents generally agree with the statements in each response area, ranging from 4.32 average mean agreement for experiences in courses to a 4.06 average mean response to Student Support experiences at their Los Rios college.

Chart 1: On a scale from 1 (strongly disagree) to 5 (strongly agree), average mean of overall theme area level of agreement: by all survey respondents



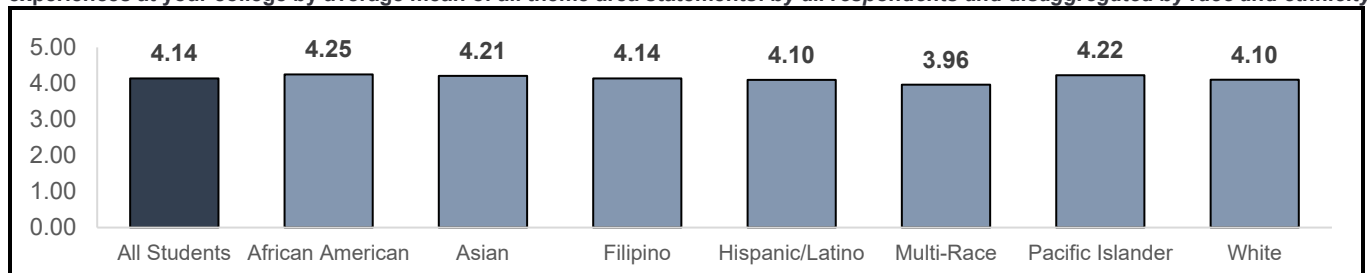
### Average Means by Each Theme Area (by all Survey Responses Disaggregated by Race and Ethnicity)

The following charts provide the average means by each Theme Area disaggregated by race and ethnicity; generally, there is a high level of agreement in each of the theme areas including average mean responses disaggregated by race and ethnicity. Note that additional survey summaries by each theme area statement will follow this high level Executive Summary Report.

#### Overall Experiences at your Los Rios College

Survey respondents were asked to provide their level of agreement to a series of statements about their **overall experiences** at their Los Rios college. This theme area focuses on statements about students' sense of belonging, a welcoming environment, sense of community, feeling safe, and creating an equitable and inclusive environment. The average means illustrate a strong level of agreement about overall experiences by survey respondents, ranging from 4.25 for African American students responding to the survey to a slightly lower 3.96 for multi-race respondents.

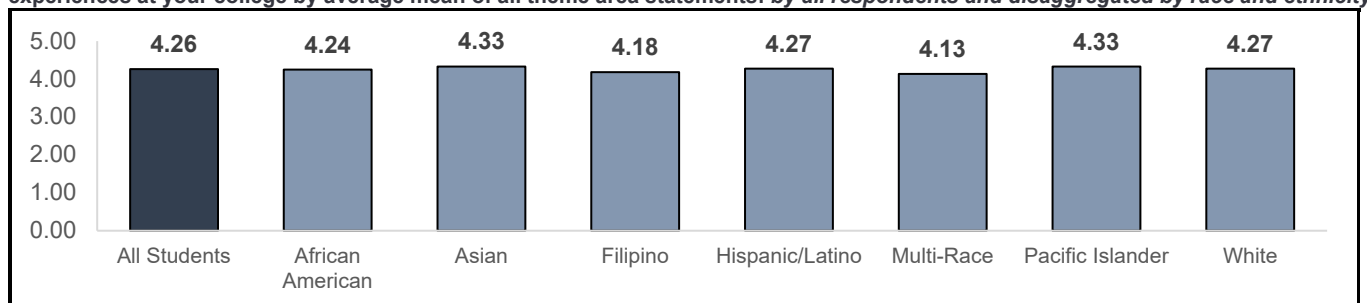
Chart 2: On a scale from 1 (strongly disagree) to 5 (strongly agree), please provide your level of agreement about your overall general experiences at your college by average mean of all theme area statements: *by all respondents and disaggregated by race and ethnicity*



#### The Academic Experience

Survey recipients were asked to provide their level of agreement with a series of statements about their **academic experiences** at their Los Rios college. The academic theme area focuses on overall academic satisfaction, success, progress, opportunities and an increased interest in new intellectual ideas and concepts. The average means reflect a strong level of agreement, ranging from 4.33 for both Asian and Pacific Islander students to an average mean of 4.13 for students who identify as multi-race.

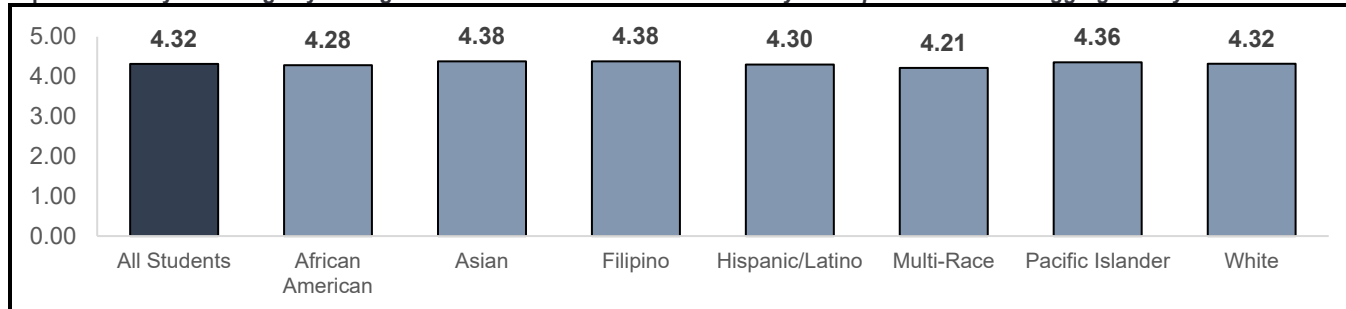
Chart 3: On a scale from 1 (strongly disagree) to 5 (strongly agree), please provide your level of agreement about your academic experiences at your college by average mean of all theme area statements: *by all respondents and disaggregated by race and ethnicity*



## The Classroom Experience

Survey recipients were next asked to respond to a series of statements about their experiences with their **courses and in the classroom** at their Los Rios college. Statements focused on areas like equitable treatment, that their voice is heard and respected in the classroom, and if course content is culturally relevant. Again, the average means to this theme area reflect strong agreement ranging from 4.38 for both Asian and Filipino respondents to 4.21 for those respondents who identify as multi-race.

**Chart 4:** On a scale from 1 (strongly disagree) to 5 (strongly agree), please provide your level of agreement about your classroom experiences at your college by average mean of all theme area statements: *by all respondents and disaggregated by race and ethnicity*

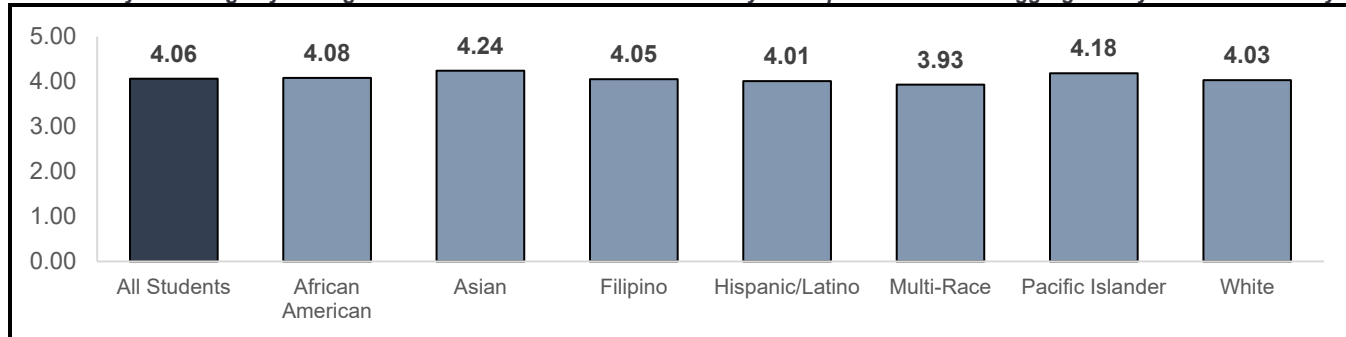


## Experiences with Student Support Programs

In addition to academic and classroom experiences, survey recipients were asked to respond to a series of statements about their **experiences with student support services** at their Los Rios college. The student support services theme area included statements that focused on fair and equitable treatment outside of the classroom, student comfort in asking for support, knowing where to go to obtain the support needed to be successful, affinity group connections, and diversity of support staff. Although for the most part there is strong agreement to the support program statements, this is one of the areas with slightly lower average means ranging from 4.24 for Asian students to 3.93 for multi-race students; also worth noting is the slightly lower 4.01 average mean for Hispanic/Latino students.

Survey recipients were also asked to indicate what types of additional support services they feel they need to be successful (housing and food insecurity, financial, mental health and physical health needs, Foster Youth services) as well as identify the types of 'stressors' they face that may impact their mental health. An analysis of those responses will be provided in the more detailed summary of the student support individual statements in a follow-up report.

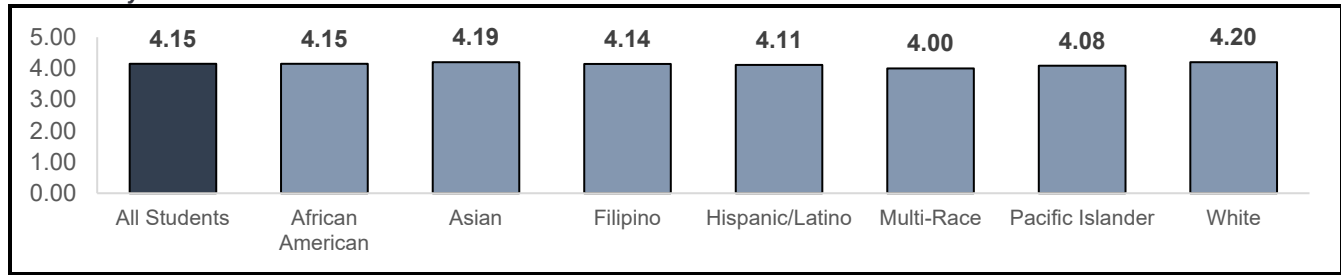
**Chart 5:** On a scale from 1 (strongly disagree) to 5 (strongly agree), please provide your level of agreement about your student support services at your college by average mean of all theme area statements: *by all respondents and disaggregated by race and ethnicity*



## Inclusion, Diversity and Equity at Los Rios Colleges

A primary goal of the *Student Campus Climate* survey was to gauge student perspectives on areas specific to **equity, inclusion, diversity and social justice** within their Los Rios college community. The theme area statements focus on experiences that increased both awareness and respect of multiple perspectives and cultures, their college's commitment to equity, and a sense of belonging because they see students, faculty and staff with whom the student can identify with. The level of agreement with the statements is very strong ranging from 4.20 for white students, 4.19 for Asian students, 4.15 for African American and 4.11 for Hispanic/Latino survey recipients. The 4.00 level of agreement for multi-race students is the lowest of the average response means for this theme area.

**Chart 6:** On a scale from 1 (strongly disagree) to 5 (strongly agree), please provide your level of agreement about your perspective on inclusion and diversity at your college by average mean of all theme area statements: *by all respondents and disaggregated by race and ethnicity*



**Campus Climate Survey Preliminary Findings**

- Unfortunately, there was a very low response rate to the survey as well as a low question completion rate; this context is important when reviewing the survey results.
- Overall, there is a strong level of agreement to each of the general theme areas of the survey.
- There is a somewhat lower level of agreement by students who identify as multi-race and may call for further analysis.

**Lessons Learned**

- **Length of Survey:** The *Campus Climate Survey* was very long and this contributed to the low response rate for both survey and question completion. The DRC workgroup has had lengthy conversations about the approach to surveys in the future and will recommend shorter and very focused surveys. Using the *Campus Climate Survey* as an example instead of one long survey trying to address every issue of concern we administer shorter surveys that focus on one theme area.
- **Incentives.** We are asking our students to invest their time in providing valuable feedback by participating in surveys. There are a lot of external organizations who are also administering surveys to our students and as a result survey fatigue is real. As a district we are not allowed to offer our students incentives yet external entities who administer surveys to Los Rios students are able to offer incentives ranging from gift cards to iPads. We will continue conversations with leadership to find solutions to the incentive challenge, which had a negative impact not only on the Campus Climate response rate but the response rates for all Los Rios surveys we administer to our students.

**Next Steps for Research:**

- Complete analysis based on the responses to each of the statements in the theme areas and provide quick summaries of the findings.
- Colleges will work on local follow-up research based on initial findings as well as the findings specific to their college noting the limitations of the small number of responses.
- The DRC workgroup will begin preliminary development of an Employee Climate Survey based on lessons learned as noted above.

**Los Rios Teamwork at its Best**

- The District Council Research workgroup would like to thank both the previous as well as the current Associate Vice Chancellor of Educational Services & Student Success B. J. Snowden and Sonia Ortiz-Mercado for their leadership and support throughout this project.
- Thank you to the District and College Public Information and Communications teams for supporting the survey effort with posts to social media and newsletters.
- From literature review to survey development, administration, and analysis this was a District Research Council team effort at its best. Thank you to the following DRC workgroup members whose contributions were invaluable:

Jennifer Laflam, Interim Dean of Institutional Effectiveness & Innovation, American River College  
 Sabrina Sencil, Dean of Institutional Effectiveness, Research and Planning, Cosumnes River College  
 Emelia Michels-Ratliff, Research Analyst, Folsom Lake College  
 Gayle Pitman, Dean, Planning, Research, and Institutional Effectiveness, Sacramento City College  
 Tiffanie Ho, Research Analyst, Sacramento City College  
 Steven McDowell, IT Business/Technical Analyst II, Los Rios District Office of Institutional Research  
 Betty Glycer-Culver, Director, Los Rios District Office of Institutional Research

This report was written by Betty Glycer-Culver, Director of the LRCCD Office of Institutional Research; database and analytical support provided by Steven McDowell, IT Business Analyst.

LRCCD Office of Institutional Research reports and Power BI Visualizations are available on the IR Web Site at:  
<https://employees.losrios.edu/our-organization/institutional-research> Campusclimate\_ExecSummary\_FNL.docx

# Prison Reentry Education Program: Supporting Currently & Formerly Incarcerated Students

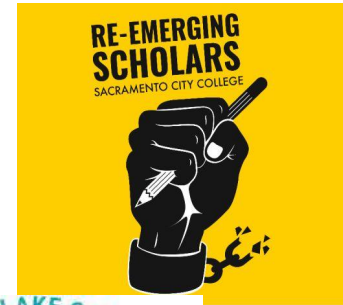


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Parrish Geary, Dean, Student Services

Dr. Veronica Lopez, Nutrition Faculty

Dr. Mari Peshon McGarry, Dean, El Dorado  
Center & Prison and Reentry Education Program



# Incarceration in California

**95,000**

People Incarcerated in  
CDCR (State Prisons)

**60,000**

People Incarcerated in  
county jails

**405,505**

Adults on post-release or court  
mandated supervision (2018)

**95%**

Of all incarcerated people will come  
home

**8 Million**

Californians are estimated to be living  
with an arrest or conviction record

**“Who  
could we  
become?”**

# Background on Prison and Reentry Education Program

## SB 1391 (2015)

- California Department of Corrections and Rehabilitation (CDCR) & California Community Colleges Chancellor's Office (CCCCO)
- Face-to-Face college instruction

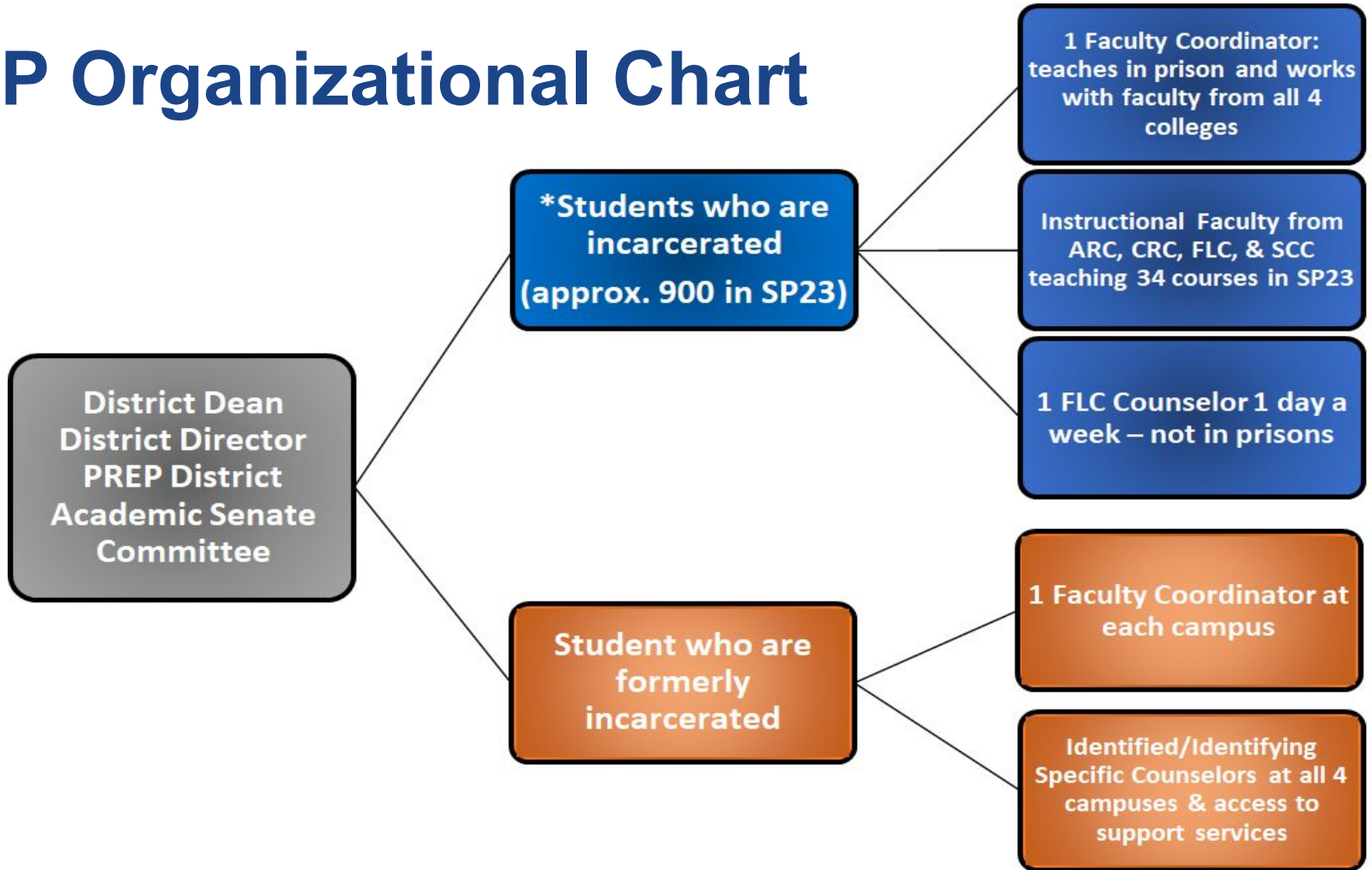
## Prop 57 (2016)

### Milestones:

- 3 units = 1 week off sentence
- Associate degree = 6 months off sentence
- 1.9% recidivism rate
- Community Impact



# PREP Organizational Chart



# In Prison/Facility Education

**\*Students who are incarcerated  
(approx. 900 in SP23)**

**1 Faculty Coordinator:  
teaches in prison and works  
with faculty from all 4  
colleges**

**Instructional Faculty from  
ARC, CRC, FLC, & SCC  
teaching 34 courses in SP23**

**1 FLC Counselor 1 day a  
week – not in prisons**

**District Dean  
District Director  
PREP District  
Academic Senate  
Committee**



# Los Rios Students Who are Incarcerated

- Two prisons (Mule Creek & Folsom men's)
- Six distinct yards (like centers on campuses but no movement between)
- Approximately 900 current students; undetermined # of past students who may or may not have completed degrees
- No internet access; little to no access to college catalogs

- Four-eight classes offered from Los Rios each semester (on each yard)
- Many also take courses from correspondence colleges
- Completion of A.A degree = 6 months off sentence (+\$54,000 taxpayer savings per person)
- 2 yards B.A. degree (Sac State at Mule Creek & Folsom)



# Who are Los Rios Scholars?

- 16 - 80 years old
  - Parents, grandparents
  - Children, siblings, grandchildren
  - Spouses
  - Friends
- Artists, entrepreneurs, paraprofessionals
- Survivors
- Beings of untapped power



**"What would happen if educators are empowered to meet the academic, as well as the social and emotional needs of students by implementing early prevention strategies, culturally responsive pedagogy, and restorative justice practices?"**

# Teaching in Prison: Current Courses by ARC Faculty

Department	Courses	Faculty
Math	STATS 300 (all with support class attached)	Anwar Safvi (Adjunct) Vitaliy Supin (Adjunct) Dung Nguyen (Adjunct)
Math	STATS 300*	Karsten Stemmann (Adjunct) Sandy McKaig (Adjunct)
Biology	BIO 352	Jennifer Neale (Full-time)

\*New co-teaching model started Spring 2023

# Faculty Recruitment & Training

- 1 Day Training, College While Incarcerated - this semester 60 Faculty, student led
- Areas of Need
  - Communications
  - Science with Lab Course
  - Psychology
  - Ethnic Studies
  - Foreign Language (ASL and Spanish)
  - Social Work/Human Services
  - Accounting
  - Economics



# Advocacy Campaign: Students' Concerns

“For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college...We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: ‘Counseling programs shall include the following: academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).’ ”

- Christopher Purtill & Raul Torres, Los Rios Students (have taken classes from ARC, CRC, FLC, & SCC)



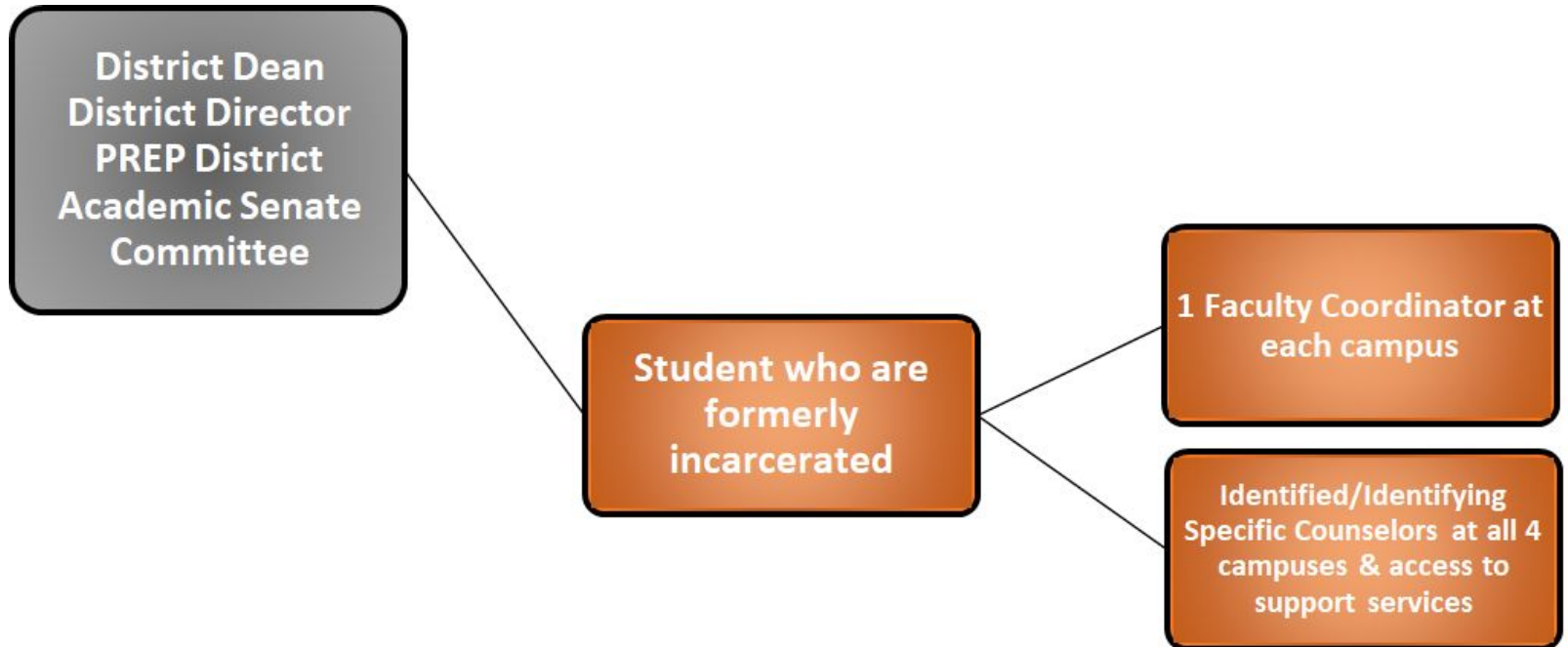
# Unmet Counseling Needs

- No clear access to counseling services
- No access to face-to-face counseling
- Ed Plans (which and how many classes to take, when they are ready/have completed courses for certificate/degree)
- Certificate & Degrees completed but students are unaware or have not petitioned
- Lack of holistic counseling services (e.g., career/education alignment, transitioning to 4 year upon release, etc.)

# Additional Concerns

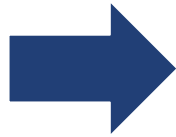
- Accreditation
- Collecting apportionment (approximately 130% of general population students) but no services
- Compliance with Ed Code

# Campus Programs: Rising or Re-emerging Scholars



# Rising Scholars at ARC:

- Sp22 Started ARC Re-Emerging Scholars
- Supported through Innovation grant (Shasta College, Mari)
- Los Rios PREP Faculty Coordinator Training
- Created Re-Emerging Scholars website



- F22 Applied and Awarded 3 yr Grant
- AVP Office of Equity and Inclusion, and Dean of Student Services
- Located in UNITE Center
- Updated name/website to Rising Scholars
- Student facing ARC on-boarding questionnaire & Canvas Site
- 14 Active Students (2 transferring)
- 14 Prospective Students

# On Campus: Current Focus

- In-reach

- Two student peer mentors
- Consultant (Rodney Pope, Anti-Recidivism Coalition)
- Student Club (Dedicated to Change)
- Identify/Identifying currently enrolled students
- Workshops (Free Expungement Clinics)
- Campus Community meetings, Karaoke Tuesday and Paint-n-sip events)
- Campus jobs
- Collaborate with CRC (Christina Washington), FLC (Stephanie Karas), SCC (Nic Miller & Shane Logan)

- Outreach

- Collaborate with Dr. Mari Peshon and Molly Stafford (Director) and their local connections
- Connected/connecting with numerous community partners (Parole and Community Team Meeting (CDCR) and Youth Detention Facilities (YDF))
- Prison student onboarding to ARC
- Housing resources through Community partnerships
- Tattoo removal resources

# On Campus: Students Concerns

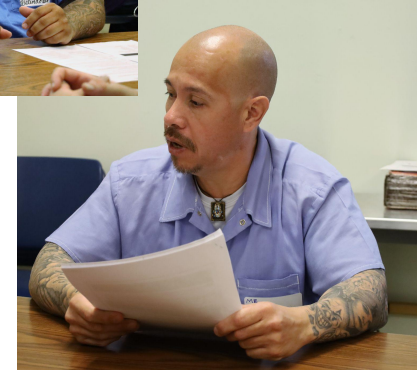
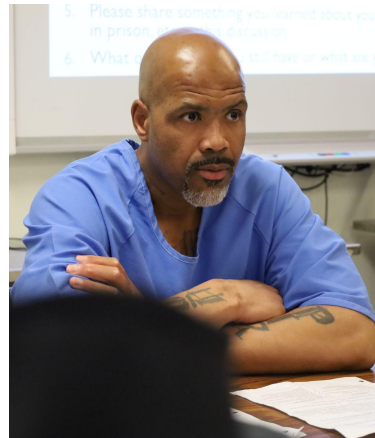
- Enrollment - applications need to also be provided in paper format
- Admissions & Records - need someone that is willing to learn about the unique challenges and willing untangle the messy
- Financial Aid - applications need to also be provided in paper format and need someone that is willing to learn about and help smooth-out the bumps along the way
- Walk-in counselor appointments
- Housing Resources
  
- Dedicated Counselor
- Institutional processes are slow;
  - Purchasing of gift cards



# Advocacy Campaign: Students' Concerns

“For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college...We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: ‘Counseling programs shall include the following: academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).’ ”

- Christopher Purtill & Raul Torres, Los Rios Students (have taken classes from ARC, CRC, FLC, & SCC)



# Resources



kanopy Browse Search

## Life After Life: Personal Stories of Adjusting to Life After Incarceration

a film by Tamara Perkins

▶ Play

2017 · 1hr 11min · CC · ★★★★★

This documentary follows the stories of Harrison, Noel, and Chris as they return home from San Quentin State Prison. After spending most of their lives incarcerated, they are forced to...

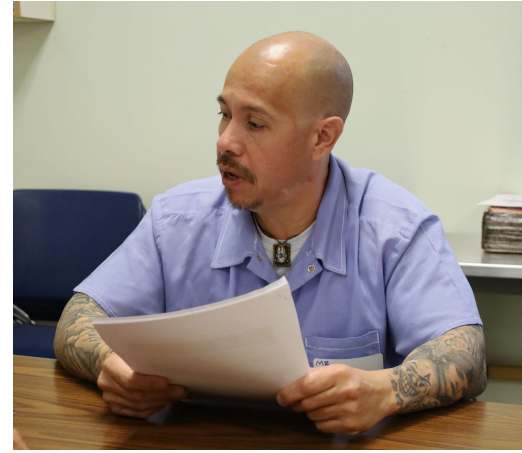
Read More ▾

Life After Life: Personal Stories of Adjusting to Life After Incarceration

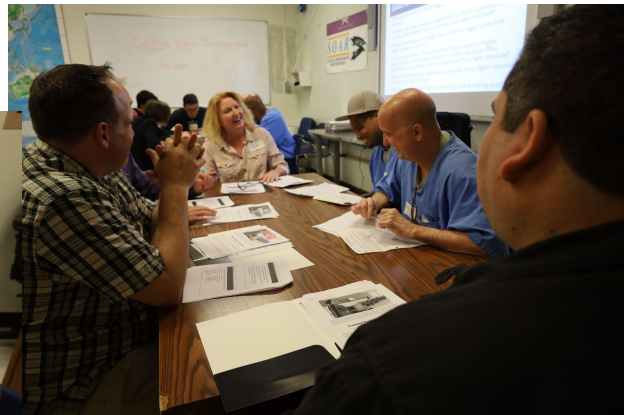
a film by Tamara Perkins

Logos for various film festivals are visible above the poster image.



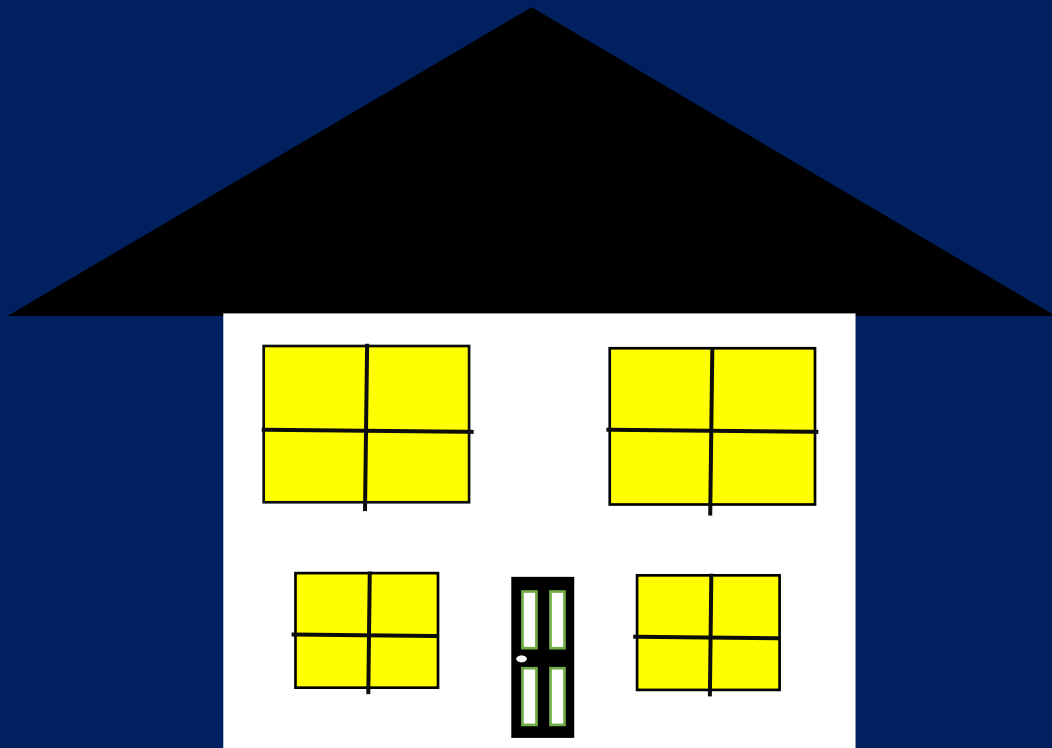


Student led Faculty Training at Mule Creek State Prison Sp23



Student led Faculty Training at Mule Creek State Prison Sp23

# CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

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## FORWARD

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## GETTING STARTED

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### **Introduction:**

*Creating Neighbors* is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Because *Creating Neighbors* adopts a person-centered critical pedagogical approach to training procedures, it is essential that all facilitators be familiar with the teachings of Carl Rogers' and bell hooks (see Appendix A). Additionally, facilitators should have a basic understanding of basic facilitation skills before attempting to facilitate these workshops (see Appendix B). The learning objectives for *Creating Neighbors* are as follows:

Upon completion of the program, educators will be able to...

1. Differentiate between cost-centered and person-centered prison education ideologies.
2. Explain the concept of *Creating Neighbors*.
3. Demonstrate cultural humility for incarcerated students and prison culture.
4. Identify their own personal motivations for teaching in prison.
5. List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting.
6. Discuss the role traumas play in the prison ed. environment.
7. Critique their individual teaching style.
8. Reflect on the concept of *Creating Neighbors* and discuss how it can be incorporated into their individual teaching practices moving forward.

Successful outcomes of *Creating Neighbors* are predicated on the facilitators' ability to promote and embody humanistic principles. Our focus is creating an experience in which participants and facilitators alike can fully embrace their own humanity, while openly accepting that of others. (Note: all workshop details herein were designed to meet obligations and restrictions specific to the California Department of Corrections and Rehabilitation at Mule Creek State Prison. Therefore, duplicators of this workshop series are encouraged to adjust the layout of the workshops to meet the parameters specific to their facility and location).




## WORKSHOP #1

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# CREATING NEIGHBORS

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

-  Differentiate between cost-centered and person-centered prison education ideologies
-  Explain the concept of “Creating Neighbors”
-  Demonstrate cultural humility for incarcerated students and prison culture

### **Materials:**

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #1 Participant Packet

### **Facilitator Roles:**

- Utilize the basic listening sequence (active listening)
- Lead discussions
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Assign “Tasks” to facilitators (ahead of workshop)

### **Task #1: Greetings & Introductions (30 min.)**

- If arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (if time permits, mingle and ease anxieties). When arriving after them, be prepared to go in and get started with introductions.
- During this time, pass out the Workshop #1 Participant Packet
- Introductions: (should be performed with the lead facilitator standing at the front of the room)
  - Example: “Welcome and thank you for coming to the *Creating Neighbors* workshop series. My name is \_\_\_\_\_, and I’d like us to start by going around the room and allowing everyone a minute or two to tell us your name and a little something about yourself that you’d like to share. Maybe why you’re here today. I’ll start with myself and then we’ll go around [the room] to my left.”
- Agenda: once everyone has had the opportunity to introduce themselves, perform a verbal run down of what will take place for the day (may write it down on a white board if available):
  - Introduction of the *Creating Neighbors* diagram, and today’s focus on cultural humility and stereotypes & misperceptions (15 min.).

- Student stories: Two incarcerated students will tell of their experience regarding today's topics (15 min.).
  - Small group discussions part one: cultural humility in the carceral setting (35 min.).
  - 15-minute break.
  - Small group discussions part two: on common stereotypes and misperceptions of incarcerated students (35 min.).
  - Reconvene as whole group for reflection & integration of small group discussions (20 min.).
  - Concluding thoughts (10 min.).
- ☒ Transition into Task #2. Ex: "Once again, thank you all for being here; I will now pass it over to    (name)    and he/she/they will talk to you all about the concept of *Creating Neighbors*."

**Task #2: Introducing *Creating Neighbors* (15 min.)**

- ☒ Review the *Creating Neighbors* handout with participants, explaining the diagram and individual components
- Talking points:
    - *Creating Neighbors* is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity.
    - When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices.
    - *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).
    - Cultural Humility: As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you "put on" as if you know "what's up"? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an



understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

- **Stereotypes & Misperceptions:** We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.
  - Lecturer should include examples of stereotypes, misperceptions, or microaggressions they've experienced in the prison ed. classroom.
- **Theory & Practice:** This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc.
  - **Professor Motivations:** It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not?
  - **Teaching Styles & Learning Styles:** There is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond

well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

- Educational Traumas<sup>1</sup>/Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference<sup>2</sup>, and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.
  - Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.
- ☒ This task is meant to be performed as a mini-lecture. Questions for clarification should be held and addressed at the conclusion of the lecture. It is of vital importance to ensure that all participants comprehend the basis of the diagram before moving on.
  - ☒ Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.
  - ☒ Transition into Task #3

---

<sup>1</sup> Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

<sup>2</sup> Transference: (in this case) when a student subconsciously projects unresolved emotions onto the teacher. Countertransference: (in this case) when an educator subconsciously projects their unresolved emotions onto the student.

**Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)**

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Cultural Humility in the prison ed. setting, and 2) Stereo Types & Misperception of incarcerated students. It is recommended that student facilitators refrain from being presenters, this way participants will be exposed to differing perspectives.
  - Prompts:
    - What has your experience been like regarding Cultural Humility in the prison ed. environment?
    - Discuss a time that you have been stereotyped or misperceived, or witnessed another student be stereotyped or misperceived, in the prison classroom?
- ☒ Presentations should not exceed 7 minutes, and should depict a personal experience they have had in their past that connects directly to the workshop content.
- ☒ The facilitator should introduce student presenters, thank them upon conclusion, and inform participants that students' stories will be revisited later during small group discussions should they have any questions.
- ☒ See Appendix "C" for sample student stories.
- ☒ Transition into task #4

**Task #4: Small Group Discussions Part One (35 min.)**

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Cultural Humility (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:
    - As an educator, how much do you think you know about prison culture?
    - How do you believe you come across to your incarcerated students?
    - Do you believe you treat your students on campus the same as your incarcerated students?
    - What is your approach to intercultural communication?
    - Where have you gotten your understanding of prison culture?
    - Do you think that all incarcerated citizens are synonymous?
    - Do you ever ask questions to understand your incarcerated students' backgrounds better?
    - Do you think it is necessary to have an understanding of prison culture to teach in a carceral setting?
  - Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.

- These are co-learning discussions. Your role is to facilitate, not lecture.  
Minimalize questions to clarification purposes and utilize active listening skills.
- ☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (35 min.)**

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Stereotypes & Misperceptions (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:
    - What are some stereotypes of prisoners that you've been exposed to?
    - How are prisoners depicted in media? How do you feel about these depictions?
    - Are there any stereotypes of prisoners that you agree with?
    - Can you think of a time that you've personally stereotyped incarcerated students?
    - Do you think stereotypes are a big deal?
    - Have any of your incarcerated students ever mentioned or commented on stereotypes used in carceral setting?
    - Are you aware of any behaviors or language that incarcerated students may view as offensive?
- ☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during the small groups.
  - Possible questions for consideration include:
    - What has your experience been like for you exploring these topics?
    - Did anything come up that you did not expect?
    - Did you learn anything new?
    - Did you notice any commonalities amongst yourself and fellow members? Any themes?
    - What connections can you make, if any, between the two topics discussed today?
- ☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following:
  - Remind participants' to complete the homework: Take Home Questionnaire for Workshop #1 (in participant packet). Ask all participants to please complete the questionnaire and bring it back with them to the next workshop.
  - Thank all participants for coming, sharing, and being open to this process.

CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.

- Inform them that 3 – 5 educators are asked and encouraged to present during workshop #3. Give brief explanation of presentations (see workshop 3, task #3) and acquire volunteers no later than workshop #2.
- Invite them to return for workshop #2.

**Task #7: Facilitator Reflection Group (to be performed post-workshop)**

- See Appendix “D”.



## **WORKSHOP #2**

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# **THEORY & PRACTICE**

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

-  Identify their own personal motivations for teaching in a carceral setting
-  List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting

### **Materials:**

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #2 Participant Packet

### **Facilitator Roles:**

- Utilize the basic listening sequence (active listening)
- Lead discussions
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Assign “Tasks” to facilitators (ahead of workshop)

### **Task #1: Greetings & Agenda (15 min.)**

- As outlined in workshop #1, if arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (mingle if time permits). When arriving after them, be prepared to go in and get started.
- During this time, pass out the Workshop #2 Participant Packet
- Begin the workshop by welcoming everyone back and conveying gratitude for her or his attendance.
- Next, preview the agenda for the day:
  - Introduction of the today’s topic: Theory & Practice; Educational /Life Traumas (15 min.).
  - Student stories: Two incarcerated students will tell of their experience regarding today’s topics (15 min.).
  - Small group discussions part one: on theory and practice of education in a carceral setting (35 min.).
  - 15-minute break.
  - Small group discussions part two: on educational traumas, life traumas, and how they present in the carceral setting (35 min.).
  - Reconvene as whole group for reflection & integration of small group discussions (20 min.).

- Concluding thoughts (10 min.).

Transition into Task #2.

**Task #2: Mini-Lecture on Theory, Practice, and Trauma (15 min.)**

This mini-lecture should serve as a reminder of these two topics originally introduced in workshop #1 during the introduction of the *Creating Neighbors* concept.

Talking points:

- Theory & Practice: This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc.
  - Professor Motivations: It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not?
  - Teaching Styles & Learning Styles: There is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were student learning styles considered in making that decision? Lastly, how is power negotiated and balanced in the classroom? Are you experiencing any internal complications regarding conflict avoidance?
- Educational Traumas /Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.

- ☒ Ensure understanding of these topics before moving on. Answer any questions participants have for clarification.
- ☒ Transition into Task #3.

**Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)**

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Theory & Practice, and 2) Educational/Life Traumas. It is recommended that student facilitators refrain from being the presenters, this way participants will be exposed to differing perspectives.
  - Prompts:
    - Talk about an experience you've had in the carceral classroom that led you to question an educator's use of theory or educational practice.
    - Discuss a time you've experienced friction between an educators teaching style and your ability to learning.
    - Discuss an experienced you've had in which your past traumas have been triggered in the carceral classroom.
- ☒ Presentations should not exceed 7 minutes, and should depict a personal experience they have had in their past that connects directly to the workshop content.
- ☒ The facilitator should introduce student presenters, thank them upon conclusion, and inform participants that students' stories will be revisited later during small group discussions should they have any questions.
- ☒ See Appendix "C" for sample student stories.
- ☒ Transition to task #4

**Task #4: Small Group Discussions Part One (35 min.)**

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Theory & Practice (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:
    - What initially motivated you to teach in a carceral setting?
    - Since beginning, have your motivations changed in anyway?
    - Is there a connection between your motivations and your teaching style/the way you interact with students?
    - Do you think there are any unhealthy motivations for teaching in prison?
    - How would you describe you teaching style?
    - What have you experienced as far as learning styles in the carceral setting?
    - Have you ever adjusted your approach based on what you were experiencing in your classroom?
    - What role does power play in carceral education? Do you think power is the same or different then when teaching on campus? How do you handle conflict?



- What was your own educational journey like, and how do you think it relates to how you approach prison education?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (35 min.)**

☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).

☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.

☒ The topic of discussion for these small groups is Educational/Life Traumas (consistent with the ideology of *Creating Neighbors*).

- Possible questions for consideration include:
  - What are your thoughts on the connection between trauma and education? Do you see it as concerning?
  - Do you think a trauma informed approach may be necessary?
  - How do you think stress, chronic stress, historical trauma, complex trauma, etc., intersect for students who are now living in the trauma that occurs in prison?
  - How should we address educational trauma in the carceral setting?
- It is very important to remain mindful of the direction this conversation takes. When it comes to the topic of trauma, you may easily find yourself practicing outside of your scope. At no time should you be exploring specific instances of anyone's trauma.

☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.

- Possible questions for consideration include:
  - What has your experience been like for you exploring these topics?
  - Did anything come up that you did not expect?
  - Did you learn anything new?
  - Did you notice any commonalities amongst yourself and fellow members? Any themes?
  - What connections can you make, if any, between these two topics discussed today?

☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following :

- Remind participants' to complete the homework: Take Home Questionnaire for Workshop #2 (in participant packet). Ask all participants to please complete the questionnaire and bring it back with them to the next workshop.
- Thank all participants for coming, sharing, and being open to this process
- Invite them to return for workshop #3.

**Task #7: Facilitator Reflection Group (to be performed post-workshop)**

- See Appendix "D".

## **WORKSHOP #3**

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# **SHARED SPACE**

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

-  Reflect on the concept of Creating Neighbors and discuss how it can be incorporated into their individual teaching practices moving forward.

### **Materials:**

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #3 Participant Packet

### **Facilitator Roles:**

- Utilize the basic listening sequence (active listening)
- Lead discussions
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Assign “Tasks” to facilitators (ahead of workshop)

### **Task #1: Greetings & Agenda (15 min.)**

- As outlined in workshop #1, if arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (mingle if time permits). When arriving after them, be prepared to go in and get started.
- During this time, pass out the Workshop #3 Participant Packet
- Begin the workshop by welcoming everyone back and conveying gratitude for her or his attendance.
- Next, preview the agenda for the day:
  - Introduction of the today’s topics: Shared Space (15 min.).
  - Educator Perspectives: 3 – 5 educators will discuss their perspective on prison education and best practice (30 min.).
  - Small group discussions part one (35 min.).
  - 15 minute break
  - Small group discussions part two: (35 min.).
  - Reconvene as whole group for reflection & integration of small group discussions (20 min.).
  - Concluding thoughts (10 min.).
- Transition into Task #2.

### **Task #2: Mini-Lecture on Shared Space (15 min.)**

- ☒ This mini-lecture is intended to take all that has been experienced thus far throughout the workshop series and create a space for the creation of ideas and focus on moving forward in prison education.
- ☒ Talking points:
  - Now that we have introduced our thoughts and perspectives on prison education, we would like to focus more on what our educators have to contribute. This will be our focus today.
  - We would like honest feedback on thoughts about the *Creating Neighbors* concept.
  - Today we are going to work together on bridging gaps. What's missing from *Creating Neighbors*? What can be improved? So on and so forth.
  - As previously stated throughout this series, we do not have the answers for how to create the perfect prison education environment. Our goal has been to come together to explore and exchange experiences. To raise our awareness, and enter into a space for shared growth. We recognize that we are all in this together, and that it happens with all of us, or it doesn't happen at all. Thus, the educators' voice is crucial. Today we want to embrace those voices and incorporate them into our plans for moving forward.
- ☒ Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.
- ☒ Transition into Task #3.

**Task #3: Educator Perspectives: presentations on educator perspectives regarding prison education and best practice (30 min.)**

- ☒ There should be 3 - 5 presenters. Presenters may be participant from the workshop, or the educators responsible for organizing the workshop events.
  - Prompt:
    - Discuss your perspective on prison education and best practice.
- ☒ Presentations should not exceed 7 minutes, and should specifically relate to prison education development/professor and student growth.
- ☒ The facilitator should introduce presenters, thank them upon conclusion, and inform participants that the presentations will be revisited later during small group discussions should they have any questions.
- ☒ Presenters should be chosen no later than the end of workshop #2! This way the presenters will have ample time to prepare for their presentation. It is recommended that these presentations be introduced at the end of workshop #1 to let participants know and think about whether or not they would like to present.
- ☒ Transition into task #4.

**Task #4: Small Group Discussions Part One (30 min.)**

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.

- ☒ The topic of discussion for these small groups is what is missing from *Creating Neighbors*?
  - Possible questions for consideration include:
    - What concepts are missing from *Creating Neighbors*?
    - Is there anything you think needs to be addressed when considering prison education?
    - What would you do differently?
  - Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
  - These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.
- ☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (30 min.)**

- ☒ After lunch, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is lingering questions.
  - Possible questions for consideration include:
    - Throughout this workshop series, what questions arose for you?
    - What questions are you left sitting with?
- ☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.
  - Possible questions for consideration include:
    - What has this experience been like for you?
    - Did anything come up that you did not expect?
    - Did you learn anything new?
    - How do you feel moving forward in you teaching practices?
    - Do you have any final comments?
- ☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following :
  - Remind participants' to complete the homework: Take Home Questionnaire for Workshop #3 (in participant packet). Ask all participants to please forward completed questionnaires to Dr. Jones as workshop series has concluded and they will not be returning.
  - Thank all participants for coming, sharing, and being open to this process.

**Task #7: Facilitator Reflection Group (to be performed post-workshop)**

- ☒ See Appendix “D”.

## APPENDIX A:

### THEORIES IN PRACTICE

The importance of understanding theories of human behavior cannot be over emphasized when leading groups focused on support, personal growth, life-decision making, counseling, or therapy. Such groups will be effective only if the leader can use theory to help members understand their thoughts, feelings, and behaviors. It is helpful to have some understanding of one or more theories in helping when leading psychoeducational groups and certain discussion groups (Jacobs, Schimmel, Masson, & Harvill, 2016).

*Creating Neighbors* is rooted in Carl Rogers' Person-centered Theory (1989). There are also aspects of bell hooks' (1994) Teaching to Transgress pedagogy implemented and explored as well. This means that there are certain roles and behaviors required of facilitators while facilitating *Creating Neighbors*. As such, the following will provide a necessary summation of the works of Carl Rogers and bell hooks as relates to facilitation of *Creating Neighbors* (note: the works of both Carl Rogers and bell hooks stretch far beyond the realm of what is mentioned here).

#### Person-Centered Theory (Rogers, 1959, 1967):

Embodies the perspective that individuals possess resources within themselves for self-understanding and altering self-concepts, attitudes, and behaviors, which can only be accessed in growth-promoting climates. Change is considered necessary when there is a major disconnect between an individual's real world and ideal selves; simplified, who you truly are internally versus who you present as externally. In practice, three elements create the necessary growth-promoting environment in which change takes place:

- Genuineness/realness/congruence: helpers embody their own feelings and attitudes flowing in the moment
- Acceptance/caring/prizing: helpers demonstrate unconditional positive regard; willingness for the clients to embody feelings and attitudes in the moment
- Empathic understanding: accurately sensing and communicating understanding of the client's feelings, meanings, and experience

During the helping process, it is the helper's role to create this growth-promoting environment and demonstrate these three facilitative elements through active listening.

As a helper utilizing this theoretical basis, your primary goal becomes the creation of this growth-promoting environment, and the afore-mentioned elements are obligatory. Central to this ideology is the idea that people have all the answers to their struggles within, and that they are the experts in their own lives. Therefore, the helper is not the expert and does not have the answers to the presenting problem. Additionally, they should not be challenging the thoughts or behaviors of the helpee as irrational and problematic (characteristic of other theoretical models such as CBT).

Furthermore, with regard to education specifically, our goal is the facilitation of change and learning. Learning can only take place were willingness to learn exists, and the process of learning forgoes the consumption of static knowledge. The educational environment has conditions that, when met, encourage self-initiated, significant, experiential learning. When educators possess the attitudinal qualities of realness, prizing, acceptance, trust, and empathic understanding when facilitating learning, then significant learning can take place.

bell hooks' Teaching to Transgress (hooks, 1994):

bell hooks promotes that teaching in a manner that respects and cares for the souls of students is essential to providing the necessary conditions in which learning can take place deeply and intimately. That teaching in a manner that empowers students requires teachers to be actively committed to a process of self-actualization. She asserts that educators have often used classrooms to enact rituals of control about domination and unjust exercise of power. From her perspective, building community creates a climate of openness and intellectual rigor. Community creates a sense of shared commitment and common good that binds students and teachers, and that one way to do this is to recognize the value of each individual voice.

Furthermore, instead of fearing conflict in the classroom, we must find ways to use it as a catalyst for new cognition and growth. If confronted with diversity in the classroom, it is necessary to recognize "cultural codes". When there are feelings of absence of safety, it often promotes prolonged silence or lack of engagement by students.

Critical pedagogical practices provide students with ways of knowing that enhance their capacity to live fully and deeply. Active engagement from students in the learning environment aides in the creation of a learning community that fully embraces multiculturalism.

## APPENDIX B:

### FACILITATION SKILLS

Facilitators should have an understanding of basic facilitative skills. Please note the following skills adopted from Corey's (2012) work on group facilitation.

- **Active listening:** Involves paying total attention to the speaker and being sensitive to what is being communicated verbally and nonverbally.
- **Blocking:** At times leaders must intervene to disrupt counterproductive behavior within the group. Blocking is a skill that requires sensitivity, directness, and the ability to intervene without attacking the wrongdoer.
- **Clarification:** Often, it is necessary to assist members in clarifying their statements. Clarification may be done for the benefit of the entire group or the speaker's benefit.
- **Confronting:** Confrontation can be a powerful way of challenging members to take an honest look at themselves. If handled poorly, confrontation can be detrimental for both the person being confronted and the group process.
- **Disclosing Oneself:** Leaders revealing personal information can have a positive impact on a group. However, the skill consists of knowing what, when, and how much to reveal. When done appropriately, the effects are likely to be positive. If a leader shares too much too soon, the effects are likely to be adverse because members may not yet be ready for such disclosure. This skill should always be used intentionally.
- **Empathizing:** The core of this skill lies in the leader's ability to sensitively comprehend the subjective experience of the participant, yet retain his or her own separateness. To empathize requires caring for the group members on the leader's part.
- **Linking:** A way to promote interaction among members by looking for themes that emerge in the group and connecting the work that members do to those themes.
- **Modeling:** Group members learn through observing the leader's behavior. When leaders demonstrate honesty, respect, openness, risk taking, and assertiveness, they can foster these qualities in members.
- **Questioning techniques:** Effective questioning comes with experience. Knowing what to ask and when to ask it can be a difficult task. Too many questions can cause a member to shut down, while not asking enough questions may affect your ability to deepen the focus.
- **Paraphrasing:** In a sense, an extension of listening. To recast what someone said to into different words so that the meaning is clearer to both the speaker and the group. Effective paraphrasing zeros in on the core of a person's message, sharpening the focus and eliminating ambiguity.
- **Reflecting Feelings:** A skill of responding to the essence of what a speaker has communicated, highlighting the emotions they have conveyed. The purpose is to let members know that they are being heard and understood.
- **Summarizing:** Pulling together the important elements of a group interaction or discussion and summing up what took place or was said over that period.
- **Supporting:** Providing group members with encouragement and reinforcement, especially when they are disclosing personal information, exploring painful feelings, or taking risks.



## APPENDIX C:

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### SAMPLE STUDENT STORIES

#### **Workshop #1 Example**

##### **Topic: Stereotypes & Misperceptions**

##### **By: Jacob Robles**

Not too long ago, I was participating in a class activity when my encounter with a stereotype happened. Our professor asked each student to come up with an argument where one theme could potentially possess two opposing premises. She said that every student would have to share what they came up with. I started thinking about what I would say as she began to call on students. One student said, "All drug addicts are addicted, therefore they should go to jail; all drug addicts are addicted, therefore they should receive help." Another student said, "All life is valuable, therefore abortions should be illegal; all life is valuable, therefore we should allow abortions to protect the mother." It was interesting to see how arguments can be perceived from multiple perspectives. When she finally came to me, I said "betrayal hurts, therefore avoid breaking trust; betrayal hurts, therefore don't trust anyone." There was a small pause before she finally said, "Wow, look at you! One would think looking at you with your long hair slicked back, that you're all cliqued up, but there's some real intelligence there!" Immediately, everyone began laughing at me. I turned red, started laughing as well, and pretended it was not a big deal, because after all, I have heard this said about me before. However, later on when I was able to process what had happened, I realized this was different. Typically, I heard this said about me from my fellow peers, but this time it came from the last person I would ever think to label me under a disparaging identity--a teacher. I know she was not aware of the gravity of what she had said, and usually she is an ally to my rehabilitation, but it still struck me as offensive. The message was loud and clear, I am perceived by generalizations and false identities. All Mexican Americans in prison with long slicked back hair must be "cliqued up". The reality is, I used to be a gang member a little over 12 years ago and ironically, I had a short buzzed cut. I thought that growing my hair out would rid me of the image of gang member, but when a person comes into a setting like prison, generalizations are so much easier to hold--no matter the hairstyle. I know hanging over my head are a number of negative identities. I wonder, though, how long will the way I look be simply perceived through a negative lens? Will any teacher who has me as a student, see something else, or will they always jump to the first thought in their mind, because it is supposedly the most accurate, that since I am in prison, and am Mexican American with long hair, I must be cliqued up?

#### **Workshop #2 Example**

##### **Topic: Educational/Life Trauma in the prison classroom**

##### **By: Ezakiel Johnson**

I want to begin by stating that I do not intend for anyone to feel bad for me, and I hope not to trigger anyone else. I am tasked with talking about a time my trauma was triggered in a prison

classroom. Within my story I also think it is important to discuss other aspects such as norms, transference, and false conceptions. I am not going to use a specific classroom as an example in my story, but I can say this has happened in many of my classes, some more than others. It can happen in any classroom where needs, individual or collective, are not being met. Let me also highlight the fact that this story is unique to me.

I was abused as a child, I will not get into the details of that, but it is the foundation of my story. Due to my abuse, I grew up having triggers and became hypersensitive to a vast amount of personality traits. One of my greatest triggers I have not yet overcome is when I see people displaying predatory behaviors, or I feel as if they are. One definition of predatory means being inclined or intending to injure or exploit others for personal gain or profit. That may be a little extreme, but let us think about this. For example, I have seen a man approach the professor after class, talk about something barely class related, mainly about this cult he was starting, then exit to the hallway, pace back and forth, trying to think of anything he can talk to her about, then come back. I saw him do this at least 5 times in one day, on three separate occasions. The last time I seen it, the professor ran out of class. So to me this is the predatory part. Class is over, time for the professor to go, and you have no consideration of these elements, to take it further, the topics he is sharing in class are extremely off putting. Again, non-class related, and very uncomfortable for others. As a collective, there are others cross-talking and interrupting class repeatedly.

At this point, I am triggered. You may think I am just a disgruntled student finding things to complain about, but experiencing this in real time is hard for me. I feel I have no power in the class to shut this down, so the whole time I am rooting for the teacher to do so. When it continues, I sort of become frustrated with the professors' inability to regroup. This in turn is consuming most of my class time because I fall into this spiral of negativity where the whole time I am just expecting someone to interrupt class and kind of feeling for the teacher instead of focusing on the content. This is a major barricade for my learning.

Not only am I experiencing being triggered, but I am also transferring this onto the professor. Is she also being triggered and how is that impacting her teaching? In one of my classes the professor became so frustrated with the students asking her the same question over and over about homework that she said, "damn, I should have brought a translator with me." So I know some things may be going on in her thought process that is also affecting her coping in the classroom.

I wanted to mention my perception of that teacher too because it was another concern of mine that was leading me to question if I was being educated properly, because if he/she is being impacted then so am I. that is why it is extremely important for me that educators and students alike establish norms in the classroom. Norms hold an accountability factor and they teach us skills for real-world application. For instance, if a norm like, no questions during lecture time is established, I am learning how to take notes and become a good listener. I know Duran has the norm where if we feel zinged that we count to 10 before we speak, which teaches us to think before we speak, gives us the benefit of intellectual discussions, and gives us a small tool on how to respond to being triggered.

You may think I am a fanatic for norms, but I hope you can begin to see why they are so important to me. We have been having discussions about the culture of conflict avoidance, and it plays a massive role in the potential separation or connection of a classroom. Just as I preached two weeks ago, it is both sided. It is important for us students to have conversations and learn to be self-governing, and it is important for the educator to be able to establish a respectful, humble learning culture. Again, I would like to highlight that this experience is unique to me, we all react differently, but I hope it can give an overview that students do not just drop classes or check out for no reason, some of the time. You never know what types of alarms are present and effecting the next students' academic security. Thank you.

## APPENDIX D:

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### FACILITATOR REFLECTION GROUP

Following each workshop, the facilitators should convene amongst themselves to process what took place during the workshop. If not immediately following the workshop, at least within a day or two so that memories are still fresh. This reflection group provides an opportunity for facilitators to discuss their experience of the workshop, and to give and receive feedback from other facilitators. As with the rest of the *Creating Neighbors* procedures, practices during these reflection groups shall remain consistent with the person-centered approach. Areas for exploration within these groups include:

- ❖ Individual performance:
  - What do you feel your strengths were during the workshop?
  - What do you feel your areas for growth are for the next workshop?
  - Were there any times that you felt uncomfortable?
  - When did you feel most comfortable?
- ❖ Group performance:
  - What you feel others' strengths and areas for growth are.
  - What do you feel (if anything) needs to be addressed before the next workshop?
  - How do you feel about our depth of focus? Did we go too shallow? Should we be looking deeper into these subjects?
- ❖ Participant engagement:
  - What issues/conflicts arouse regarding participants?
  - How do you feel about your performance of facilitation skills?
  - Were there any signs that a participant might have been uncomfortable?
  - How do you feel about your self-disclosure?
  - Did you experience any transference or countertransference?

These are all suggested areas for reflections. Others you can think of may be added to the discussion.

## APPENDIX E:

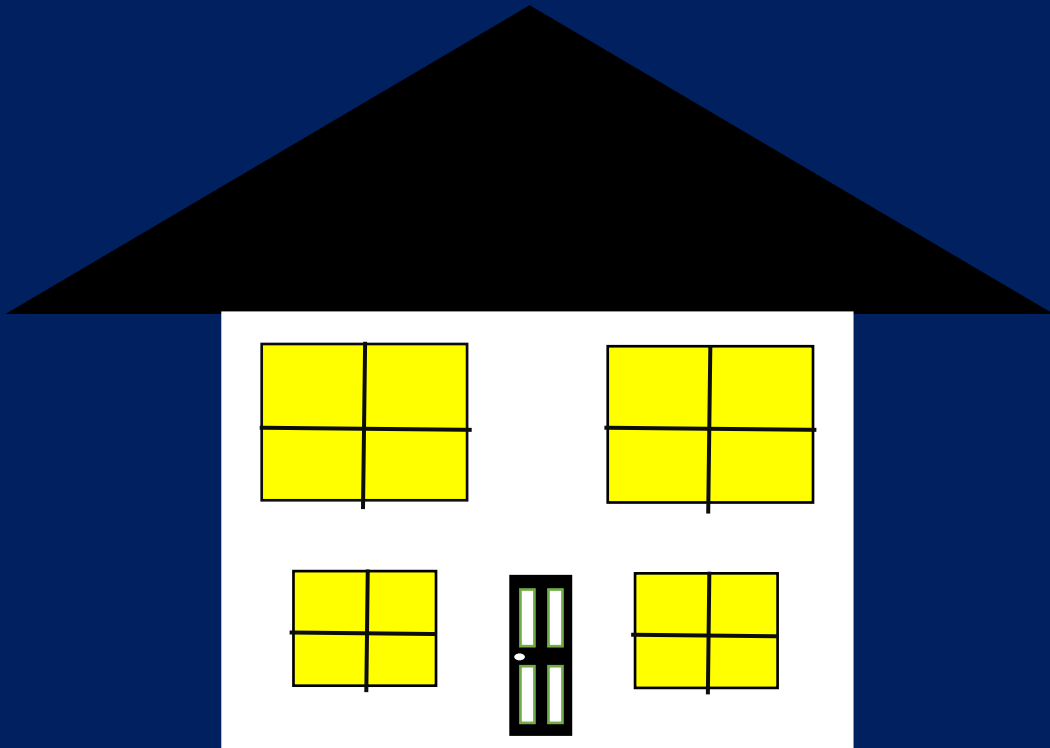
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# WORKSHOP #1 PARTICIPANT PACKET

## CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

## CREATING NEIGHBORS OVERVIEW

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*Creating Neighbors* is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

*Creating Neighbors* is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity. When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices. *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).

### **Areas explored through *Creating Neighbors* include the following:**

**Cultural Humility:** As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you “put on” as if you know “what’s up”? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

**Stereotypes & Misperceptions:** We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave

students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.

**Theory & Practice:** This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc. It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not? Furthermore, there is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

**Educational Traumas<sup>3</sup>/Life Traumas:** The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference<sup>4</sup>, and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by

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<sup>3</sup> Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

<sup>4</sup> Transference: (in this case) when a student subconsciously projects unresolved emotions onto the teacher. Countertransference: (in this case) when an educator subconsciously projects their unresolved emotions onto the student.



extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.

## “CREATING NEIGHBORS”

Workshop #1 Handout



- ↳ Moving from a cost-centered to a person-centered focus on prison education.
- ↳ Considering the different ways educators influence student outcomes.
- ↳ Providing a platform for incarcerated students' voices.
- ↳ Pursuing self-actualizing prison education environments; encouraging growth for both students & educators.

## Common Stereotypes & Misperceptions of Incarcerated Students

We are illiterate
We are thuggish / degenerates
We are aggressive / dangerous
We all abuse, or have abused, substances
We come from ghetto neighborhoods
We are always scheming / manipulating
We are sexually frustrated (horny)
We are socially disconnected by choice (w/loved ones)
We are all liars (dishonest)
We are thieves / will steal anything not bolted down
We are helpless / hopeless
We seek education only as means to game the system (get out of prisoner)
We don't possess the abilities of professionalism
We want the easy way out / lowered expectations
We don't know what we want
We have nothing but time / nothing better to do
We will cheat if given the opportunity to
We are irresponsible
We are untrustworthy
We are emotionally dysregulated (unstable)
We are in need of saviors
We are unempathetic / uncompassionate / heartless
We lack social skills / interpersonal skills
We are antisocial
We are followers / unfit for leadership
We are disrespectful / overbearing
We are over-steppers / boundary violators

<b>EMOTIONS</b>						
<b>HAPPY</b>	<b>SAD</b>	<b>BAD</b>	<b>ANGRY</b>	<b>FEARFUL</b>	<b>SURPRISED</b>	<b>DISGUSTED</b>
Playful	Lonely	Bored	Let-down	Scared	Startled	Disapproving
Content	Vulnerable	Busy	Humiliated	Anxious	Confused	Disappointed
Interested	Despair	Stressed	Bitter	Insecure	Amazed	Awful
Proud	Guilty	Tired	Mad	Weak	Excited	Repelled
Accepted	Hurt	In-different	Frustrated	Rejected	Shocked	Judgmental
Powerful	Depressed	Apathy	Distant	Threatened	Dismayed	Appalled
Peaceful	Isolated	Rushed	Critical	Helpless	Disillusioned	Revolted
Trusting	abandoned	Overwhelmed	Betrayed	Frightened	Perplexed	Nauseated
Optimistic	Victimized		Resentful	Worried	Astonished	Detestable
Aroused	Fragile		Disrespect	Inadequate	Awe	Horrified
Cheeky	Grief		Ridiculed	Inferior	Eager	Hesitant
Free	Powerless		Violated	Worthless	Energetic	
Joyful	Ashamed		Furious	Excluded		
Curious	Remorse		Jealous	Persecuted		
Inquisitive	Empty		Provoked	Nervous		
Successful	Inferior		Hostile	Exposed		
Confident	Disappoint		Annoyed	Insignificant		
Respected	Embarrass.		withdrawn			
Valued			Numb			
Creative			Skeptical			
Courageous			dismissive			
Thankful						
Loving						
Sensitive						
Intimate						
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Inspired						

## CREATING NEIGHBORS: ARTICLES SERIES

---

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Potential prompts to write about:

1. What are your views towards prison education expansion?
2. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
3. What has your experience been like working in a prison education environment (pros vs cons)?
4. What do you see as challenges to prison education expansion?
5. What baggage (biases) if any, do you bring with you into the carceral setting?
6. How do you feel about working side by side with incarcerated students to improve prison educational settings?

## WORKSHOP #1: CREATING NEIGHBORS

---

1.) Please explain the difference between cost-centered and person-centered prison education ideologies.

2.) Describe the concept of “Creating Neighbors” as explained in the workshop.

3.) How does cultural humility apply to the prison education setting? Please provide an example.

4.) Why did/do you want to teach in a prison? Please describe your personal motivations.

## WORKSHOP #1: CREATING NEIGHBORS

---

5.) Please list 3 to 5 stereotypes or misperceptions about incarcerated students that you brought with you into the prison education setting.

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

6.) Where/how do you see common stereotypes and misperceptions about incarcerated individuals played out in the media? (News, social media, etc.)

7.) What did you experience during the workshop discussions? What feelings and thoughts came up for you? Were they positive or negative?

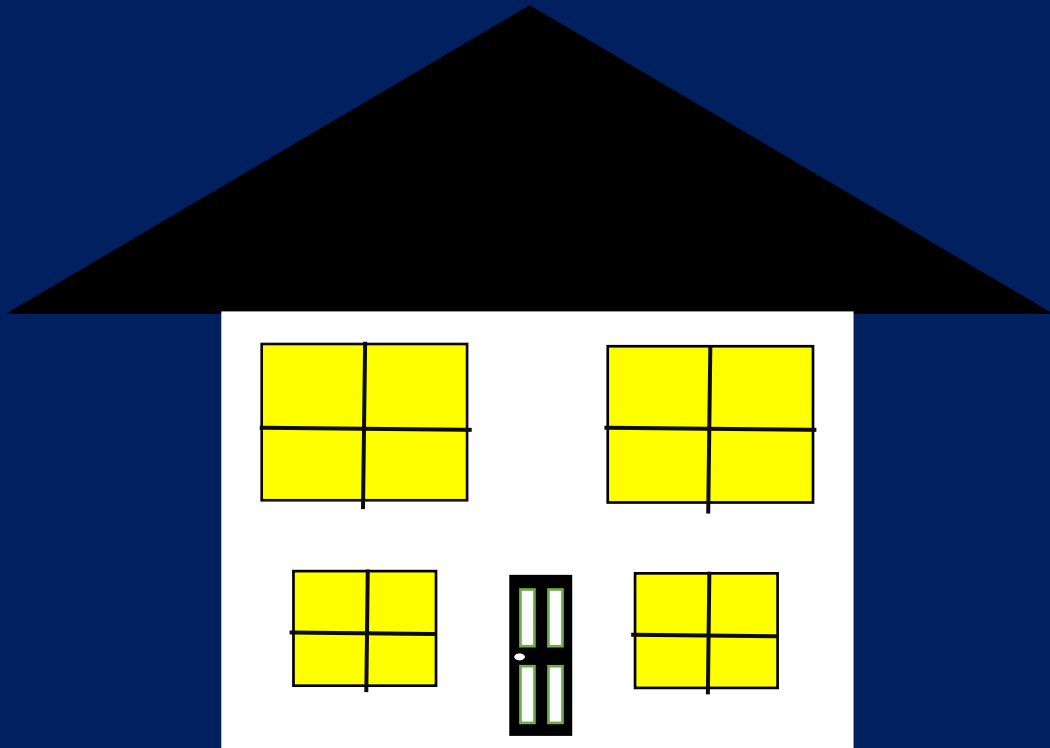
8.) Reflecting on the workshop, what new things did you learn about yourself?





# WORKSHOP #2 PARTICIPANT PACKET

## CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

## CREATING NEIGHBORS OVERVIEW

---

*Creating Neighbors* is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

*Creating Neighbors* is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity. When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices. *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).

**Cultural Humility:** As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you "put on" as if you know "what's up"? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

**Stereotypes & Misperceptions:** We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons

with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.

Theory & Practice: This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc. It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not? Furthermore, there is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

Educational Traumas<sup>5</sup>/Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference<sup>6</sup>, and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.

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<sup>5</sup> Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

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## “CREATING NEIGHBORS”

Workshop #1 Handout



- ↳ Moving from a cost-centered to a person-centered focus on prison education.
- ↳ Considering the different ways educators influence student outcomes.
- ↳ Providing a platform for incarcerated students' voices.
- ↳ Pursuing self-actualizing prison education environments; encouraging growth for both students & educators.

<b>EMOTIONS</b>						
<b>HAPPY</b>	<b>SAD</b>	<b>BAD</b>	<b>ANGRY</b>	<b>FEARFUL</b>	<b>SURPRISED</b>	<b>DISGUSTED</b>
Playful	Lonely	Bored	Let-down	Scared	Startled	Disapproving
Content	Vulnerable	Busy	Humiliated	Anxious	Confused	Disappointed
Interested	Despair	Stressed	Bitter	Insecure	Amazed	Awful
Proud	Guilty	Tired	Mad	Weak	Excited	Repelled
Accepted	Hurt	In-different	Frustrated	Rejected	Shocked	Judgmental
Powerful	Depressed	Apathy	Distant	Threatened	Dismayed	Appalled
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Aroused	Fragile		Disrespect	Inadequate	Awe	Horrified
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Potential prompts to write about:

7. What are your views towards prison education expansion?
8. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
9. What has your experience been like working in a prison education environment (pros vs cons)?
10. What do you see as challenges to prison education expansion?
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12. How do you feel about working side by side with incarcerated students to improve prison educational settings?



## WORKSHOP #2: TRAUMA & TECHNIQUES

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5.) What are your ideas about how trauma in the prison education environment can be minimized/addressed?

6.) What did you experience during the workshop discussions? What feelings and thoughts came up for you? Where they positive or negative?

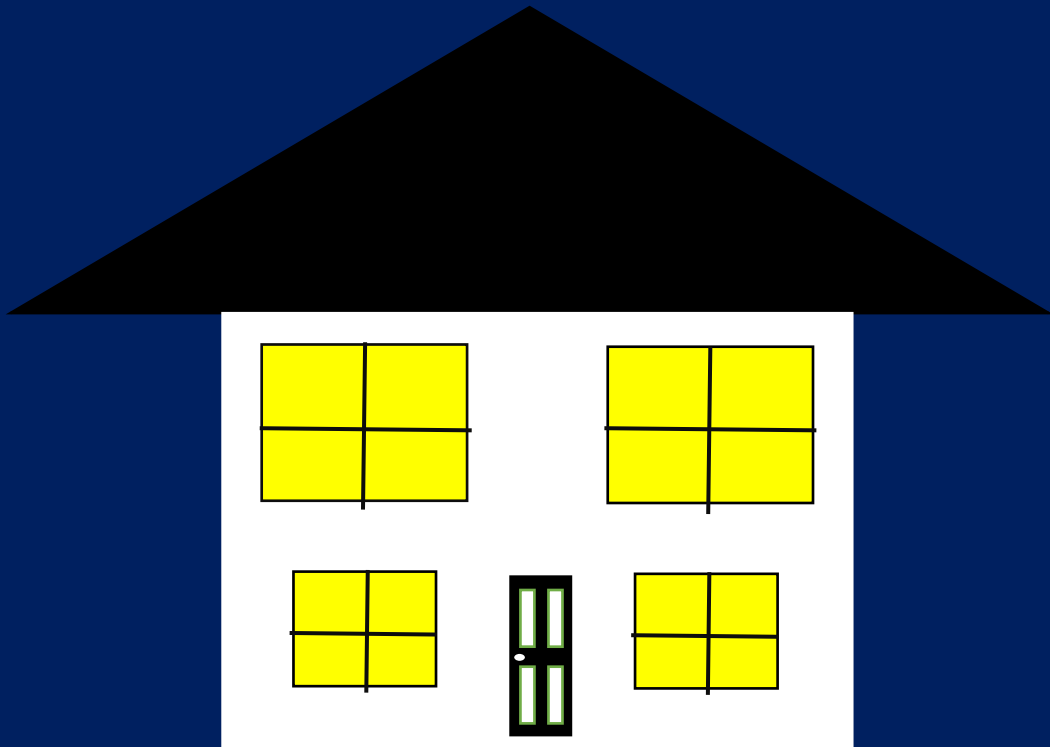
7.) Reflecting on the workshop, what new things did you learn about yourself?





# WORKSHOP #3 PARTICIPANT PACKET

## CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

## CREATING NEIGHBORS OVERVIEW

---

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## CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.

participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

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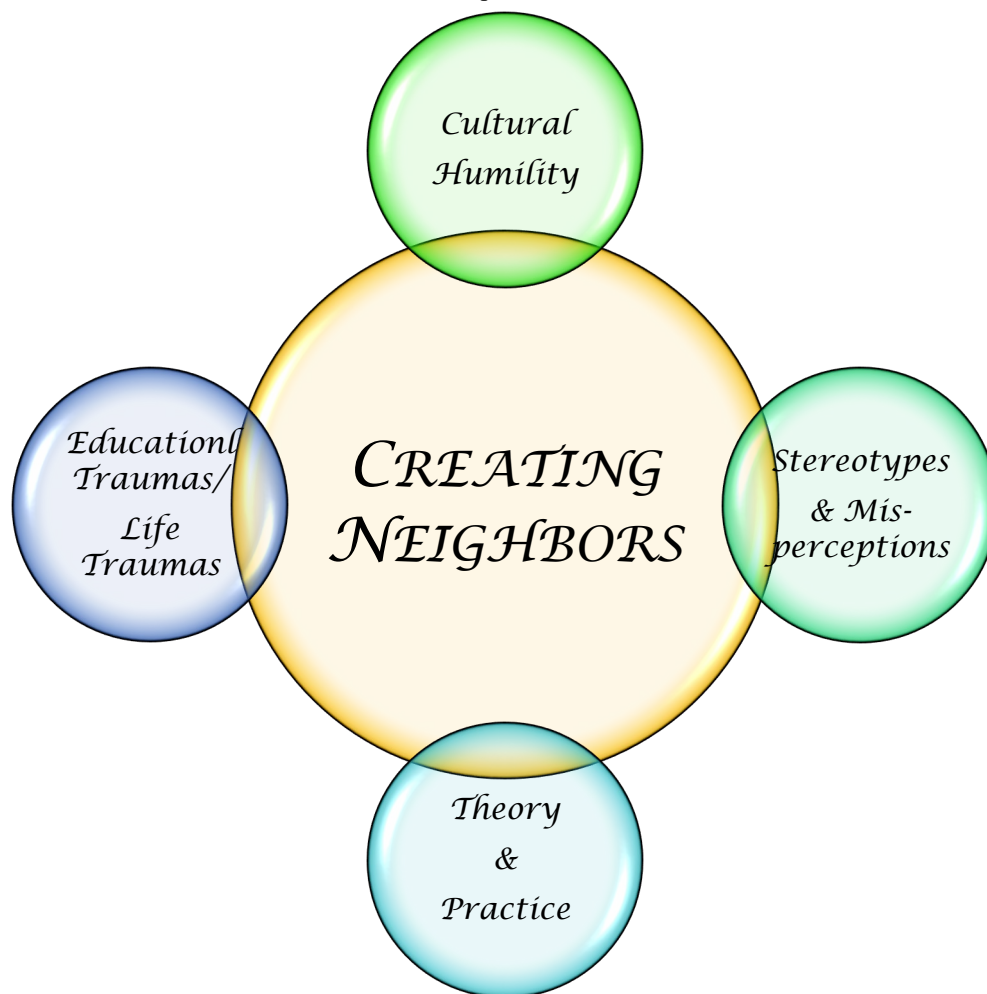
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## “CREATING NEIGHBORS”

Workshop #1 Handout



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## CREATING NEIGHBORS: ARTICLES SERIES

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Potential prompts to write about:

13. What are your views towards prison education expansion?
14. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
15. What has your experience been like working in a prison education environment (pros vs cons)?
16. What do you see as challenges to prison education expansion?
17. What baggage (biases) if any, do you bring with you into the carceral setting?
18. How do you feel about working side by side with incarcerated students to improve prison educational settings?

## WORKSHOP #3: COMMUNITY SPACE

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1.) Please write a brief reflection on the concept of Creating Neighbors, discussing how it can be incorporated into you individual teaching practices moving forward. (What did you learn, how does it apply?).



**CONCLUDING THOUGHTS:**

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Do you have any concluding thoughts regarding this workshop series? Any questions, comments, or concerns for the facilitators?



# Co-Facilitator Packet

## **CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.**

Jerry King, Angelo Ward, & Ezakiel Johnson

## CREATING NEIGHBORS OVERVIEW

---

### **Introduction:**

*Creating Neighbors* is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Because *Creating Neighbors* adopts a person-centered critical pedagogical approach to training procedures, it is essential that all facilitators be familiar with the teachings of Carl Rogers' and bell hooks (see Appendix A). Additionally, facilitators should have a basic understanding of basic facilitation skills before attempting to facilitate these workshops (see Appendix B). The learning objectives for *Creating Neighbors* are as follows:

Upon completion of the program, educators will be able to...

9. Differentiate between cost-centered and person-centered prison education ideologies.
10. Explain the concept of *Creating Neighbors*.
11. Demonstrate cultural humility for incarcerated students and prison culture.
12. Identify their own personal motivations for teaching in prison.
13. List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting.
14. Discuss the role traumas play in the prison ed. environment.
15. Critique their individual teaching style.
16. Reflect on the concept of *Creating Neighbors* and discuss how it can be incorporated into their individual teaching practices moving forward.

Successful outcomes of *Creating Neighbors* are predicated on the facilitators' ability to promote and embody humanistic principles. Our focus is creating an experience in which participants and facilitators alike can fully embrace their own humanity, while openly accepting that of others.

## WORKSHOP #1

# CREATING NEIGHBORS

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

- ✎ Differentiate between cost-centered and person-centered prison education ideologies
- ✎ Explain the concept of “Creating Neighbors”
- ✎ Demonstrate cultural humility for incarcerated students and prison culture

### **Co-Facilitator Roles:**

- Help facilitate small group discussions (**Tasks #4 & #5**)
- Utilize the basic listening sequence (active listening)
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Study the workshop layout you will be participating in so you know what to expect.

### **Task #1: Greetings & Introductions (30 min.)**

- Greetings.
- Introductions.
- Agenda overview.
- Transition to Task #2.

### **Task #2: Introducing *Creating Neighbors* (15 min.)**

- Review the *Creating Neighbors* handout with participants, explaining the diagram and individual components
- Transition into Task #3.

### **Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)**

- There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Cultural Humility in the prison ed. setting, and 2) Stereo Types & Misperception of incarcerated students. 3 to 5 minutes each.
- Transition into task #4.

### **Task #4: Small Group Discussions Part One (35 min.)**

- Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- The topic of discussion for these small groups is Cultural Humility (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:

- As an educator, how much do you think you know about prison culture?
- How do you believe you come across to your incarcerated students?
- Do you believe you treat your students on campus the same as your incarcerated students?
- What is your approach to intercultural communication?
- Where have you gotten your understanding of prison culture?
- Do you think that all incarcerated citizens are synonymous?
- Do you ever ask questions to understand your incarcerated students' backgrounds better?
- Do you think it is necessary to have an understanding of prison culture to teach in a carceral setting?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (35 min.)**

☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).

☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.

☒ The topic of discussion for these small groups is Stereotypes & Misperceptions (consistent with the ideology of *Creating Neighbors*).

- Possible questions for consideration include:
  - What are some stereotypes of prisoners that you've been exposed to?
  - How are prisoners depicted in media? How do you feel about these depictions?
  - Are there any stereotypes of prisoners that you agree with?
  - Can you think of a time that you've personally stereotyped incarcerated students?
  - Do you think stereotypes are a big deal?
  - Have any of your incarcerated students ever mentioned or commented on stereotypes used in carceral setting?
  - Are you aware of any behaviors or language that incarcerated students may view as offensive?

☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during the small groups.

**Task #7: Facilitator Reflection Group (to be performed post-workshop)**



## **WORKSHOP #2**

---

# **THEORY & PRACTICE**

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

-  Identify their own personal motivations for teaching in a carceral setting
-  List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting

### **Co-Facilitator Roles:**

- Help facilitate small group discussions (**Tasks #4 & #5**)
- Utilize the basic listening sequence (active listening)
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Study the workshop layout you will be participating in so you know what to expect.

### **Task #1: Greetings & Agenda (15 min.)**

- Greetings.
- Agenda Preview.
- Transition to task #2.

### **Task #2: Mini-Lecture on Theory, Practice, and Trauma (15 min.)**

- This mini-lecture should serve as a reminder of these two topics originally introduced in workshop #1 during the introduction of the *Creating Neighbors* concept.
- Transition into Task #3.

### **Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)**

- There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Theory & Practice, and 2) Educational/Life Traumas.
- Transition to task #4.

### **Task #4: Small Group Discussions Part One (35 min.)**

- Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- The topic of discussion for these small groups is Theory & Practice (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:
    - What initially motivated you to teach in a carceral setting?

- Since beginning, have your motivations changed in anyway?
- Is there a connection between your motivations and your teaching style/the way you interact with students?
- Do you think there are any unhealthy motivations for teaching in prison?
- How would you describe your teaching style?
- What have you experienced as far as learning styles in the carceral setting?
- Have you ever adjusted your approach based on what you were experiencing in your classroom?
- What role does power play in carceral education? Do you think power is the same or different then when teaching on campus?
- What was your own educational journey like, and how do you think it relates to how you approach prison education?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (35 min.)**

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Educational/Life Traumas (consistent with the ideology of *Creating Neighbors*).
  - Possible questions for consideration include:
    - What are your thoughts on the connection between trauma and education? Do you see it as concerning?
    - Do you think a trauma informed approach may be necessary?
    - How do you think stress, chronic stress, historical trauma, complex trauma, etc., intersect for students who are now living in the trauma that occurs in prison?
    - How should we address educational trauma in the carceral setting?
  - It is very important to remain mindful of the direction this conversation takes. When it comes to the topic of trauma, you may easily find yourself practicing outside of your scope. At no time should you be exploring specific instances of anyone's trauma.

☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.



**Task #7: Facilitator Reflection Group (to be performed post-workshop)**

## **WORKSHOP #3**

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# **SHARED SPACE**

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to...

-  Reflect on the concept of Creating Neighbors and discuss how it can be incorporated into their individual teaching practices moving forward.

### **Co-Facilitator Roles:**

- Help facilitate small group discussions (**Tasks #4 & #5**)
- Utilize the basic listening sequence (active listening)
- Appropriately self-disclose
- Embody facilitative attitudes:
  - genuineness/realness/congruence
  - acceptance/caring/prizing
  - empathic understanding
- Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- Study the workshop layout you will be participating in so you know what to expect.

### **Task #1: Greetings & Agenda (15 min.)**

- Greetings.
- Agenda Preview.
- Transition into Task #2.

### **Task #2: Mini-Lecture on Shared Space (15 min.)**

- This mini-lecture is intended to take all that has been experienced thus far throughout the workshop series and create a space for the creation of ideas and focus on moving forward in prison education.
- Transition into Task #3.

### **Task #3: Educator Perspectives: presentations on educator perspectives regarding prison education and best practice (30 min.)**

- There should be 3 - 5 presenters. Presenters may be participant from the workshop, or the educators responsible for organizing the workshop events.
- Transition into task #4.

### **Task #4: Small Group Discussions Part One (30 min.)**

- Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- The topic of discussion for these small groups is what is missing from *Creating Neighbors*?
  - Possible questions for consideration include:
    - What concepts are missing from *Creating Neighbors*?

- Is there anything you think needs to be addressed when considering prison education?
- What would you do differently?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

**Task #5: Small Group Discussions Part Two (30 min.)**

☒ After lunch, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).

☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.

☒ The topic of discussion for these small groups is lingering questions.

- Possible questions for consideration include:
  - Throughout this workshop series, what questions arose for you?
  - What questions are you left sitting with?

☒ Transition into Task #6.

**Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)**

☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.

**Task #7: Facilitator Reflection Group (to be performed post-workshop)**

## APPENDIX A:

### THEORIES IN PRACTICE

The importance of understanding theories of human behavior cannot be over emphasized when leading groups focused on support, personal growth, life-decision making, counseling, or therapy. Such groups will be effective only if the leader can use theory to help members understand their thoughts, feelings, and behaviors. It is helpful to have some understanding of one or more theories in helping when leading psychoeducational groups and certain discussion groups (Jacobs, Schimmel, Masson, & Harvill, 2016).

*Creating Neighbors* is rooted in Carl Rogers' Person-centered Theory (1989). There are also aspects of bell hooks' (1994) Teaching to Transgress pedagogy implemented and explored as well. This means that there are certain roles and behaviors required of facilitators while facilitating *Creating Neighbors*. As such, the following will provide a necessary summation of the works of Carl Rogers and bell hooks as relates to facilitation of *Creating Neighbors* (note: the works of both Carl Rogers and bell hooks stretch far beyond the realm of what is mentioned here).

#### Person-Centered Theory (Rogers, 1959, 1967):

Embodies the perspective that individuals possess resources within themselves for self-understanding and altering self-concepts, attitudes, and behaviors, which can only be accessed in growth-promoting climates. Change is considered necessary when there is a major disconnect between an individual's real world and ideal selves; simplified, who you truly are internally versus who you present as externally. In practice, three elements create the necessary growth-promoting environment in which change takes place:

- Genuineness/realness/congruence: helpers embody their own feelings and attitudes flowing in the moment
- Acceptance/caring/prizing: helpers demonstrate unconditional positive regard; willingness for the clients to embody feelings and attitudes in the moment
- Empathic understanding: accurately sensing and communicating understanding of the client's feelings, meanings, and experience

During the helping process, it is the helper's role to create this growth-promoting environment and demonstrate these three facilitative elements through active listening.

As a helper utilizing this theoretical basis, your primary goal becomes the creation of this growth-promoting environment, and the afore-mentioned elements are obligatory. Central to this ideology is the idea that people have all the answers to their struggles within, and that they are the experts in their own lives. Therefore, the helper is not the expert and does not have the answers to the presenting problem. Additionally, they should not be challenging the thoughts or behaviors of the helpee as irrational and problematic (characteristic of other theoretical models such as CBT).

Furthermore, with regard to education specifically, our goal is the facilitation of change and learning. Learning can only take place were willingness to learn exists, and the process of learning forgoes the consumption of static knowledge. The educational environment has conditions that, when met, encourage self-initiated, significant, experiential learning. When educators possess the attitudinal qualities of realness, prizing, acceptance, trust, and empathic understanding when facilitating learning, then significant learning can take place.

bell hooks' Teaching to Transgress (hooks, 1994):

bell hooks promotes that teaching in a manner that respects and cares for the souls of students is essential to providing the necessary conditions in which learning can take place deeply and intimately. That teaching in a manner that empowers students requires teachers to be actively committed to a process of self-actualization. She asserts that educators have often used classrooms to enact rituals of control about domination and unjust exercise of power. From her perspective, building community creates a climate of openness and intellectual rigor. Community creates a sense of shared commitment and common good that binds students and teachers, and that one way to do this is to recognize the value of each individual voice.

Furthermore, instead of fearing conflict in the classroom, we must find ways to use it as a catalyst for new cognition and growth. If confronted with diversity in the classroom, it is necessary to recognize "cultural codes". When there are feelings of absence of safety, it often promotes prolonged silence or lack of engagement by students.

Critical pedagogical practices provide students with ways of knowing that enhance their capacity to live fully and deeply. Active engagement from students in the learning environment aides in the creation of a learning community that fully embraces multiculturalism.

## APPENDIX B:

### FACILITATION SKILLS

Facilitators should have an understanding of basic facilitative skills. Please note the following skills adopted from Corey's (2012) work on group facilitation.

- **Active listening:** Involves paying total attention to the speaker and being sensitive to what is being communicated verbally and nonverbally.
- **Blocking:** At times leaders must intervene to disrupt counterproductive behavior within the group. Blocking is a skill that requires sensitivity, directness, and the ability to intervene without attacking the wrongdoer.
- **Clarification:** Often, it is necessary to assist members in clarifying their statements. Clarification may be done for the benefit of the entire group or the speaker's benefit.
- **Confronting:** Confrontation can be a powerful way of challenging members to take an honest look at themselves. If handled poorly, confrontation can be detrimental for both the person being confronted and the group process.
- **Disclosing Oneself:** Leaders revealing personal information can have a positive impact on a group. However, the skill consists of knowing what, when, and how much to reveal. When done appropriately, the effects are likely to be positive. If a leader shares too much too soon, the effects are likely to be adverse because members may not yet be ready for such disclosure. This skill should always be used intentionally.
- **Empathizing:** The core of this skill lies in the leader's ability to sensitively comprehend the subjective experience of the participant, yet retain his or her own separateness. To empathize requires caring for the group members on the leader's part.
- **Linking:** A way to promote interaction among members by looking for themes that emerge in the group and connecting the work that members do to those themes.
- **Modeling:** Group members learn through observing the leader's behavior. When leaders demonstrate honesty, respect, openness, risk taking, and assertiveness, they can foster these qualities in members.
- **Questioning techniques:** Effective questioning comes with experience. Knowing what to ask and when to ask it can be a difficult task. Too many questions can cause a member to shut down, while not asking enough questions may affect your ability to deepen the focus.
- **Paraphrasing:** In a sense, an extension of listening. To recast what someone said to into different words so that the meaning is clearer to both the speaker and the group. Effective paraphrasing zeros in on the core of a person's message, sharpening the focus and eliminating ambiguity.
- **Reflecting Feelings:** A skill of responding to the essence of what a speaker has communicated, highlighting the emotions they have conveyed. The purpose is to let members know that they are being heard and understood.
- **Summarizing:** Pulling together the important elements of a group interaction or discussion and summing up what took place or was said over that period.
- **Supporting:** Providing group members with encouragement and reinforcement, especially when they are disclosing personal information, exploring painful feelings, or taking risks.

## APPENDIX C:

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### FACILITATOR REFLECTION GROUP

Following each workshop, the facilitators should convene amongst themselves to process what took place during the workshop. If not immediately following the workshop, at least within a day or two so that memories are still fresh. This reflection group provides an opportunity for facilitators to discuss their experience of the workshop, and to give and receive feedback from other facilitators. As with the rest of the *Creating Neighbors* procedures, practices during these reflection groups shall remain consistent with the person-centered approach. Areas for exploration within these groups include:

- ❖ Individual performance:
  - What do you feel your strengths were during the workshop?
  - What do you feel your areas for growth are for the next workshop?
  - Were there any times that you felt uncomfortable?
  - When did you feel most comfortable?
- ❖ Group performance:
  - What you feel others' strengths and areas for growth are.
  - What do you feel (if anything) needs to be addressed before the next workshop?
  - How do you feel about our depth of focus? Did we go too shall? Should we be looking deeper into these subjects?
- ❖ Participant engagement:
  - What issues/conflicts arouse regarding participants?
  - How do you feel about your performance of facilitation skills?
  - Were there any signs that a participant might have been uncomfortable?
  - How do you feel about your self-disclosure?
  - Did you experience any transference or countertransference?

These are all suggested areas for reflections. Others you can think of may be added to the discussion.

## The CHANCE Program Student Success Needs

To whom it may concern,

The following data has been compiled by current Folsom Lake College interns Chris Purtill and Raul Torres. We are enrolled in SWHS 367 (2<sup>nd</sup> semester internship course) and are completing our practicum as residents of Mule Creek State Prison. Our program, CHANCE (Cons Helping Advocate for Next-level Collegiate Excellence) has been meticulously collecting data over student needs from the whole prison based on our personal journey through Los Rios since enrolling in 2018. The data below represents many hours of class-work, group-work, one-on-one interviews, surveys, and a letter-writing campaign. We ask that this data be utilized to show that a student voice is needed within the colleges of Los Rios. We value our educational experience, and ask that you value us as the humans we are trying to become. Thank you.

Respectfully submitted,  
Chris Purtill and Raul Torres

The following data has been compiled based on the 76 student story letters written as of May 1<sup>st</sup>, 2023.

Advocated for:	Counselor	Supplies	Laptop/WIFI	More Classes	Other:
Letters: 76	67 (88%)	52 (68%)	19 (25%)	28 (37%)	27 (36%)

Some key areas that came up in terms of other needs based on student stories include several themes.

D-yard seems to have a problem with a designated study space for students to meet outside of class. They lack any library access. They feel that we as students should ask the professors what our needs are. *We at CHANCE believe that professors have advocated for us and stated what our needs are to no avail. This is why we decided to create our own voice.*

There is a student that believes that nothing is needed. This student names two “post-secs” (proctors, or free-staff that manage the college classroom in the prison) and states that they do all the counseling he needs as far as what classes he needs. This student believes that a counselor would be a waste of money. This is where the issues at hand comes from, because this is NOT the job of the post-secs to counsel the students. They are taking this upon themselves because Los Rios is not providing a service required by law to their incarcerated students. The post-secs manage sometimes four or more colleges for hundreds of students at a time. Individual counseling over courses required for a student’s collegiate path should never be asked of these staff. This letter provides us with a perfect example of the misperception over what is the responsibility of specific people within the college. This student should know there is an academic counselor to provide them this information. *We at CHANCE recommend approval of a form our program created. It is a by-student for-student created request in collaboration with Folsom Lake College incarcerated programs faculty. This form has tentative pilot approval for usage on E-yard. We are requesting for students to become*



*successful in their collegiate journey, they be allowed to request an Incarcerated Student Education Plan (ISEP). This form should be approved for usage on all yards on our campus (within the prison). (See Appendix A).*

The overall theme from E-yard, which is where internship is presently being conducted, is “where do we go from here?” E-yard has a majority of former interns not currently utilizing their skills. Current and former interns are asking for a course to further their educational journey in regards to Human Services. Other students request a computer literacy course, even if voluntary before the semester begins. Other students request office hours for professors. Many professors are scheduled with classes following one another in a pretty rapid fashion. Students are requesting an hour break between professors classes between yards so that office hours may be held. This will leave space for class lecture time to not be interrupted for personalized questions over assignments. Some students will not ask their questions in front of other students. Their question will then never be answered.

As you will see based on the table above, students believe that a counselor and supplies are paramount. *CHANCE creators have drafted a supply proposal that was recently sent to the PREP DAS committee, FLC PREP Director Stafford, FLC President Pimental, FLC PREP Dean Dr. Peshon, and ALL Los Rios faculty who teach an incarcerated student body. (See Appendix B).*

We have not only been conducting a student-story letter writing campaign at Mule Creek State Prison. We are currently preparing to send letters to students at Folsom State Prison, and will be asking professors to become allies within our advocacy as we know many of them already do.

As interns concerned over educational awareness and access for students, we also conducted a survey at the beginning of the spring 2023 semester to gauge interest and needs from students currently enrolled in Los Rios courses on E-yard. Below you will find the results of these surveys.

The following data was obtained after conducting surveys. The surveys were conducted on E-yard in February 2023. 42 students participated. The following data will be used to expose the culturally differing backgrounds of students at our Folsom Lake College campus. It will also divulge what student’s sense as important needs for their college success. **Bolded** data suggests the majority for that section.

Demographics Data:

- Age:

18-30:	4 (10%)
31-40:	13 (31%)
41-50:	<b>17 (40%)</b>
51-60:	3 (7%)
61-70:	5 (12%)
71+:	(0%)

- Ethnicity/Race:

African-American/Black:	<b>8 (19%)</b>
Filipino:	1 (2%)
Hispanic/Latino:	9 (21%)
Multi-Race:	6 (14%)
Native American:	1 (2%)
Other:	3 (7%)
Pacific Islander:	(0%)
Prefer not to answer:	4 (10%)
White:	<b>8 (19%)</b>

- Gender:

Female:	(0%)
Male:	<b>40 (95%)</b>
Non-binary:	(0%)
Transgender:	1 (2%)
Other:	1 (2%)

- Sentence Length:

0-5 years:	1 (2%)
6-10 years:	2 (5%)
11-15 years:	4 (10%)
16-20 years:	3 (7%)
21+ years:	<b>32 (76%)</b>

- Time Enrolled in College:

1-2 semesters:	9 (21%)
3-4 semesters:	4 (10%)
5-6 semesters:	6 (14%)
7-8 semesters:	5 (12%)
9-10 semesters:	8 (19%)
11+ semesters:	<b>10 (24%)</b>

- College Credits you have earned:

0-6 credits:	4 (10%)
7-15 credits:	5 (12%)
16-30 credits:	8 (19%)
31-45 credits:	4 (10%)
46-60 credits:	2 (5%)
61+ credits:	<b>13 (31%)</b>
No Answer:	6 (14%)

## Priority Level Scale Data:

Thinking about your educational needs, how much of a priority are the following needs to you?	1= Not a priority	2= Low priority	3= Medium priority	4= High priority	5= Very high priority
General Education classes: <i>No Answer: 1 (2%)</i>	6 14%	1 2%	14 33%	5 12%	<b>15</b> <b>36%</b>
Social Work / Human Services classes: <i>No Answer 1 (2%)</i>	2 5%	1 2%	8 19%	<b>16</b> <b>38%</b>	15 36%
Supplies being provided (paper, pens, etc.): <i>No Answer 2 (5%)</i>	4 10%	1 2%	7 17%	<b>14</b> <b>33%</b>	13 31%
Access to a counselor: <i>No Answer 1 (2%)</i>	1 2%	6 14%	10 24%	6 14%	<b>18</b> <b>43%</b>
Course descriptions prior to selecting a course:	0%	1 2%	10 24%	14 33%	<b>16</b> <b>38%</b>
A Student Educational Plan (this describes a student's college goal and classes required to get the degree):	0%	4 10%	6 14%	10 24%	<b>22</b> <b>52%</b>
Attending an informational workshop about Folsom Lake College	2 5%	8 19%	12 29%	5 12%	<b>15</b> <b>36%</b>

## Frequency Likert Scale Data:

1. I have received supplies from Folsom Lake College at the beginning of every semester to be successful? *No Answer 2 (5%)*

Never: 4 10%	Rarely: 7 17%	Occasionally: <b>12</b> <b>29%</b>	Moderately: 8 19%	Always: 9 21%
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2. I was supplied with a student educational plan upon enrollment with Folsom Lake College?

Never: <b>28</b> <b>67%</b>	Rarely: 3 7%	Occasionally: 2 5%	Moderately: 5 12%	Always: 4 10%
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3. I was provided with information about each course prior to signing up for it? (I knew what the course was about)

Never: <b>13</b> <b>31%</b>	Rarely: <b>12</b> <b>29%</b>	Occasionally: 5 12%	Moderately: 6 14%	Always: 6 14%
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## Open-Ended Question Data:

- This data will not include every answer from every survey. Rather, it will include common themes that emerged from the participants responses.
1. How would you describe your in-person college experience?
    - All describe it as good, helpful, preferential to correspondence college
    - In-between
  2. What are your college goals? Are you planning on obtaining a degree or certificate?
    - All are planning on obtaining a degree of some level
  3. What motivated you to enroll in Folsom Lake College?
    - Most want to better their lives, and were motivated by their incarceration
    - Peer pressure, they wanted to do what everyone else was doing
    - Wanting more hands-on experience
    - Experiences with professors
  4. In your opinion, what would better the college experience on the yard?
    - Majority say more information over courses, the college, the program, etc.
    - Tutors or peer support should be established
    - Half suggest we get internet across all buildings if we are required to use Canvas
    - More cultural courses and areas of study
    - Greater accommodations for study areas are needed. We should have assigned study areas so that we can meet with classmates outside of class
    - Getting education plans, supplies, and a counselor to speak to
  5. We are working on an internship program that will support you to have a better college experience. What else do you feel Folsom Lake College or we, as interns, should know?
    - Remember the new people attending college. We should remember they might be feeling overwhelmed, as “higher education tends to blind some from those who are not on higher Ed. Platforms.” It can be considered a difficult transition.
    - More information about internship should be shared
    - New students should be assigned a mentor or tutor
    - Education should open the door to opportunities that it doesn’t in prison. What are we to do with our education once we have topped out? Where do we go from here?
    - More available information about college courses, waiting lists for next semester when classes are full. (first priority to people that might have been waiting for classes instead of allowing a new list of students to sign up)
    - Several want the interns to know that they are appreciated. The work they are doing to provide a more helpful college experience is commendable. We appreciate their efforts.

## Appendix A

# Los Rios Colleges Incarcerated Student Educational Plan

An Incarcerated Student Educational Plan (ISEP) is a document that outlines both your major and general education requirements to complete a degree from a Los Rios college (ARC, CRC, FLC, SCC). Please allow at least four weeks from the date your request is sent to the incarcerated program department. Please DO NOT submit duplicate requests, as this will slow the process down for others.

<b>Student Information:</b>			
First Name		Student ID#	
Last Name		Birthdate (mm/dd/yyyy)	
Date of Request		CDCR#	
<b>Facility Information:</b>			
Facility Name		City	
Housing Unit		State	
Facility Address		Zip Code	

1. Is this your first semester at a Los Rios college?  YES  NO
  
2. Have you attended any other colleges/universities or earned credits through the Military?  
 YES  NO 
  - a. If you answered "YES", please indicate the school(s) attended or type of military transcript, number of units completed, and if official transcripts were sent to Folsom Lake College

Name of College	Units Completed	Were Official Transcripts sent to Folsom Lake?
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO

3. What is your educational goal with Los Rios?

Earn a:  Certificate  Associates Degree  Associates Degree for Transfer

Area of study (Major): \_\_\_\_\_

4. Are you planning on transferring to a university?  YES  NO

a. If you answered "YES", which university would you like to transfer to:

CSU (California State University)  UC (University of California)

Private School Specific School: \_\_\_\_\_

5. What other colleges or universities do you have access to at your facility where you would be able to take classes to help you earn your degree from Los Rios?

6. To assist Los Rios in building your ISEP, please indicate your course preferences to satisfy your major and/or general education requirements for the upcoming semester(s).

Courses you intend to enroll in next semester:			
Courses you intend to enroll in for future semesters:			

7. Please provide any other information you feel is important for Los Rios to be aware of regarding your future goals.

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**Please mail your completed ISEP request to:**

Folsom Lake College  
ATTN: Incarcerated Programs  
10 College Parkway  
Folsom, CA 95630

## Appendix B

While students appreciate the fact that Los Rios is the sole provider of in-person education on our campus (the prison), there are needs presently unmet that we would like to address. The first is our capability to procure supplies. The creators of this program have been through several phases of instruction with Los Rios including correspondence, in-person with supplies, and in-person without supplies. We believe the in-person with supplies phase is the most important for retention of students as well as encouraging new students to enroll. Our yard (E-yard) currently has the most unique students of any of the six yards Los Rios instructs on. We would like to offer options for what we feel are supplies to what would be the best possibility for students.

We are incorporating pens into the packages but are okay with #2 pencils being substituted if this is in no way possible.

We ask that if paper folders are provided the college consider one (1) for each course a student enrolls in. This will allow for easier organization between all the classes they are taking.

### **Bronze package:** (*Basic needs*)

1. One (1) paper folder
2. Fifty (50) pieces of college ruled lined paper
3. Two (2) #2 pencils or two (2) Bic black or blue pens

### **Silver package:** (*Mid-level needs*)

1. One (1) Folsom Lake College folder
2. One (1) accordion style folder (preferably with pockets)
3. One-hundred (100) sheets of college ruled lined paper  
or
4. One (1) composition book
5. One (1) highlighter of varying color
6. One (1) correction tape
7. Two (2) Bic black or blue ink pens

### **Gold package:** (*Premium needs*)

1. One (1) Folsom Lake College folder
2. One (1) see-through expandable file folder  
or
3. One (1) accordion style folder (preferably with pockets)
4. Two-hundred (200) sheets of college ruled lined paper  
or
5. Two (2) composition books
6. Two (2) highlighters of varying color
7. One (1) correction tape
8. One (1) school-year style planner so students may track important dates
9. One-hundred (100) index cards so students may use them for speeches or studying
10. Four (4) Bic black or blue ink pens

## **SEM 2.0 – Charter (Draft)**

**Project Team: Strategic Enrollment Management 2.0**

**Project Type: Planning**

**Project Duration: SP23-FA24**

**Sponsoring Council: Student Success Council**

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### **PROJECT BACKGROUND AND NEED (Why is the project necessary?)**

This team would build upon the work of the first Strategic Enrollment Management (SEM) team with an increased focus upon infusing equity into developing enrollment goals, tools, and metrics to provide the infrastructure towards a more equitable, deliberate, and targeted scheduling process at American River college. The first SEM team identified broad themes, goals, and structures in ARC's scheduling processes where there were opportunities for building in efficiencies to better build student-focused academic schedules (for specifics, please see the *Schedule Development Guidelines* final report submitted by the SEM in February, 2020).

---

### **PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)**

The purpose of this project is to improve upon and continue implementing the recommendations from the initial SEM 1.0 with a paramount equity focus. These goals include:

1. Investigate and evaluate what it means to be equity-minded when doing strategic enrollment management.
2. Establishing a more robust and equitable structure and system for FTEF allocations to divisions for Fall, Spring, and Summer terms based upon the college level allocations provided by district and our College's disproportionate impact.
3. Establishing Weekly Student Contact Hours (WSCH) benchmarks for divisions and departments.
4. Developing both reporting systems and "sandboxing" systems to track FTEF, plan for WSCH generation, and monitor equity impacts of scheduling.
5. Developing work group structures to institutionalize Strategic Enrollment Management as an ongoing ARC scope of work.

---

### **PROJECT OBJECTIVES (What is the project expected to achieve?)**

Successful completion of this project is intended to achieve the following objectives:

1. Build a scheduling model and schedule decision-making process that considers and meets the needs of our disproportionately impacted student groups, including Black and African American, Native American, LGBTQIA+, Asian American and Pacific Islander, and Latinx/e students.
2. Standing SEM work-group structure is developed which includes resource (FTEF) allocation timelines and methodologies, scheduling priorities that include equity, and enrollment/WSCH generation retrospectives.
3. Ability of college to plan for the WSCH targets provided by district, reallocate resources to meet the targets, and measure the results.
4. Ensure academic scheduling is designed to explicitly connect scheduling back to American River College's Mission, Vision, and Values, as well as our Commitment to Social Justice and Equity. Scheduling for equitable student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a promise that we are making to students that they will be able to



complete a program in a set amount of time. American River College's goal is to provide a schedule that allows students to meet successfully their educational goals.

5. Develop mechanisms and techniques for the collection and use of ongoing student feedback and input into the scheduling process.
6. Develop mechanisms and techniques for the collection of qualitative and quantitative student drop data to inform scheduling decision making and pinpoint potential disproportionate impact within previous schedule decisions.
7. Identify and work with district to ameliorate systemic barriers within our schedule (e.g. how students enroll for corequisites or the way in which our schedule information is displayed when students register).

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## **PROJECT DELIVERABLES (What items will be produced during the project?)**

Deliverables to be completed and/or submitted for approval:

### **SEM Next Steps/Aspirational Goals (from Feb. 2020 final report of SEM 1.0)**

1. Develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, structures designed for equity, and other specific procedures.
2. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
3. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
4. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
5. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.
6. Foster conversations about appropriate section cap sizes to ensure safety, effective pedagogy, equity, and effective use of college resources.
7. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
8. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
9. Refine techniques of creating realistic and data based WSCH benchmarks to assist in meeting the division/college level WSCH benchmarks.
10. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division meeting or exceeding their WSCH benchmarks.
11. Tools to measure WSCH (and project trends) during enrollment.
12. Procedures for post-semester evaluation of how accurate WSCH benchmarks were for departments and divisions and the equity impacts of those benchmarks.
13. Develop a Strategic Enrollment Council which fits within ARC's governance structure and is composed of faculty, classified, and management members from instruction, student services, and the Office of Equity, Institutional Effectiveness, and Innovation. This group will coordinate across the operations of the college to coordinate knowledge across the college, reduce barriers caused by situational blinders, identify ways to close equity gaps, and look at the holistic impact of how we schedule as a college especially in terms of its impact on reducing institutional barriers for DI students.

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## **SUCCESS INDICATORS (How will success be measured or determined?)**

The project will be considered successful when:

- 1) ARC has a clear and equitable FTEF allocation model.
- 2) ARC has the ability to plan schedules using WSCH benchmarks.
- 3) ARC is able to minimize schedule changes after the schedule goes live (schedule is right-sized to student needs.)
- 4) ARC is efficient enough in our FTEF usage and WSCH production that we are able to strongly advocate for the resources we need from district.
- 5) ARC has a coordinated de-siloed infrastructure to plan for schedule implementation and reduce barriers to students success

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

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## **PROJECT ASSUMPTIONS (What conditions are believed to exist?)**

The project team was authorized based on the following assumptions:

- ARC's mission, strategic goals, and commitment to social justice and equity are central to this work.
- Since all systems are designed to get the results that they do, the SEM system will need to be designed for equity for it to address our College's equity gaps.
- Strategic enrollment management requires collaboration across traditional silos and throughout the entire student life cycle. It involves more than academic scheduling and section management.
- It will be necessary to view this project through a multi-faceted lens that considers face-to-face and online components; main campus, virtual, and center locations; various avenues to college access including the working learner and apprenticeship; as well as emerging opportunities. The college must strive for agility in order to quickly adapt to a rapidly changing environment.
- Academic scheduling will reflect a manifestation of the guided pathways work that is based on programs rather than individual courses. Planning should address consistent processes for how academic schedules are built, block scheduling, and cross-discipline coordination.
- The transition to areas of interest/program pathways will require a reallocation of FTE to ensure students are able to get the classes they need to complete pathways in a timely manner.
- Flexible learning options, multiple entry points, and other methods that challenge the status quo should be explored in pursuit of a "Students First" approach that meets students where they are and eliminates institutional barriers to goal completion.
- Outreach, recruitment, engagement, and student retention efforts should also be addressed in a manner that is aligned with the ARC Redesign.

- The project should contend with the issue of scheduling and managing enrollments with incomplete information at critical moments, while also responding to Los Rios productivity goals and enrollment guidance.
- Aligned with ARC's Redesign, the plan may recommend moving away from past practice and reallocating resources in a manner that can holistically foster student success through effective enrollment management.
- The timeline for the plan has been aligned to accreditation cycles and is specified in the draft integrated planning guide as 2019-2025. Future plans would follow a seven-year cycle.
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

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**PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)**

The project team should be aware of the following known risks, constraints, and/or dependencies:

The construction of an academic schedule has both Academic and Professional implications (Academic Senate) and Workplace issues (LRCFT). This project will need to respectfully operate within these spheres of influence and consult as appropriate to ensure that it is not over-stepping.

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**OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)**

- The funding formula for California Community Colleges is changing, so there may be fluctuations in future revenue trends that cannot be predicted by historical data. There are also strategic considerations on how the goals of the Vision for Success and related funding implications might influence enrollment management activities and supporting institutional practices (e.g., methods to promote AB 540 awareness).
- The Project Team will need equity training specifically focused on designing scheduling management systems for equity.
- The team is encouraged to consider potential benefits of working with Los Rios sister colleges in a more coordinated way to leverage the strengths and resources of each college to serve the needs of students
- It is likely that there will be a need for new or redeployed resources to bring the plan to life
- Various implications related to equity and inclusion in response to alignment of the Strategic Enrollment Management Plan to the Institutional Equity Plan. For example, in pursuit of reducing disproportionate impacts there may need to be a shifting of resources (FTEF, rooms, etc.) in order to close equity gaps; in pursuit of increasing retention and persistence, we may need provide for criteria which allows some lower enrolled sections to not be cancelled.

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**PROJECT TIMELINE/KEY MILESTONES**

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
April – May 2023	Initiation	Project initiation and charter development
May – August '23	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
September – December '23	Team-Based Work	Develop WSCH Benchmark Structure Develop FTEF Allocation Structure Identify Report/tool needs
December '23 – January '24	Preparation	Additional research and project planning
February – May '24	Team-Based Work	Develop standing SEM workgroup charter/structure Develop SEM calendar including allocation timelines and post-mortem dates
June '24 – August '24	Finalize Reports	
September – October '24	Formal Review	Review and adoption of deliverables through governance processes
	Closure	Celebrate the project team's work and archive artifacts of the project

### Planned Governance Flow of Deliverables

### PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

- Sponsoring Council   
 Project Team (including leads and members)   
 Project Steward  
 Academic Senate   
 Associated Student Body   
 Classified Senate   
 PES  
 Management beyond PES  
 Instruction   
 Student Services   
 Administrative Services  
 Specific departments or other entities:

### COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	Sponsoring Council	Monthly	Regular update of project status
Project Steward	Academic Senate	Monthly	Regular update of project status
Project Steward	Instruction	Quarterly	Regular update of project status

**Conflict Resolution**

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

## APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Lead	Adam Windham	Interim AVP
Project Co-Lead	David Austin	Faculty Member
Members	Chris Olson	[Classified professional with research perspective]
	Tanya Nikolayev	[Classified professional with scheduling expertise]
	Kirsten Corbin	Dean, Business and Computer Science
	Devoun Stewart	Dean, Natomas Center
	Gary Aguilar	Dean, Technical Education
	Nisha Beckhorn	Dean, Counseling and Transfer Services
	TBD	UNITE Center Representative
	[Faculty (TBD)]	[Faculty with an Ethnic Studies perspective]
	[Faculty TBD]	[Faculty with expertise working with DI students]
	[Counselor – Faculty TBD]	[Faculty with the counseling perspective]
	[Faculty TBD]	Mathematics perspective
	Leah Arambel	English perspective
	[Faculty TBD]	Science faculty perspective
	Craig Martinez	Art faculty perspective Humanities faculty perspective
	Caterina Falli	BSS faculty perspective
[Faculty TBD]	PE/KINES faculty perspective	
[Faculty TBD]	PE/KINES faculty perspective	
[Student Rep]	Appointed by ASB	
[Student Rep]	Appointed by ASB	
Note Taker	Kevin Porter	

## OTHER ROLES

**Project Steward\*** Adam Windham

**External Consultant(s)**

**Executive Sponsor**

*(high-impact projects  
only)*

\*May be one of the project leads or a separate individual

## APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

Method	Description	Compensated?
<input checked="" type="checkbox"/> <b>ASB Appointment</b>	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. <b>This option is considered the standard method of representation.</b>	Yes
<input type="checkbox"/> <b>Student Resource Panel</b>	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<input type="checkbox"/> <b>ASB Direct Involvement</b>	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<input checked="" type="checkbox"/> <b>Student Survey or Focus Group</b>	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<input type="checkbox"/> <b>Student Forum or Gallery Walk</b>	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in	No

		publicizing the date/time of the event to the student constituency.	
<input type="checkbox"/>	<b>Other</b> (please specify intended methods)		

Please see the “Governance: Student Compensation” document for further details on the compensation structure.





LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT



# Career Education

Leading the Region in Workforce Development

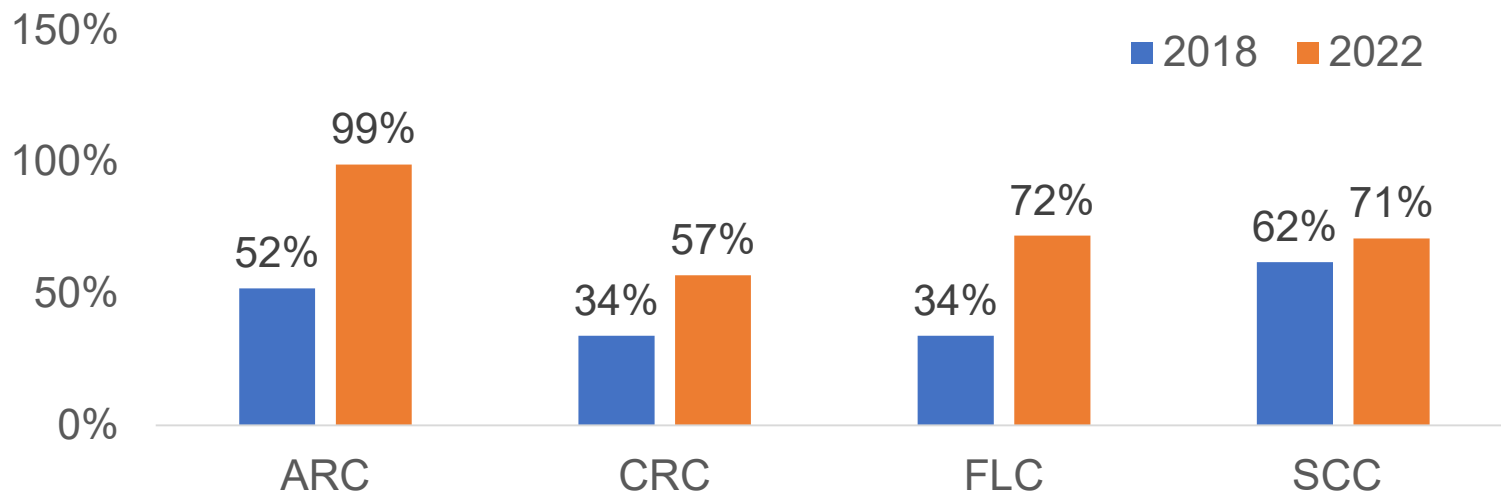
May 10, 2023

# Goals

- Increase the number of students who secure living wage employment in their field of study
- Build a strong workforce pipeline to cultivate a thriving and prosperous economy

# High Levels of Wage Gains

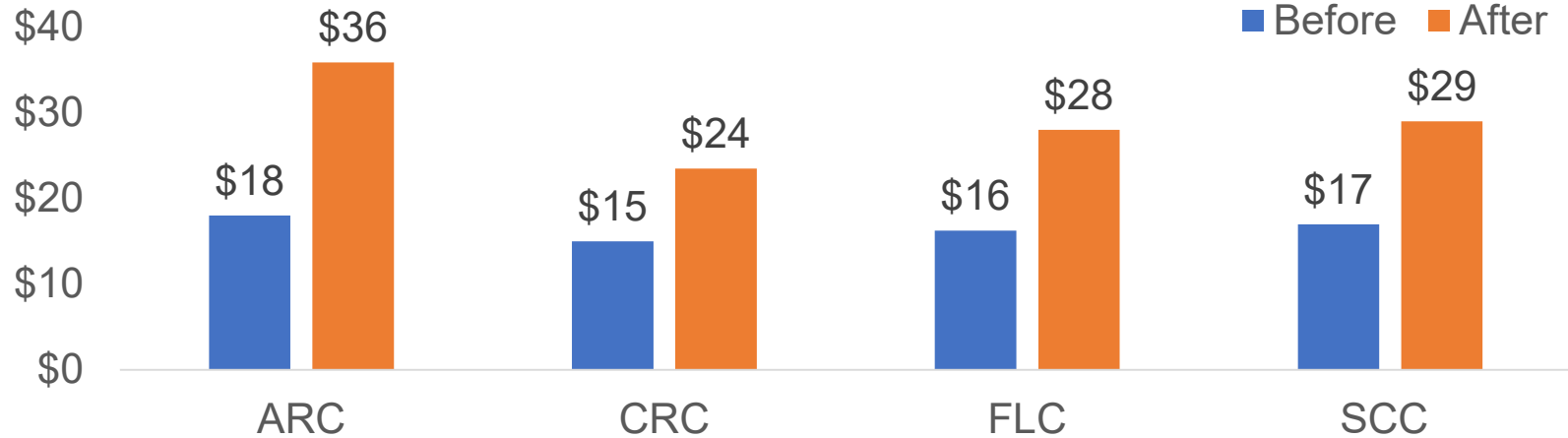
Change in Hourly Wages After Training



Source: CTE Outcome Survey, ARC, CRC, FLC, & SCC 2018 & 2022 Reports.

# Advancing to a Living Wage

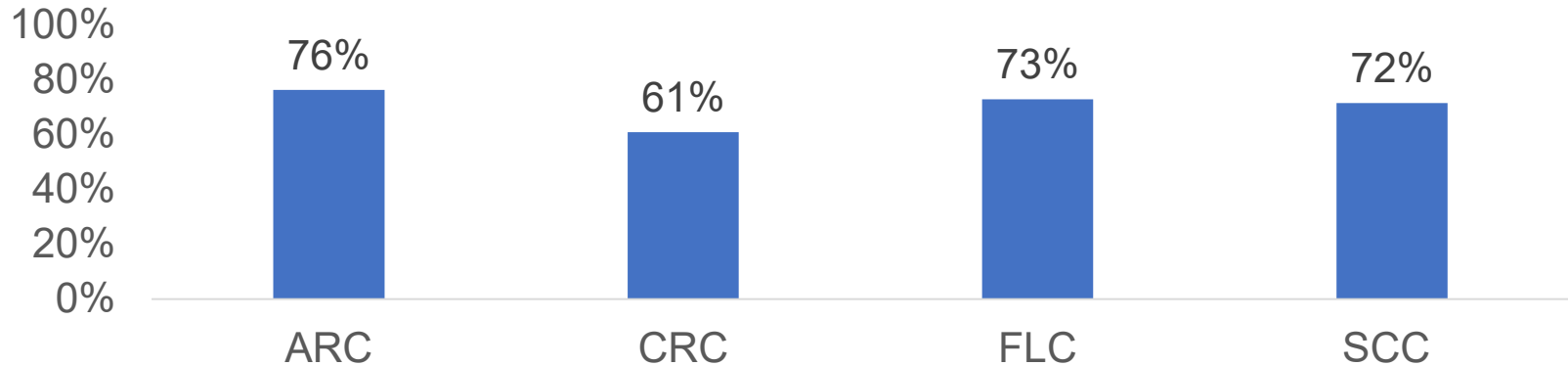
Hourly Wages Before vs. After Training



Source: CTE Outcome Survey, ARC, CRC, FLC, & SCC 2022 Reports.

# High Rates of Employment in Field of Study

% of Students that Secured a Job Closely Related to their Field of Study



Source: CTE Outcome Survey, ARC, CRC, FLC, & SCC 2022 Reports.

# Employer Presenters

- Michael Korpiel, President, Dignity Health
- Gary Shurtz, General Manager, Solace Enterprises

# Career Education Pathways

4 Colleges, 10 Industry Sectors, and 1,000s of newly trained professionals

Programs by College

ARC – 87    CRC – 60    FLC – 24    SCC – 69



Agriculture  
and Natural  
Resources



Arts, Media &  
Entertainment



Building &  
Construction



Business &  
Finance



Education,  
Childcare &  
Human  
Services



Health & Life  
Science



Information  
Technology



Manufacturing

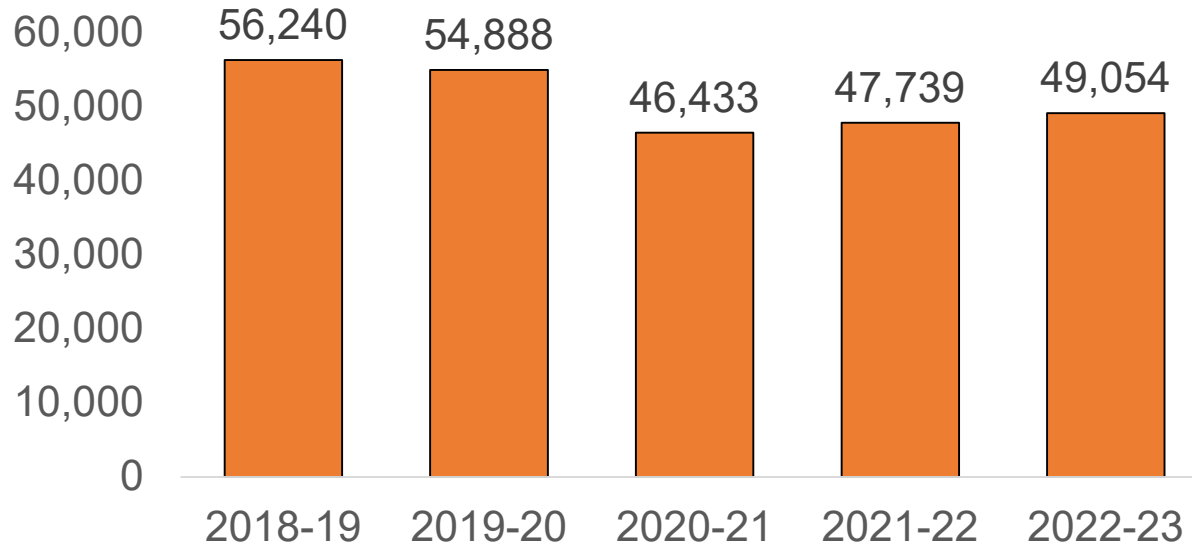


Public Safety  
& Services



Transportation

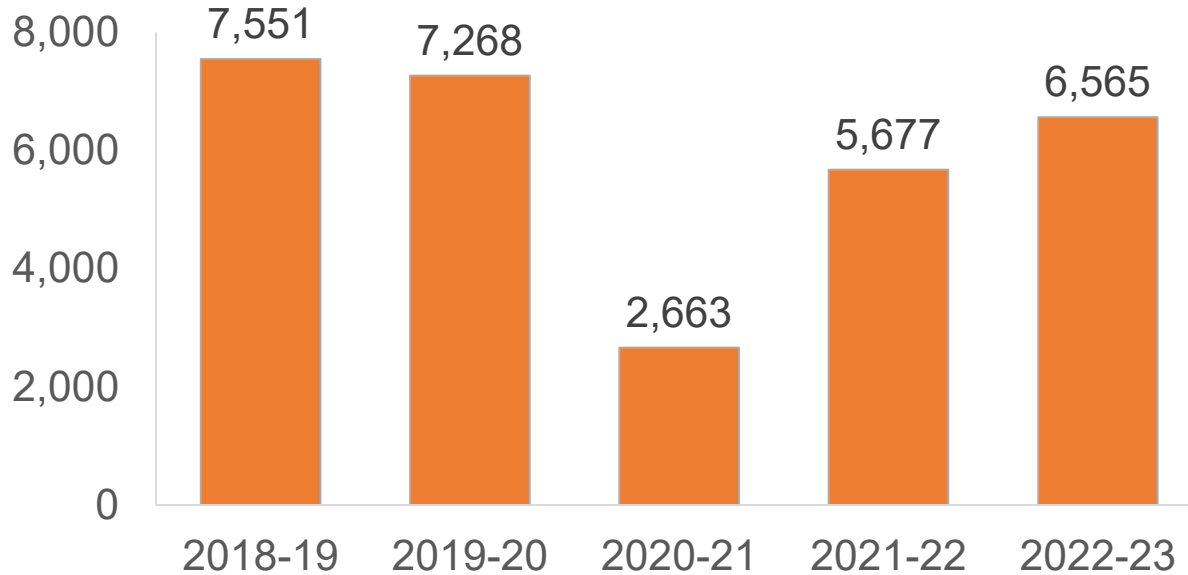
# Career Education Headcount



	Headcount	Annual Percent Change
2018-19	56,240	
2019-20	54,888	-2.4
2020-21	46,433	-15.4
2021-22	47,739	2.8
2022-23	49,054	2.8

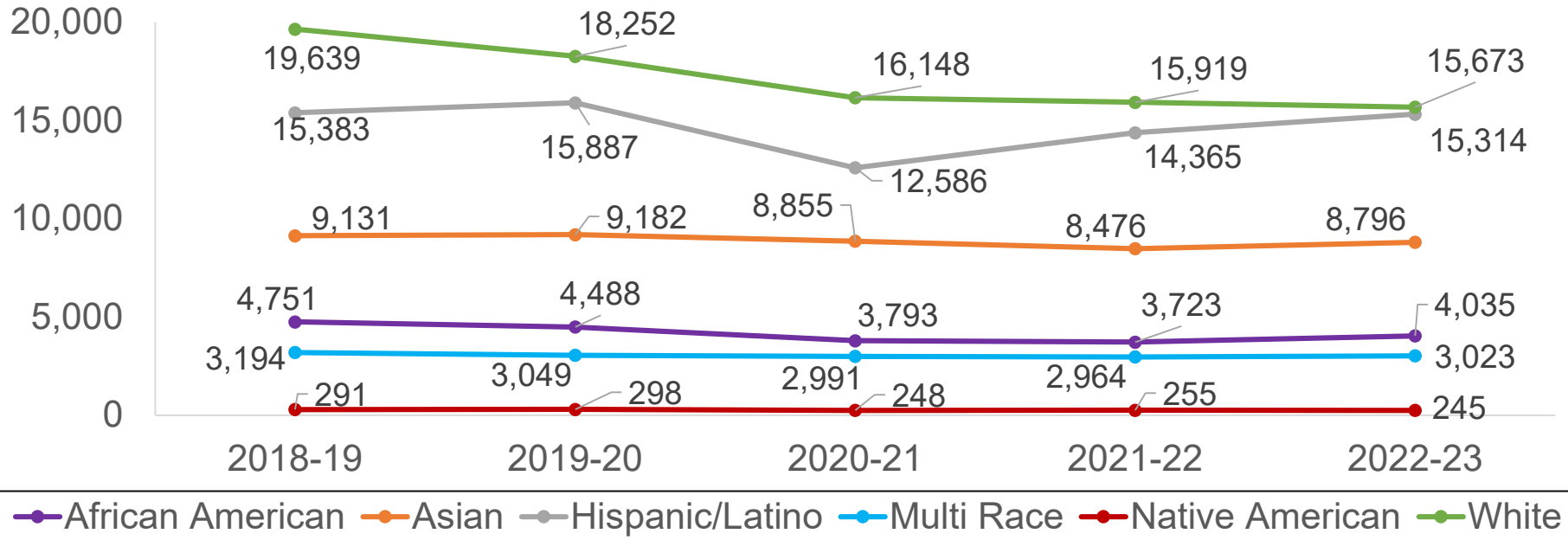


# ARC Apprenticeship Headcount



	Headcount	Annual Percent Change
2018-19	7,551	
2019-20	7,268	-3.7
2020-21	2,663	-63.4
2021-22	5,677	113.2
2022-23	6,565	15.6

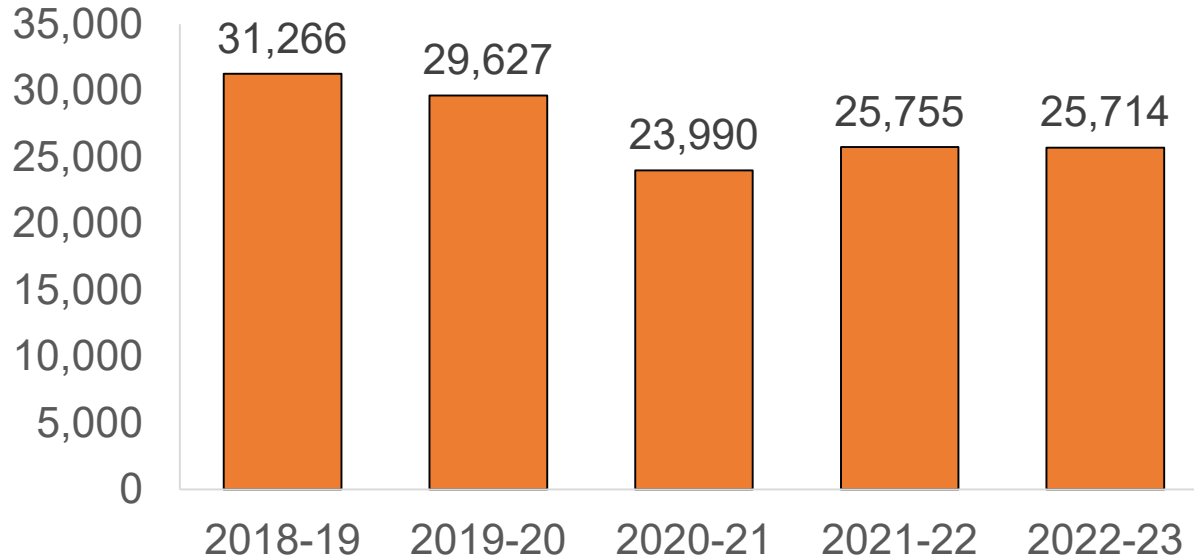
# Career Education Headcount by Race & Ethnicity



# Career Education Asian Headcount, 2022-23

Ethnicity	Headcount	Ethnicity	Headcount
Asian	3,540	Japanese	81
Other Asian	1,439	Thai	44
Vietnamese	1,353	Taiwanese	38
Chinese	767	Bangladeshi	18
Asian Indian	559	Sri Lankan	17
Hmong	418	Burmese/Myanmar	16
Afghan	380	Indonesian	14
Pakistani	197	Other Non-White	3
Laotian	193	Other Pacific Islander	1
Cambodian	147		
Korean	84		

# Career Education Headcount by Adult Learners



- About half of CE students are Adult Learners, 25 years and older
- Approximately 75 to 80 percent of Apprenticeship students are Adult Learners

# High Performers, By the Numbers

## Administration of Justice at ARC

- 312 students enrolled in Fall 2022
- 79% course success rate
- \$105,754 median wage 3 years after award
- Types of Jobs: Police Officer, Deputy Sheriff, Crime Scene Investigator, and Corrections Officer



## Health Information Technology at CRC

- 61 students enrolled in Fall 2022
- 90% course success rate
- \$61,962 median wage 3 years after award
- Types of Jobs: Health Information Specialist, Health Information Technician, and Health Records Analyst

# High Performers, By the Numbers

## Accounting at FLC

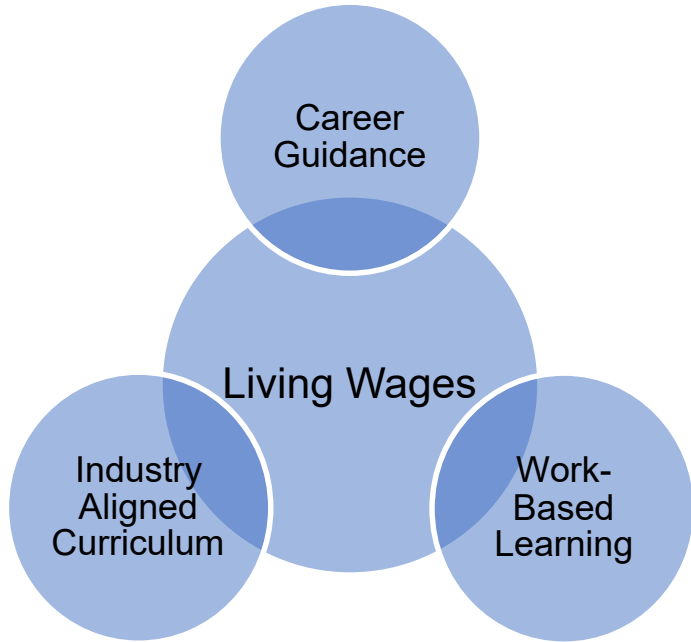
- 44 students enrolled in Fall 2022
- 76% course success rate
- \$63,577 median wage 3 years after award
- Types of Jobs: Billing Specialist, Accounting Clerk, Payroll Assistant, Bookkeeper and Audit Associate



## Mechanical-Electrical Technology (HVAC) at SCC

- 73 students enrolled in Fall 2022
- 87% course success rate
- \$67,192 median wage 3 years after award
- Types of Jobs: HVAC Technician

# Strategies to Improve Employment Outcomes



Helping students make informed decisions

- Outreach/workshops with high school students
- PathwayU for career and major exploration & selection

Aligning curriculum to industry standards

- Active regional and local advisory boards

Embedding and expanding work-based learning

- Programs with practicums/internships
- Expanded internship and job placement services

# Career Education Funding

## Annual Categorical Allocations

- \$15 Million Strong Workforce Program
- \$3 Million Perkins
- \$1.2 Million Regional Coordination & Collaboration Grant

## Grants

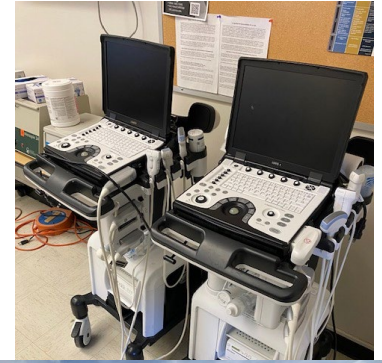
- \$13.8 Million Learning Aligned Employment Program
- \$5 Million Refugee Career Pathways Grant (state)
- \$750,000 Refugee Career Pathways Grant (federal)
- \$5 Million Strengthening Community Colleges Training Grant
- \$1.6 Million Regional Equity & Recovery Partnership Grant





# Career Education Investments

- New labs and facilities
- New equipment, maintenance and upgrades
- New programs to address regional training gaps



# Student Speakers

**Armando Londono**, CRC Alum & Fire Fighter at San Francisco Fire Department

**Zion Hill**, Current Student, FLC, Emergency Medical Technology Program



LOS RIOS  
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# Questions?

## **Resolution to Prioritize Ethnic Studies Hires in the Los Rios District**

Whereas, Title 5, Section 55063 Minimum Requirements for the Associate Degree Subsection (3) lists satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies as a graduation requirement; and the new CalGETC requirements include one three semester units or four quarter units in ethnic studies; and

Whereas, the Los Rios Community College District serves approximately 80,000 students and despite the recent downward trend in enrollment, we are finding a higher demand for Ethnic Studies courses that satisfy Title 5 graduation requirements while serving as CSU Area F and UC IGETC 7 approved transfer courses; and

Whereas, in Fall 2022, student demand for Ethnic Studies courses at all four Los Rios Colleges exceeded the number of courses we were able to offer and all of our departments consist of one full time hire; and all colleges in our district were forced to turn students away because all sections were filled with full waitlists;

Whereas, the Los Rios District Ethnic Studies Faculty Council, understands that student need for additional course sections is outpacing the number of faculty currently teaching these course sections and Adjunct Ethnic Studies faculty are difficult to find because of the high demand in this field and the large number of full time hires throughout the state within this last year alone; and

Whereas, full time Ethnic Studies faculty have expressed a desire to teach dual enrollment courses and in the Prison Reentry and Education Program (PREP) but are currently unable to do so due to the overwhelming demand for our courses. This demand already compels us to offer additional sections each semester as well as during the summer. In short, student demand for Ethnic Studies exceeds our regular course load taught at our colleges; and

Whereas that to better serve our student's needs across the District, four (4) additional full-time Ethnic Studies faculty members, one at each of our sister colleges, would increase our ability to offer culturally relevant and anti-racist curricula; and to sustain, support and retain faculty of color in Ethnic Studies and to have robust, competitive, comprehensive and equitable Ethnic Studies Programs.

**Resolved** that the Los Rios District Ethnic Studies Faculty Council and the Los Rios District Academic Senate urge our local college Academic Senates to recommend Ethnic Studies Associate Professor positions receive the highest support possible during the Fall 2023 faculty hiring prioritization process.

# DAS PREP Committee: Requests Counseling Support for Currently Incarcerated Students

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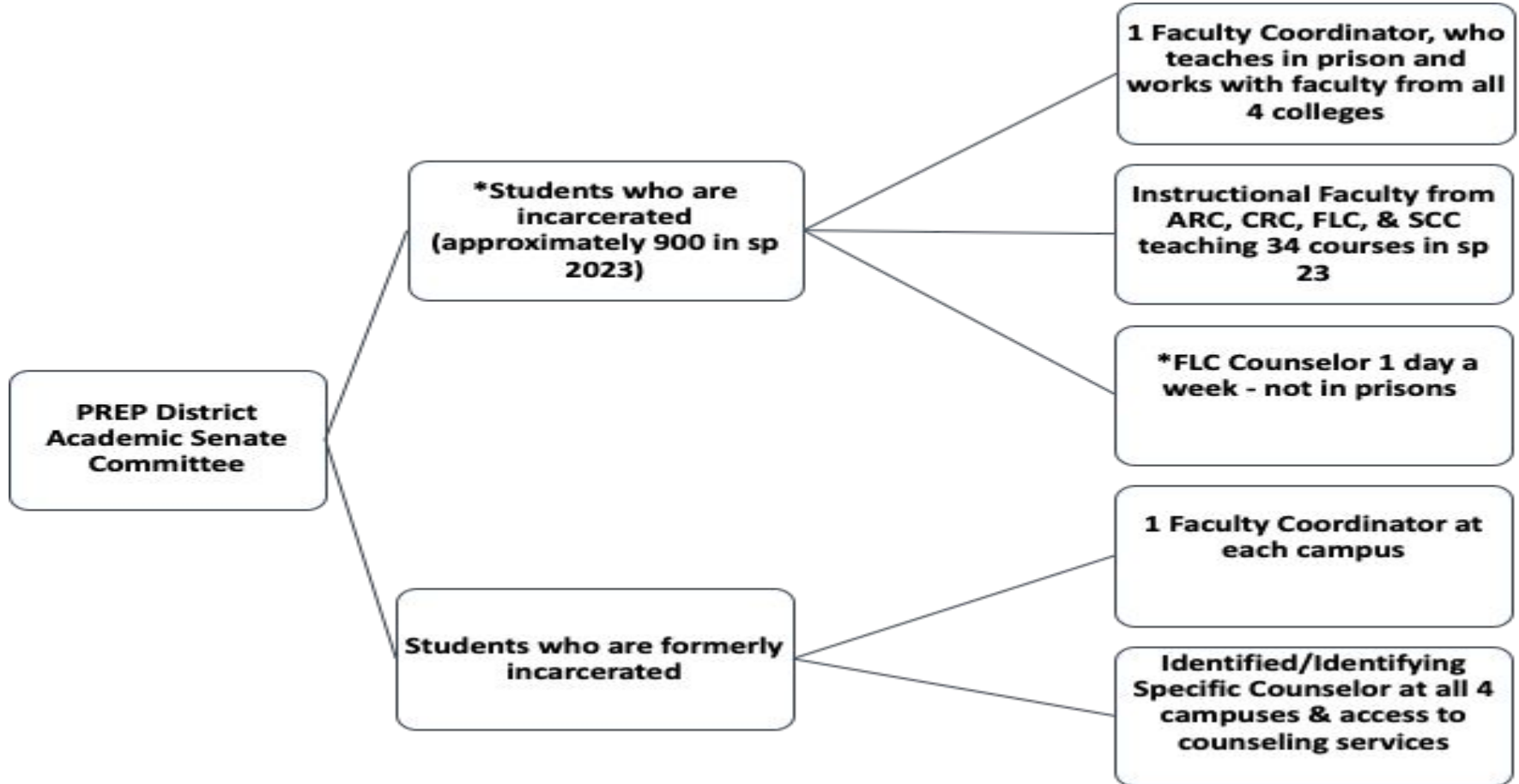


# **Students' Request**

“For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college...We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: ‘Counseling programs shall include the following: academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).’ ”

- Christopher Purtill & Raul Torres, Los Rios Students  
(have taken classes from ARC, CRC, FLC, & SCC)

# Faculty in PREP's Districtwide Program



## **The Context:**

# **Los Rios Students Who are Incarcerated**

- 2 prisons, 6 distinct yards (like centers on campuses but no movement between)
- Approximately 900 current students; undetermined # of past students who may or may not have completed degrees
- No internet access; little to no access to college catalogs
- 4-8 classes offered from Los Rios each semester
- Many also take courses from correspondence colleges
- Completion of A.A degree = 6 months off sentence (+\$54,000 taxpayer savings per person)
- 2 yards B.A degree



# **Some Unmet Counseling Needs**

- No clear access to counseling services
- No access to face-to-face counseling
- Ed Plans (which and how many classes to take, when they are ready/have completed courses for certificate/degree)
- Certificate & Degrees completed but students are unaware or have not petitioned
- Lack of holistic counseling services (e.g., career/education alignment, transitioning to 4 year upon release, etc.)

# Students' Concerns

- “For too long we have gone without access to a counselor or other critical support services to guide us on a successful path through college...We cannot build collegiate excellence without the simple ability to inquire about what courses are needed from a counselor. We would appreciate the same opportunities afforded other students per the law. We are in an environment due to our violating the law, yet laws protecting us are being violated daily: ‘Counseling program shall include the following: academic counseling, in which the students is assisted in assessing, planning and implementing his or her immediate and long-term academic goals (California Code of Regulations, 1991).’ ”
  - Christopher Purtill & Raul Torres, Los Rios Students
- Advocacy Campaign

# **Additional Concerns**

- Accreditation
- Collecting apportionment (approximately 130% of general population students) but no services
- Compliance with Ed Code

# Request to DAS

- Provide recommendation for a full-time coordinator/counselor for PREP counseling program & counseling services supporting incarcerated students from each of the 4 colleges.
- Options that have been considered by DAS PREP Committee:

	Grant Funding	General Fund Apportionment (*Note: Incarcerated Students = 130% higher than general student population)
Option 1	Up to 5 year grant-funded counselor/coordinator	Counseling support from each campus
Option 2	Critical hire tenure track counselor/coordinator	Counseling support from each campus

# The Noncredit Task Group's Recommendation to the Los Rios District Academic Senate

At our final meeting, the Noncredit Task Group discussed four possible options for Los Rios with respect to noncredit instruction:

- **Option 1: Do not implement noncredit instruction within Los Rios.**
- **Option 2: Implement noncredit instruction along with credit instruction immediately at all campuses.**
- **Option 3: Start noncredit instruction within Los Rios via a phased approach.**
- **Option 4: Los Rios should support the continuance of the District faculty noncredit workgroup in order to make a fully informed recommendation on noncredit.**

Task group members voted on the options and the majority (8 out of 13 — 61.5%) prefer Option 3, that Los Rios start noncredit instruction with a phased approach. The remainder of the group (5 out of 13 — 38.5%) preferred Option 4, that the District faculty noncredit workgroup continue its work in order to make a fully informed recommendation on noncredit. No members of the group voted in favor of Option 1 or 2.

Here is the complete description of the recommended option from the Noncredit Task Group:

## **Start noncredit instruction within Los Rios via a phased approach.**

*It is the recommendation of our committee that Los Rios begin offering noncredit instruction in a considered, phased approach.*

- **Feasibility phase:**

*In the feasibility phase, a small team of Los Rios faculty and administrators will begin a top-to-bottom analysis of the logistics for implementing noncredit instruction in Los Rios. Small, targeted pilot projects in noncredit may be part of the feasibility phase. If it is learned during the feasibility phase that it does not make curricular or financial sense for Los Rios to offer noncredit instruction, work on noncredit will stop and Los Rios will continue with the status quo.*

- **Implementation phase:**

*If the feasibility phase is successful, Los Rios would begin the implementation phase of noncredit instruction. In this phase, Los Rios will begin advertising and offering its noncredit courses and programs. Ideally, the roll-out of noncredit instruction will be according to a strategic plan identifying subject areas that make the most sense for our region.*

- **Evaluation phase:**

*Lastly, there would be an evaluation phase to understand what is working and not working in noncredit instruction within Los Rios and there would be discussions about the appropriate amount of noncredit that Los Rios should be offering.*

### ***Reasons and Considerations:***

- The State offers apportionment for noncredit instruction. Los Rios is losing money that they could be earning by not offering any noncredit instruction. Furthermore, some types of noncredit instruction receive apportionment at the same rate as credit instruction. During the feasibility and implementation phases, it may make sense to identify the types of noncredit instructional opportunities with the highest apportionment rates and target those areas for the first noncredit offerings.
- The noncredit offerings of our K-12 partners appear to be somewhat focused on basic skill acquisition. Therefore, it may make sense that we concentrate our initial roll-out efforts in noncredit with Career and Technical Education (CTE) offerings.
- Noncredit instruction has some unique reporting requirements to the state Chancellor's Office (CCCCO). Rather than task individual administrators or department with figuring these reporting requirements and regulations out on their own, it may make sense to

have a central office to coordinate all of a college's noncredit offerings across all departments prior to rollout.

- Noncredit instruction is most likely to be successful with faculty who are comfortable with noncredit and excited about using it in their discipline to achieve certain educational goals. For this reason, we recommend that any feasibility pilot or implementation of noncredit instruction seek out faculty volunteers rather than attempt whole sale conversion of departments from credit to noncredit.
- Faculty should have the academic freedom to make the decision as a department to whether or not to implement noncredit based upon the needs of the students and the program.
- Noncredit is constructed differently from the formula hours of credit instruction. For example, courses are typically open-entry and open-exit, and, while students receive assessments about their learning/performance from professors, they do not receive grades. For noncredit implementation, these differences between credit and noncredit would lead to different working conditions for faculty which will need to be carefully explored, discussed, and negotiated by Los Rios management and LRCFT (faculty union).
- There is a significant institutional learning curve if Los Rios were to implement noncredit instruction. Those responsible for curriculum and MIS reporting related to noncredit will need additional information and perhaps training in how to process noncredit.
- Student support services are critical to equitable student success and should be involved from the start to create a good foundation for students. Successful noncredit programming on a wider scale will require investment in and building an infrastructure so that students receive adequate information, counseling and support for success and to ensure equity.
- Members of the current faculty noncredit task group have developed expertise in certain areas or aspects of noncredit. It may make sense to appoint members of the current faculty task group to any subsequent, multiple-constituency, feasibility/implementation planning committee for noncredit.
- Prior to implementation of noncredit in a particular department, consider data and community need as much as possible and available. There may be gaps in the data and faculty may need to be creative in selecting data sources and analyzing trends. Ask districts with noncredit if they have a template or resources (factors to consider) that faculty can use when deciding about noncredit.