

## OVAE 2013 Community College Webinar Series

### “Contributions of Community Colleges to Successful Reentry”

**April 10, 2013  
1:30 – 3:00 p.m. EDT**

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JOHN LINTON: My name is John Linton. I'm the director of the OVAE Office of Correctional Education, and I'm very pleased to have the opportunity to moderate today's event, so good afternoon, and good morning to you on the West Coast.

We think the next 90 minutes will be very engaging. We have several correctional and reentry education experts from community colleges, nonprofits, and community-based organizations, so I think you'll find we have an interesting panel for you today, discussing their work.

It looks like we have a large group of interested people. We're up to what, about 120 participants at this point, and I'm sure where some are in conference rooms where there will be multiple individuals, so we do very much appreciate the interest, and thank you for joining us.

Before we jump into our content, I want to go over just a very few technical details with you. You should be seeing an introductory slide of the left side of your screen with the Department of Education logo, at least a slice of our logo showing and a blue watermark.

If you aren't seeing this slide, please make sure the correct display tab is open. It should be the one titled OVAE Webinar Presentation. If you're having any trouble with the display and you have another web browser on your system, we

might suggest that you try the other web browser to see if it works better for you.

This webinar is meant to be heard over your computer speakers or with headphones. Please check your audio volume if you're having any trouble with the audio. Make sure your speakers are not muted. If you are hearing me but you have colleagues who are not, you might suggest that they close the audio broadcast window and then rejoin the audio broadcast by clicking on the icon on the introductory slide.

If you're still unable to hear, we will provide a phone call-in number upon request. You may email [questionsforovae@ed.gov](mailto:questionsforovae@ed.gov). That's questions for OVAE, with no spaces, and OVAE is O-V-A-E, so that's [questionsforOVAE@ed.gov](mailto:questionsforOVAE@ed.gov), and we'll respond to your message with the call-in number and password so you can listen to the audio over the telephone rather than through the computer.

If you're experiencing any other technical problems while participating in the webinar, please send a short message describing your challenge to our colleague David Preve here in OVAE. His email address is David period Preve, that's P-R-E-V-E, at ed.gov, and David will attempt to assist you.

We welcome active participation in today's webinar, so please consider using the WebEx chat and question features. You may enter comments or questions as the webinar progresses. We've dedicated time during the last half hour to respond to questions and comments. To ask questions or comments for our presenters, please type in the bottom of the Q&A box and click "send to all

attendees." You may also use the chat box for technical questions or to let us know if you have technical problems, and we'll try to assist you as best that we can.

So, I think we're ready to begin our content. Thank you for taking time to be a part of this event today, that will focus on the substantial contributions that community colleges can make to successful prisoner reentry. It's my pleasure to introduce Dr. Brenda Dann-Messier, the Assistant Secretary of the Office of Vocational Adult Education, who will kick off today's Webinar.

**BRENDA DANN-MESSIER:** Thank you very much, John, and welcome, everybody. I really appreciate your moderating today's webinar, John, and more importantly, I want to thank you for your leadership of our Correctional Education Unit here in the Office of Vocational and Adult Education.

On behalf of Secretary Duncan, Undersecretary Martha Kanter, and the entire Department of Education, I want to welcome you and thank all of you for joining us today for this second webinar in OVAE's 2013 Community College Webinar Series. The Department is thrilled to have this ongoing opportunity to engage with community colleges across the country and to highlight the many important contributions they make to the communities they serve.

I'm sure everyone gathered here today knows how valuable community colleges are and the many critical missions they fulfill. As John said, we will focus on the role of community colleges today in providing high-quality correctional and reentry educational opportunities for incarcerated and recently released

individuals. This is a critical, yet too often overlooked, function of many community colleges across the country.

In an era of mass incarceration, many community colleges are partnering with the correctional system in their state or with community-based organizations that serve ex-offenders to help youth and adults who have been involved in the criminal justice system rebuild their lives, reclaim their sense of purpose and direction, rejoin society and realize their full potential. By preparing these learners to achieve their academic and career goals, community colleges are also helping to strengthen the families and communities that depend on their success.

However, we all know tremendous challenges remain in providing the educational opportunities and support these individuals need. Many learners, including those in our juvenile justice and prison systems, lack the basic literacy and numeracy skills to succeed in the knowledge economy. We need to help all of them acquire those skills, and then connect with further education and training. We also know that formerly incarcerated individuals need a great deal of support in order to successfully reintegrate themselves into their communities.

I'm pleased to announce that OVAE, in collaboration with our colleagues at the Department of Justice, recently awarded three grants totaling nearly \$1 million to adult education providers in Pennsylvania, Wisconsin, and Kansas to test innovative correctional education programs aimed at helping American inmate

population make a smooth reentry to society through education and workforce training.

At the heart of the projects will be the new reentry education model, which OVAE released last year. John will describe this in a bit more detail later on.

Branch recipients build upon the model, which offers evidence-based approaches to support individuals leaving prison to successfully transition back into the community through schooling and career advancement.

We had a really tough competition. More than 75 organizations and institutions were competing for an award, so it was a very, very difficult decision. I want to thank everyone who applied and congratulations to the three programs that received funding.

In keeping with the theme of today's event, I want to point out that two of the awarded institutions are community colleges -- Barton County Community College in Kansas and Western Textile College in Wisconsin. The other funded program is Lancaster-Lebanon Intermediate Unit 13, IU-13, an education service agency that works with school districts and adult education programs in Pennsylvania.

Research has shown that the incarcerated and recently released population has huge potential to engage in higher education and training and become lifelong learners. A full 95% of prisoners feel they need more education to ensure their reentry success, and community colleges are uniquely positioned to assist many ex-offenders to develop the skills and tools they need to obtain long-term, living-wage employment and avoid reoffending.

That's why I'm pleased to have the opportunity today to highlight a number of different correctional and reentry partnerships involving community colleges that aim to expand access to higher education for incarcerated and recently released individuals.

First, Fred Patrick from the Vera Institute of Justice will discuss the Vera-led Pathways from Prison to Postsecondary Education Project. Brian Walsh, from Peninsula College, a rural community college in Port Angeles, Washington, will present on the efforts of his institution to provide technology-enabled integrated basic education and skills training to inmates at Clallam Bay Corrections Center.

We also have Marta Nelson from the Center for Employment Opportunities and Joe Cunningham from Hostos Community College, who will discuss CEO Academy, the unique partnership between the organizations that provides accelerated basic education and occupational training opportunities to ex-offenders in New York City.

I'm also pleased to announce that we have two current and former students of these programs with us today to share their first-hand experiences. I'm very excited to hear from all of our panelists on this webinar, and I want to thank them in advance for their impressive work and for their participation in today's event.

I also want to thank our partners on this webinar series, the American Association of Community Colleges and the Association of Community College Trustees, for their valuable input on the development of this event. Gail

Schwartz, the Senior Vice President for Academic Innovation and Student Success at AACC -- and I might say a former member of our OVAE team -- has joined us today to talk briefly about AACC's work and leadership in advancing the community college mission. Thank you, Gail, for all your hard work and leadership over the years. Gail?

JOHN LINTON: Gail, I hope you're not muted.

GAIL SCHWARTZ: Was I muted? Oh dear, I'm so sorry. Thank you, Brenda, so much. It's an absolute joy to collaborate with OVAE, my office for many years, that I congratulate on all the terrific work that's been happening there, particularly on this particular subject, and also to partner with the Association of Community Colleges Trustees and our good friends there.

This is an important topic, as Brenda said, one that does not always get as much attention as it deserves. So, we are so pleased to be involved today. And we look forward to an informative, enlightening, and inspirational session.

As you can see from our slide, AACC's vision is about providing open access to postsecondary education and training for all students, providing individuals -- no matter what their background -- with the knowledge and skills they need for employment, further education and training, and to participate productively in their communities.

Almost 70% of all postsecondary correctional educational is provided by community colleges, and community colleges have been working with

corrections programs across the country for many years in what is a very fitting partnership. As the recent College Board report titled "The Other Pipeline: From Prison to Diplomas," stated, and I quote, "With their open-door mission and their geographical reach, community colleges are ideally suited to take on the challenge of providing education to incarcerated populations."

We know that the majority of incarcerated individuals will return to the community, and they need to reenter prepared with the knowledge and skills that they will need to be productive members of society, earn family-sustaining wages, and not return to the corrections system.

So it's critically important for us to continue to strengthen, support, and grow programs that will allow for seamless transition upon reentry, and most importantly, for long-term success. The country's community colleges are committed to this work, and we're proud of the many stories of success and achievement -- some of which you will hear about this afternoon -- that are in large part due to community college and corrections partnerships. I look forward to learning along with all of you from today's presenters. Thanks to all of you for joining us, and we look forward to a great session.

**BRENDA DANN-MESSIER:** Thank you very much, Gail.

I also want to introduce Jee Hang Lee, the Vice President for Public Policy and External Relations at the Association of Community College Trustees, who is with us as well to briefly discuss ACCT's important work with community

colleges. Jee Hang, thank you as well for your partnership on this webinar series and for ACCT's leadership on these issues.

JEE HANG LEE: Hi, this is Jee Hang Lee. As you know, I'm Vice President for the Association of Community College Trustees. On behalf of ACCT, I first want to thank the Department of Education and specifically Assistant Secretary Brenda Dann-Messier for her leadership on these key issues and her leadership on community colleges, but also on these webinars that are focusing on many of the key issues that our community colleges are confronting.

ACCT is happy to assist the Department and OVAE spread these best practices through to widest audience on these subjects, and we hope that these -- the information that is provided today in this webinar -- the first webinar dealt with adult learners and future webinars prove useful as community colleges worked to address the needs of these communities and our nation. Thanks again to OVAE and your participation today as we examine these important issues.

I just want to do a little tag line for ACCT. We represent the governing boards of community colleges across this country. We are a coalition focused around advocacy and education, and those are the key issues that are pressing our institutions today is the educational component but also the advocacy component of making sure the institutions are provided the necessary resources to deal with the myriad of things those institutions are doing on a daily basis.

I look forward to the conversation today and look forward to listening to some of programs that are dealing with correctional issues and also learning from the students that are involved in the program. Thanks again, Brenda.

BRENDA DANN-MESSIER: Great. Thank you, Jee Hang. I'm also pleased to announce that Amy Solomon, the Senior Advisor to the Assistant Attorney General of the United States Department of Justice, is with us today to discuss the importance of this work and the federal interagency efforts underway to improve reentry outcomes.

In early 2011, Attorney General Eric Holder convened the first meeting of the Federal Interagency Reentry Council, which brought together 20 federal agencies, including our department, to remove barriers and promote grassroots efforts to reduce recidivism, improve health, housing, childhood welfare, education, and employment outcomes for formerly incarcerated individuals. The Council has inspired considerable work within and across agencies, including correctional education and reentry strategy work here within the Department of Education. Secretary Duncan is scheduled to meet later this month with Attorney General Holder and several other members of the President's Cabinet for the fourth Reentry Council meeting, where Secretary Duncan will describe our department's work in this area.

So thank you, Amy, for all of your work to promote successful reentry, and especially for your leadership with the Federal Interagency Reentry Council.

The Department of Education and OVAE are committed to this critical work as well.

AMY SOLOMON: Thank you so much. It's a real privilege to be a part of this conversation today and to be here with my close colleagues here at the Department of Education.

I want to start with a very brief story. My first job coming out of college was as a VISTA volunteer with the Department of Corrections. My task was to help the department think about transition or reentry programs for people coming out. And one of the first things I did was spend a day with the teachers in the school, and I was so impressed by their dedication, by their curriculums, by the engagement of the students, and at the end of the day I asked what I felt was a really nice question. I said, "So, What happens when they get out? Where do you send the files? You know, where do they register? How does this work?" And they looked at me completely blankly, because that was not part of the protocol. It ended, their files stayed in the library when they got out. And, the takeaway here resonates not just in the education arena, but substance abuse and all the other programs that we pay attention to in the correctional arena, anything that starts in the institutions are going to be so much more powerful if they continue when they are in the community. And so I just think the topic we're talking about today could not be more important, and the role that community colleges could play in this work is just vital.

As the token justice person on this webinar, I just want to lay out this issue, the criminal justice issue, for a moment. Why should we focus on reentry? On any given day, there are some 2.2 million people who are incarcerated, that's about 1 out of every 100 adults. And the iron law here is that almost everyone who goes to prison eventually comes home. This translates to about 700,000 people getting out of state and federal prisons each year, and 9 to 12 million coming out of local jails.

When reentry fails, the costs are high. To look just at the dollars for a moment, the U.S. now spends more than \$83 billion on federal, state, and local corrections. So reentry is a public safety issue and it's a fiscal issue, but it's also a housing issue, an employment issue. It's a public health issue, a fatherhood issue, and of course, an education issue.

And it's also a community issue. The bottom line here is that in many communities, incarceration is no longer an unusual occurrence, but a commonplace experience, especially for young men of color. So this is a large-scale issue, and the justice system cannot solve it alone. Reentry success is dependent on creative solutions, solutions that are interdisciplinary across agencies and systems, and solutions that start in prisons and jails and, importantly, continue into the communities when people return home.

At the federal level, this sets the context for creating the Reentry Council that Brenda spoke about just a moment ago. This is a picture that you can see from the first Reentry Council meeting. And for those of you who don't follow Washington as closely, in addition to the Attorney General at that table, we

have the Secretaries from Labor, from HUD, from Veterans Administration, of course from Education, from Health and Human Services, from the Drug Control Office. It's an incredible table of secretaries leaning in to talk about this issue.

For those of you don't know her, in the bottom right corner, we also have Assistant Secretary, Brenda Dann-Messier, smiling in the corner. But it was just an incredible meeting, and it's been a sustained conversation about what each of the 20 agencies can do to work towards a mission that helps to make communities safer by reducing recidivism and victimization, to assist people coming out of prisons and jails in becoming more productive citizens and that can save taxpayer dollars. And as Brenda said earlier, we really do think that by working together, we can have an opportunity to not only reduce crime and corrections costs, but also to improve education and employment, child welfare, public health, and other key outcomes.

So I've got about two minutes left, and I just want to point you to a couple of key resources in this area. First, I want to bring your attention to the National Reentry Resource Center. This is a one-stop shop for all things reentry. It includes a webpage for the reentry council and all of our products, and it also includes a "what works" library for effective and promising programs.

I also want to draw your attention to our Reentry Myth Busters. These are one-page factsheets designed to clarify existing policies and point people to resources that can be helpful. We're trying to bring clarity and transparency to

the vast web of federal policies, and you can see here, this one is on federal student financial aid.

We've got our myth busters as well. We've got about 22 of them now. Five focus on employment issues. 10 focus on federal benefits. We're also tackling juvenile reentry issues, voting rights, child support issues and others. They're all available online. And these myth busters don't solve all the problems, and they don't change federal policy, but they provide a helpful first step in many cases.

The last resource I want to draw your attention to is this interactive map on the resource center website. It allows you to click on your state and look at the reentry grants from any of the federal agencies into your local jurisdiction. It gives you a chance to connect the dots locally, as we're trying to do at the national level.

I'm going to stop there, but here is my contact information and a website for the resources I mentioned. I really look forward to the presentations and the partnerships to come. Thanks, John. Back to you.

JOHN LINTON: Thank you very much, Amy. As Brenda said, Amy has been a wonderful partner on our reentry work, and we really appreciate her taking time to be with us on the webinar today.

So we've learned that reentry is an important topic. And as Brenda said, community colleges are really important. And we all at the Department of Ed, in a recent all-staff meeting, heard Secretary Duncan discuss the second-term

agenda and talk about the important role that community college plays in advancing our national interest.

So this intersection of community colleges and reentry, we think, is really a promising arena, and it's a territory that we'll be exploring together today.

Thank you for being with us.

We're delighted with the lineup of guests that we have that will be sharing with us. And I wanted to say at the outset, I think it's important to say, that we did not do a scientific review of all community college programs working with prison programs, and we know there are some other exceptional programs out there today. So the ones we are bringing to you, we think, are ones that will really be interesting and suggest some things, but we know there are a lot of unsung heroes out there. We certainly don't mean to neglect or slight anyone that's working in this space.

So, I'm going to share briefly information about several OVAE resources in this arena, and then we're going to move quickly to the guest speakers. I know you're eager to hear from them. So first I have one slide. Matt, could you help me advance there? Oh, here it is. Okay. Here's the one I'm looking for.

So, I wanted to bring to your attention information shared with us from the Federal Bureau of Prisons about opportunities to collaborate between community colleges and federal prisons. The Bureau of Prisons contracts for career technology programs and particularly invites community colleges to respond to their contract solicitations. And you can note on this slide a website where you can view solicitations to contract with the Bureau of Prisons to

provide programs. And also the Bureau has provided to us an additional site with information in terms of how to best do business with the Bureau and to find resources in terms of those contract opportunities.

So, now I want to share information about our OVAE resources. Several years ago, OVAE commissioned an exploratory paper on community colleges working with prisons. Our contractor did a very exceptional job with this, and she helped us to identify many fine programs. We learned a lot about the different models of partnership in place across the country where community colleges are working with prison programs, and we're eager to share with you this information. This publication is available on the ed.gov website, and it's an electronic-only publication, but I would encourage you to visit ed.gov and enter this title and you'll be able to view this publication as a PDF file.

Brenda made reference to more recent work that we've done in OVAE on the topic of reentry education and trying to develop a really workable model for reentry education. This is central to much of what we're doing with our current work in correctional education here at the Department of Education. We're proud of this document and believe it is cutting edge and can advance work in reentry education. So, I commend to your attention this publication, "A Reentry Education Model", that you can also easily find on the ed.gov website.

The model includes the close examination of the major components of a connected process for using education as an organizing piece in the reentry process. When you examine the publication, you'll see what we believe are the critical components of a reentry education model and how we believe that these

components should interconnect. The components are expanded and developed through the publication.

Here you see an overview of the central circle in our model, which we call the education services component. We're about to hear some very interesting examples today of some of these components that are listed here in this organizing framework. And again, as Brenda mentioned, we're working with grantees to test and prove the model and to refine it as necessary. But we do have great confidence that it is a sound basis for this work, partially because of the outstanding input we received during the development process.

And on this picture, you can see Brenda with Amy Solomon and with Doug Wood of the Ford Foundation at one of the working sessions held, as we worked across disciplines, across agencies, and across sectors to develop and refine this model. Our contractor, staff, partners and experts in various aspects of education and reentry worked together to help us formulate and publish this model. So, we hope you will take time to consider it, to use it if you can, and to give us feedback on how it works and how it needs to be improved. So thank you in advance for that.

Finally, one last OVAE resource, a different type of publication, but one that we also are proud of and think is very important. The two publications I just mentioned are aimed at persons developing and implementing programs. This publication is intended for use by correctional students, both those incarcerated and those in community status. The topics are practical, and this document is written to help persons refine educational goals and set actionable, personable

educational plans. Unlike the prior two publications, this is not just a web-only document. It's available in print, and it's available in print at no cost. It may be requested from the Department of Education's Materials Distribution Center, which is titled EdPubs. Please note on this slide information on how you can request copies, either by ordering online or by calling in your order. Once again, it's a free printed publication, and you can request it by title, "Take Charge of Your Future: Get the Education and Training that You Need."

So enough about OVAE. Let's get on to the core of our webinar content today and hear from those with boots on the ground. I'm first delighted to introduce Fred Patrick of the Vera Institute of Justice. Fred is joining us from the Vera Institute offices in New York City, and he will share with us news of foundation-funded, state-wide projects to connect postsecondary education opportunities behind bars with those in the community. Fred?

**FRED PATRICK:** Thank you John. Good morning and good afternoon, all. Let me begin with a heartfelt thanks and gratitude to Assistant Secretary Brenda Dann-Messier, to John Linton, the OVAE team, the others units within the U.S. Department of Ed as well as the other federal partners, including Justice, Labor, HUD, and others. It's extremely important, we're at an extremely important time and place in which reentry has taken a center point in terms of people beginning to see its connection to family support, community development, workforce development, and economic prosperity. So we are thankful for the federal leadership in this regard, and certainly, we want to give thanks to all of

you in the audience participating who are on the ground doing this work day in and day out, both knowingly and unknowingly, so much thanks to you, at the colleges and community organizations that do this work.

I am pleased to present to you today the Pathways from Prison to Postsecondary Education Project. And the key to this project really is partnerships, starting with our funders all the way through the inside-outside components that I'll talk about. But let me touch on the funders. Pathways was initially conceived by the Bill and Melinda Gates Foundation as a part of its ongoing work in the postsecondary access, completion, and success.

They were then able to bring in others, the Sunshine Lady Foundation, with its focus of transformative nature of correctional education, both in prison and post-release. Open Society Foundation joined through its interest in poverty alleviation. And lastly but certainly not least, the Ford Foundation joined out of its strong interest in higher education as a tool for social justice. So these are the funding partners that are in place as of today, and we're hopeful that other national and local funders will join soon.

So the Pathways Project focuses on individuals who are two years within release and follows them through two years post-release with a specific goal being a degree or credential attainment. We realize that lots of programs exist, lots of partnerships between colleges, universities and prisons exist, but what we're doing in Pathways is sort of bringing all of those supports together, the in-prison piece as well as the community follow-up supports, and again with that sustained focus on completion and credential attainment. And this graph is

meant to show just that. The two stars indicate both the possibility of credential attainment within prison, prior to release as well as attainment in the community post-release.

The project goals, certainly, we would like to increase the post-secondary attainment by participants. With that, we hope to see an increase in employability and earnings. We're hopeful that these efforts will also help reduce recidivism and improve the quality of life in neighborhoods disproportionately impacted by crime and incarceration, as Amy Solomon talked about earlier. And importantly, what we really hope to do is build the evidence-based case, that in-prison education and reentry education is a cost-effective way to reduce recidivism, to increase employability and earnings, and increase post-secondary education attainment.

We think it's important that the transitional linkages that start pre-release and continue with the wraparound supports in the community, that those will make the crucial difference, and we're hoping that through an independent evaluation, we will be able to make that case and build momentum across the country.

The Project currently consists of two states. First, the state of New Jersey, which was pre-selected because Jersey and many rich colleges and universities and correctional officials had come together predating the start of the Pathways Project, and they put together a statewide vision and plan called NJ Step, the Scholarship and Transformative Education in Prisons Project. They're now in five prison facilities in partnership with eight colleges and universities, at least three of those being community colleges.

And then for purposes of the project, they've identified pilot communities where you'll have additional focus and support on marshaling those wraparound services by faith-based organizations and nonprofit community service providers. North Carolina was selected through a limited competitive RFP process in which six states were invited to apply, and we went through a selection and rating process and North Carolina prevailed as the highest ranking. Their partnership involves eight prison facilities, six community colleges, and three pilot communities in the state of North Carolina.

It's important to add that that competitive RFP really asks a lot. We needed states to show evidence of real and sustained commitment. We required letters of commitment from the governors of the states, letters of commitment from the heads of parole, corrections, all of the participating colleges and universities. We asked for letters of support for the heads of parties of both houses and both parties of both houses and those state legislatures. There had to be an expressed commitment to the use of technology, in-prison technology, not as a replacement, though, for in-person faculty, but as an instructional support strategy.

For the core components that we expect and that you should be able to see and observe across all Pathways sites, I should also add that we're hopeful that other states will join as additional funders allow.

So in terms of what a Pathways Project looks like in a state, first and foremost you'll have in-prison postsecondary education provided by local colleges. And that's not just developmental and literacy, but that's also very much credit-

bearing college courses that, importantly, are then transferable to the colleges post-release. And that we require that the states interested in Pathways have articulation agreements in place that would allow that transferability of those college credits.

We also ask there be case planning and other academic supports, including mentoring and tutoring and advisement within prison. As I stated earlier, we ask that they declare an openness to technology in prisons in terms of instructional support not in place of faculty members directly teaching classes and advising and supporting.

On the community-based side, we ask that there be mentoring and tutoring and other wrap-around supports in terms of housing and family support services, job readiness training. There will be linkages to employers. We very much wanted employers involved, not just on the back end in terms of providing internships and jobs, but just as importantly, as a part of determining, what's the best curricula offered? What are the labor-market trends in those areas to ensure that the degree programs and the certificate programs are geared in a way that really lead to a viable credential in that local labor market? Supportive prison and parole policy and operations were also a requirement. And that is everything from not arbitrarily transferring individuals who are already enrolled in a prison program, an in-prison education program, transferring them when there is someone else was not involved, who could easily be transferred.

Ensuring that you have supportive parole officers, who would not, for instance, schedule parole appointments at times that conflict with a pre-set college

schedule. We ask that the states really think through things about what are the barriers that get in the way in terms of access, ensuring that the college professors are able to not only arrive at the facility, but sort of have clear, unfettered access to the classrooms in order to teach and maintain the schedule of courses.

Importantly, the Pathways Project will create a community of practice, a learning community across the sites, so we'll bring together representatives from the states and the colleges and the correctional agencies, three or four times a year, and talk about challenges, successes, next steps, how things are going, what supports are needed. And lastly, and importantly, a major component of the project is that there will be this independent, third-party evaluation. We've selected, via an RFP process, RAND, in cooperation with NPR Associates. We'll do an evaluation that will look at impact, outcomes, and we'll also do an implementation analysis. And a major feature also is that of the cost-benefit analysis, because at the end of the day, what we want to do is build that evidence-based case, that this is cost effective, that it makes a difference, and that it increases public safety, increases employability and earnings, and more importantly, transforms the lives of individuals, families, and communities.

Thank you for your time. Look forward to further engagement on this project and other issues. My contact information, as well as a link to the website that further describes the project, is on display at the moment.

JOHN LINTON: Thank you, so much, Fred. That was very helpful. And I wanted to remind all listening and viewing that we will be having a discussion period about on the half hour, so if you had questions for Fred, we won't take the questions now, but you'd be very welcome to enter them now and then we'll be cycling back to questions for each of our presenters.

So let's go on, let's move on to the West Coast. We're going to hear from Brian Walsh, who is joining us from the Clallam Bay Correctional Center. That's a branch location for the Peninsula College in Washington State. Community colleges serve as the education provider in Washington State's correctional institutions. Brian is going to share some highly regarded instructional practices which Peninsula has brought to Clallam Bay, and I believe also that Brian might have a VIP with him that he will want to introduce. Thank you, Brian.

BRIAN WALSH: Thank you, John. Peninsula College is very honored it has been selected to share some of the innovations that we've implemented at Clallam Bay Corrections Center and Olympia Corrections Center. With me is one of our students, Mr. Edward Hills.

EDWARD HILLS: Hi, and thank you for this opportunity to talk with you today.

BRIAN WALSH: I'd like to start off by thanking Edward for taking time out of his class and speaking about his experience in our classes.

The three things that we'd like to start with today is, how does a community college incorporate the community college environment inside the prison?

How do we go about replicating the same innovative programs that are available on the outside to students on the inside, and how do we integrate resources available to faculty outside of the prison within the prison environment? Our overall goal is really what it says, to bring the outside in and to make the community college experience for inmates within our prison as close to the experience that they would have on the outside.

Just briefly, I'd like to just give you some context for our prison program. As you can see from the map, Peninsula College and Clallam Bay Corrections Center are in the most Northwest corner of the lower 48 states. This gives us some special circumstances. It means that we are in a very rural area.

The two-county area we serve has approximately 100,000 residents, but it's almost twice the size of Delaware. Clallam Bay Correction Center is in a very small town of less than 1,000 residents, and is a maximum security prison with 900 inmates, most of whom come from Washington's urban area. We also work with a minimum work camp, another male facility, that's a 370-bed facility that's about an hour and a half from here in the National Forest.

First innovation that I'd like to talk about is I-BEST. I-BEST is a statewide initiative that stands for Integrated Basic Education and Skills Training. It was started in 2004 on non-corrections campuses. It integrates basic skills and vocational instruction, and many of you are probably very familiar with it. It

has a minimum of 50% overlap, at least in the model that we use in Washington State, between vocational and basic skills instructors.

Instructors jointly plan, team teach, and assess courses. They work together with students, and it allows ABE students and ESL students to be in college-level vocational programs. We have students that are from ABE level 4 and down, and ESL level 5 and down, and anywhere between ESL level 2 and 5 and ABE level 4 down to ABE level 2 as well, and we'll take higher levels of ABE students if we need to.

It's been very successful in Washington in moving ABE and the ESL students further and faster, and because of that, and I had had some experience with I-BEST in our main campus, we decided to start it here at Clallam Bay in our baking program.

We started it two years ago, and it's allowed us to have GED students who normally would just be taking a six-month or year-long GED course to then enter, to go straight into our vocational baking course so that they can then dual enroll and learn both topics at the same time. It allows us to have those GED students who have much less time or shorter sentences earn a GED and get a year of vocational training before their release.

Throughout the state – we've now offer that program in other state prisons in carpentry, HVAC, and horticulture programs, and it has already shown increased gains for offenders in GED production. It's what we would expect, given that it's been successful on our main campuses.

The second innovation is around technology, and Edward is going to talk about his experience in the classroom.

EDWARD HILL: Hello. I've been a student at Peninsula Community College since 2009. I'm working hard on earning my GED. I'm 38 years old. This is my third return to prison, and I'm sure my last. I've had a very troubled childhood and at the age of 10, I dropped out of the fifth grade. The only education that I've ever received was from community colleges in prison. The first time was when I was 24 years old.

My math has been a very difficult subject for me. I was stuck on multiplication for a long time. However, since Peninsula Community College -- sorry, not community, but since Peninsula College has implemented computers in the classroom, I started gradually progressing in math, using what's called Khan Academy. I went from multiplication to fractions, and next week I'll be starting decimals.

With Khan Academy, I have my own computer account on the network, and my instructor and I can keep track of my program, my progress. I like the fact that it keeps my scores and challenges me to do better. Khan Academy allows provides a map that allows me to jump between math sections and concepts, watch video tutorials on specific math problems, and I can work at my own pace.

We also have a program called eGranary, which we just got last month. It looks just like the internet and has lots of different information. I can use

Wikipedia, ebooks, education and science websites. In my free time, I also have access to Ted Talks and other computer tutorials. Overall, having technology in the classroom gives me the freedom to choose how I pursue my education.

And I must say, before going, I would be remiss if I didn't give acknowledgement To Peninsula College, Mr. Walsh, Brian Walsh, and my instructor, who have been behind me, supporting me and the others in the classroom 100% to make sure that we acquire the necessary education so that when we get out, we transition back into society, that we'll be productive members of society. Thank you. Have an outstanding day.

**BRIAN WALSH:** Thank you, Edward. Because we're so remote, we don't have the faculty to draw upon to teach individual courses, so all of my faculty are full-time, all of our courses are open-entry and multilevel. Like most other prisons, we do not have any internet access, so what we've done is we've compensated by creating an internal internet in the prison. And I think as Fred said, we see all of these technology tools as instructional support strategies for our face-to-face instruction.

I'd be happy to explain the technological side of this outside of this webinar, and you'll see my contact information and how we've developed this. Besides Khan Academy and eGranary, we use Canvas, which is an open-source learning management system similar to Moodle, and take advantage of Creative

Commons licenses that allow us to copy websites, with their permission, and host them on our own internal web servers.

One benefit of this is that it's opened up the possibility of offering hybrid, online classes in the prison and giving our instructors the opportunity to take courses that are normally offered on the outside and adapt them for classes on the inside.

Those are our two innovations, I-BEST and our internal web resources. I'd be happy to answer questions, and so would Edward, later on. Thank you very much for the opportunity to share these innovations, and I hope to hear from you in the future.

JOHN LINTON: Thank you, Brian, and thank you, Edward. We very much appreciate that presentation.

Now, we're going to jump back to the East Coast. I'm pleased to introduce members of a partnership for our final presentation. This is a partnership between a community-based organization whose primary mission is supporting justice-involved individuals in their journey to legitimate civilian employment. That's the Center for Employment Opportunities, a very highly regarded organization in this area, which is in partnership with Hostos Community College, and I'm going to first turn first over to Marta Nelson from CEO, and she will introduce the representative of the community college partnership, and I believe we'll have another VIP speaker as well.

MARTA NELSON: Great, thanks. Glad to be here today. So with me presenting about our program, which unlike what we've heard earlier, is an outside program, it's in the community. It's for folks who are involved in a workforce development program, our program's CEO, and it's to really move folks from, you know, basic entry into the workforce, which is terribly important, but to giving them the skills they need and importantly, the industry credentials that are required by a lot of employers for a more high-wage work. And that's a very important part of what community colleges do for the workforce system nationally. Their divisions of community education and higher ed and workforce divisions provide these industry credentials for students throughout the country, and in this case their students are formerly incarcerated folks who are with CEO. So joining me is Mr. Joseph Cunningham, who is the Coordinator of Industry Skills Classes at Hostos Community College in the Bronx, and Mr. De'Wayne Dykes who is a graduate of our program, and he'll be speaking a little bit later. So our program, we call it the CEO Academy, and it's very much a partnership between CEO and Hostos. We both decided there's no need to reinvent the wheel, and we each have our areas of expertise, and when you put them together, you really get the best package deal for our participants and students. So the program serves people with criminal convictions, and to enroll, people must first be interested in going into the sector that we've chosen, which in this case is the skills trades. We chose that because participants are interested in that for the most part, and it's a pretty friendly field for people with criminal

convictions, plus it has been an area of intermittent growth. Right now, it's an area of high growth in New York City, we're pleased to see, again.

And folks need to have at least a math level of seventh grade. They can have higher, and many folks do in fact have their GEDs, but it's not required.

CEO begins the process by recruiting the students, and then we do a prep program, a three-month prep program that happens twice a week in the evening, getting people's math skills up to where they need to be so the folks and the students can really handle the work at the community college, which involves a lot of measuring and fractions and decimals and things like that.

Then Hostos takes over the skills trades training, and Joe will be talking about that in a moment, as we go through our slides, to show you what that the training looks like. And then CEO then picks up the ball and does the job placement. So we have business account managers that work with employers, and many of whom are construction companies and contractors to place our participants in that field.

So CEO brings them in, provides the bridge training, the preparation training, support throughout, guidance counseling, and then job placement afterwards.

So, I'm going to turn it over to Joe to talk about the training at Hostos.

**JOSEPH CUNNINGHAM:** Thank you, Marta. I'd just like to say that Hostos Community College is honored today to be a guest speaker for everyone, and our partnership with CEO has been a very, you know, enlightening and a great success for the college and CEO.

What I'd just like to talk about briefly is a little bit about our classrooms and our instructors. One of the things we find is that we like to make sure that our instructors are professionals and working in the trade, okay? This way they could sort of keep the students and we can keep our curriculum up to date with current codes and changes within the trade. This way, when we send the students out there into a real-life situation, they're prepared for it. Okay?

Another important thing is that we like to keep our curriculum moving. We don't like to keep a set curriculum. We like to tailor it as we go along. And one of the things we do, and we encourage, is we like to have the employers, people who are going to hire them, after we're done with them, and the contractors, come into the classroom, observe what we're doing in the classroom, and sort of give advice. And they might say, well, the last group that you sent out was a little weak here, maybe in sheet rocking, and we'd like to have them stronger this time around, or let's focus on that, or framing, or maybe if we're doing plumbing, it might be pipe sweating, which is actually what had happened last time around, so sort of tailored our curriculum again, and we like to keep it moving in that way.

As you can see from some of our pictures here, these are our instructors with the students, doing some sweating in the plumbing classroom here. They're actually sweating a lead bend, and this is stuff they would do on the outside. This is not something that we would have them do just to know it. It's something that's a real-life thing. They're going to go out there, and they're going to do this type of work with the employer.

Another thing that we've learned about adult learners is that they need a lot of different media. We just don't want somebody up there lecturing for three hours. We need a little bit of lecture, we need some theory, we also like to do a bit of media with some PowerPoint presentations, and most of all, hands-on. We gear our shops towards a hands-on type of environment. They like that. These guys are hands-on type of guys. They don't like the lecture. They'll fall asleep in the classroom.

And just ending, I like to say, the classrooms are always kept nice and clean. We always have equipment and materials on hand. When the students get in there after a hard day's work, they don't want to know that you don't have materials there to do the job. So we like to have everything ready to keep them engaged. With that, I'd like to say thank you for having us here, and I'll turn it back over to Marta.

MARTA NELSON: Great, Joe. I'm glad to know that that's pipe sweating. I've always wondered what those guys were doing with that blow torch. I've learned something today. So, our last slide here is our graduating class. We graduate two classes a year, and this is the class from last spring. It was an absolutely terrific class, and it features our next speaker, one of the graduates in the corner, Mr. De'Wayne Dykes, so he's just going to say a few words.

DE'WAYNE DIKES: Good afternoon. I'm honored to be here to be a participant here and also share with you my experience. CEO offered me an opportunity to get a skilled

trade for free at Hostos Community College, where I was able to -- it also helped me to become more employable in the workforce field. Actually, I had great, great experience with the workshops and the lectures. I mean, it prepared me for troubleshooting and helped me to solve problems, it helped me with problem solving, out there in the real world.

Also, I believe that it also helped me build camaraderie with my students. You know, together, we helped one another fight over difficulties, with whatever challenges we might have faced in the classrooms. And, you know, it's like we all shared a common goal, you know, and the common goal was to succeed and push each one through, you know. So when falling back, falling short, we helped that person along, you know. We took time to share what we know, and it was a good experience for me.

And I'd like to thank the people at CEO for providing me the opportunity, and like I said, it was a free -- it was an opportunity to get education for free, and that's very hard to come by nowadays. Nothing nowadays is for free. So I'd like to thank you, and I'm glad to be here.

MARTA NELSON: Great, thank you. So, we'll turn it back over to you, and of course we're around to answer questions later.

JOHN LINTON: We'll thank you so much Marta and Joseph and De'Wayne. And De'Wayne, we really appreciate you taking off work to be with us. We know that's a sacrifice for you. So we're finished with our formal presentations, and this is

our opportunity to be a little more interactive, and again we do invite your questions, and we also have a small studio audience with some of our OVAE staffers, and we do have a few questions that we'd like to lead off with in terms of getting the discussion going. And I'm being reminded here that you can, with this screen, type your questions on the right, and we invite you to do so. So, maybe we could ask a couple of questions of our student and our graduate if they would be willing to be prodded to even share more information with us. Perhaps we could go back to Edward at Clallam Bay. And Edward you were telling us a little bit about your educational advancement, using technology and how that helped you. What's your anticipation in terms of whether you think that will be of any use to you when you're looking for employment and when you're on the job, and maybe any observation in terms of whether you feel that some of your fellow students have found the technology as easy to take to and as helpful as you have.

EDWARD HILL: Thank you. Well, I'm a hands-on type of guy, and they have this building maintenance program that I would like to transition to after acquiring my GED. I have a lot of things that I would really like to do, definitely take some computer classes as well. But the technology here has been really phenomenal for me.

You have to remember, I dropped out of the fifth grade, so to come back and be reintroduced to basic math and seeing myself gradually grow since I've been engaged with the Khan Academy has been a phenomenal thing for me. I've

always had extreme doubt about myself because of my lack of academic skills. Now this new program has helped me start to chisel away at the doubt that I've always had about my achievement. So I'm really -- I really know that I'll be able to find a good job once I acquire my GED, once I take up some of the programs that they offer here at Clallam Bay, I think is phenomenal. And some of my fellow students, I see the change in them as well. Before, you know, a lot of them come up and lollygag around. Now that they've implemented these new systems and programs, I see a lot of them, you know, really tapping into the computers, navigating the system, getting understanding, asking questions, provoking conversations, and I think this was a very nice thing that's taking place here. I think that -- I could see potential taxpayers, productive individuals, released into the community, not wanting to come back, but taking what they've learned, and move on with that. Thank you.

JOHN LINTON: Thank you for those comments, Edward. We really appreciate you sharing that with us, and we compliment you on how articulate you are in bringing those points forward. While we're at Clallam Bay, I do see a question on the screen about, and perhaps Brian could address this, about how the web-based resources are made available. Could you explain that a little more Brian, in terms of how you can get those web-based resources to your students without them having direct internet access?

BRIAN WALSH: Sure. The version that we use is called Khan Academy Lite, and it's an off-line version, and Elizabeth Vu, from that group that's put that together, posted on the chat, the contact information. It's [kalite.learningequality.org](http://kalite.learningequality.org). If you look under the chat, you'll see her comment about that. It's an off-line version of it, so what we have is a server. We have a network of 90 computers, a web server, and you post it on the -- we post it on our internal web server. Our network is completely separate from the internet. It's physically disconnected. We have no contact to the internet. So, we just run our own web server with Khan Academy on it. We also run -- all of the other software that we run, Canvas is one that's run as a web server, and then there's tools that you can use to copy websites. I think the main one is eGranary from WiderNet, which is an organization that has put together an off-line internet in a box of resources, and they're developing one, they started in Iowa, that's called C.O.P.E., it's the Corrections Off-line Educational Platform. And it's specifically for prisons to use, for students to be able to access internet-like resources. And again you can e-mail me, and I'd be happy to talk a bit more, separately, in the details of how we do it.

JOHN LINTON: Thank you, Brian, we were really pleased to find a program that was using that emerging technology. It was developed actually for third-world countries where there was limited internet access, and they saw the applicability to corrections environments with restrictions on the internet. So we think that's a

very interesting project and it will be interesting to see how it develops in other correctional institutions as it's used more broadly.

Let's go back to New York, and hopefully De'Wayne is still with us, hasn't gone back to work yet. De'Wayne, we appreciate your reference to the economic value of your employment and your training that you received. And I wondered if you could comment a little bit more on what was special about working not just with a community college, but also that partnership with the CEO organization. How have they assisted you and what impact did that have, and again commenting on some of your peers, do you feel that you feel the services that were provided really did make a difference in terms of people being able to stay with the community college program, bring it to completion, and actually find employment?

DE'WAYNE DYKES: Okay, sure. For one thing, it helped me with resources. It gave me contact with resources out there in the workforce. It also gave me -- it helped me strengthen my resume building as a I said, you know I was pretty weak there, in that department there, and they helped me build up my resume. Actually, helped with networking, you know, I was able to reach out to other companies and other companies able to come near and see us at work and talk directly with the hiring companies, but also gave me some structure in my life, you know, as far as getting up in the morning, attending something, being responsible, showing up, and I took it as though I'm going to a job, you know. I invested the time in myself.

JOHN LINTON: Thank you. How about the -- was there a case worker or somebody that worked with you on a more personal basis, or what was a little bit of how that connection happened with CEO?

DE'WAYNE DYKES: Yeah, there were several caseworkers. Mr. Darryl Rogers, not to mention any names, excuse me for mentioning names, but yeah there were several of them, and I stick and stayed with them, and followed their lead, their suggestions, and did what they asked me to do, and it helped me. The basic thing was just to be patient and just endure, just be positive that something good was going to happen. And, you know, they took an interest in me, and at the same time, I put my faith in them, and they helped me. They helped me out a lot.

JOHN LINTON: Well, congratulations on your success. We really respect what you've accomplished. Hopefully Fred is still with us and hasn't dropped off. We've been ignoring you, Fred. Thank you, we're glad you're there. Would you be able to comment on some of the challenges of making that connection between the program in the institution and post-release and particularly in terms of your grantees, how they propose to kind of make that, do the tracking and make the connection in the post-release environment?

FRED PATRICK: Sure, sure. Well, the key is the establishment of the relationships pre-release, so what we have as a part of the project and what's being run in those

states, you will have college-based success coaches and other staff who will make an alliance and form a connection with the students prior to their release. And we found, I think, nationally, that whenever successful reentry initiatives have taken place, the key to that, again, is that pre-release establishment of a connection so that there's a seamlessness with respect to an individual having a point of contact post-release. And that's important. It's also important that, in our model, that the colleges be very much involved pre-release, not only from the perspective of figuring out what the student supports that will be needed, but also academic advisement, ensuring that that individual has properly filled out all of the correct applications pre-release in terms of financial aid applications, college admissions applications, because although a student may be enrolled pre-release, oftentimes there's additional paperwork or the entire admissions package that then has to be put forth, and in all of our states, that would be done prior to an individual's release, so that there's a continuation and hopefully there's not a drop-off in terms of a having to miss a semester or anything of that nature due to the lack of paperwork.

Important we're asking that the reentry service providers, through the local reentry councils and faith-based organizations that many of them also provide both inside-outside connections, through mentoring, through tutoring, so again there's very little in life that replaces the notion of a friendly and known face that an individual can report to for help, and we find that to be the key.

JOHN LINTON: And Fred, following up on that, I assume these are not short-term projects, that really developing those connections are going to take some period time and you'll be working with these grantees over a period of years?

FRED PATRICK: Sure, so the demonstration activities in terms of the in-prison piece and the reentry supports, that's a four-year demonstration effort and then an additional year and a half or so for the actual evaluation, and so we, you know, hope to, sort of learn and grow as we proceed, I think, even during the planning phase there are lots of things that were unearthed in terms of what are the additional barriers that we need to address on the front end to ensure success. So it's definitely a work in progress. I think the local reentry councils will make a big difference in terms of the reentry supports. But importantly, I think that the fact that we're requiring that each of the areas have local stakeholder teams that will be responsible for the ongoing implementations. So you'll have your college partners, your correctional and parole partners, your service providers will be at the table in an ongoing way to adapt, adjust as needed to ensure the success.

JOHN LINTON: Thanks, Fred, and we're really impressed by that significant commitment from your organization and from foundations to support these programs over a significant period of time and for such comprehensive services. We did have a question that I was going to ask Brenda Dann-Messier to address. Brenda, would you like to share what the question was?

BRENDA DANN-MESSIER: Sure. Megan asked the question, do we foresee future collaborations between the Department of Education TRIO programs, especially Student Support Services, and reentry, and we certainly think the TRIO programs have a vital role to play in a number of areas. Fred mentioned and Edward mentioned, case manager support, and certainly the counselors in TRIO programs are that friendly face that Fred mentioned and can help folks to understand where the resources are, how to go back to college, how to apply, how to go back to college or apply for college, how to apply for federal financial aid, how to apply for admission.

I don't know where you live, Megan, but we could make sure that we hook you up to the reentry councils in your community and state, and you should make sure that you're a full partner with them in all of their efforts. I would say that you mentioned Student Support Services in your question, and I also think that Educational Opportunity Centers can play an important role.

I used to direct an Educational Opportunity Center program, a TRIO program, and we would provide services to folks while they were incarcerated and while they were in minimum release so that when they exited the system, they had access. They knew the counselor, they knew our program, they knew the services that were available. So, I'm happy to talk to you further off-line if you'd need some help in making the connection to folks who are doing the reentry work in your particular community, but we see and really think the TRIO programs can play a vital role and are really essential partners in this work.

JOHN LINTON: Thank you Brenda, and that issue of continuity, we heard Fred address that and also we saw that in the New York example and something we really stress in our publication of the reentry reeducation model that we mentioned earlier as well.

We did have a question addressed to Peninsula again, and we were asked whether Peninsula was the education provider for all the state prisons in Washington. And Brian, I wonder if you could address that and perhaps expand a little bit about the history of the relationship between community colleges in Washington State and the prison system, if you're aware of it. Hopefully that's not an unfair question.

BRIAN WALSH: No problem, John. So, in Washington State, the Department of Corrections contracts with the State Board for Community and Technical Colleges. We're one of the states that has a centralized board for community colleges. That started about 12 years ago, or 13 years ago, in 2000. Prior to that, the Department of Corrections contracted individually with different colleges. So Peninsula College is not the only college for all of the prisons in Washington State. We have a number of other partners. On the east side we have Spokane Community College and Walla Walla Community College. Walla Walla does some really interesting things in corrections with The Sunshine Foundation. We have four other community colleges in -- on the west side of the state, that is -- that serve the prisons. So we have a whole full number of different

providers. And then we work through the state board and with our colleagues at the Department of Corrections to provide education. We're funded through an FTE model of full-time enrollments and have specific targets for GED production, vocational certificates and completions and then level completions for ABE and ESL level gains. That's basically it.

JOHN LINTON: Thank you, Brian. Appreciate that. And we've been asked questions about employment placement rate and employment participation, and I bet that Marta you would have some comments on those subjects, wouldn't you?

MARTA NELSON: Yes, definitely. So also, probably anticipating the funding question, which is always the question I ask on these webinars, so we -- we began the program as CEO through these private sources because we were doing it as a pilot. We were really testing how a community-based organization like ours would work in partnership with a community college to essentially come out the other end with folks with industry-recognized certificates and to place them in jobs. So we did well on that pilot and then began getting state funding that supports people moving through career pathways and that's a blend of Workforce Investment Act, WIA money, and some TANF money from the federal welfare system, because some of the folks in our program, you know, fit the TANF criteria in terms of having children -- being noncustodial parents of children. So it's sort of a blend of that funding, together with other education funding that we apply for through state means and, again, sort of a blend of

foundation money. So we're constantly sort of putting together money from both workforce and education and private sources to be able to put the program together.

But since some of the funding we get is workforce, we're always being asked, how do we move people into jobs and what is the percentage. So when folks graduate from Hostos with their certificate, and it takes about eight months to do that, remembering that people are going twice a week in the evening so they're able to work, either with us as CEO in our transitional work program or after we lose them into that first entry-level job, they're able to work in that job while working on their certification to get that higher-paid job in the industry. So that takes about eight months to move through that program, two nights a week, and then when folks graduate, we find that our placement rate of folks coming out is hovering between 50 to 75% and for the people that we aren't able to place, a lot of that is because, you know, they get their certificate and then they move on to find a job on their own. It's almost as if they're done with us and they want to find a job on their own and we can lose track of them, but our goal is to stay in touch with them and to really be the door opener between them and the industry. As Joe said, we have folks from contractors and other folks in plumbing and electrical and carpentry come into the program at Hostos to see the participants at work there, so that we can sort of show them what they're going to be getting in an employee when people graduate.

JOHN LINTON: Thank you, Marta, and I've heard a lot over the years about the really excellent reputation, the excellent work that CEO does. It's really one of the top-notch programs that works with ex-offenders and employment, and we congratulate you for that and thank you for responding to that question. We did have a -- We're kind of jumping from coast to coast on these questions. We're going to go back to Brian again. We were asked about whether the program that is offered in Washington State, actually two questions, one is whether there is a post-secondary, whether there are post-secondary course offerings provided by Peninsula at the institution, and if not, why not, and secondly, and also perhaps if you would tell us something about the prospect for that changing in the future. Not to ask a leading question, I guess. And then also whether there are resources that others might want to reference in terms of your policies and procedures that could perhaps be used as models in other states.

BRIAN WALSH: Okay. To answer the first question, we do offer professional, technical one-year certificates. We have one in cloud and web game design and development, another one is in building and maintenance, which will soon become a green building, a sustainable building program. We have another program in sustainable horticulture. A program in small business entrepreneurship and accounting. And all of these are -- and then also our baking program. So all of these are one-year college-level programs, and our philosophy is that if we can steal it from our main campus, we do that. And if we can't find a program that's going to fit for us, then we create it. So for most of those,

everything but the cloud and web game design program, there are already existing vocational programs at local community colleges, either at Peninsula or at other partner community colleges that we are able to -- for lack of a better term, steal and bring to prison. And then the cloud and web game development design, we didn't have anything locally, and we were able to create that.

So I guess there's two parts to that question. So yes, we do offer some post-secondary, but we do not offer A.A. degree programs. Walla Walla Community College, through grant funding, is allowed to.

And if I take the leading question right, there's an effort in the state to change some of our legislation, which limits the ability of community colleges and the Department of Corrections to fund higher education degrees. We can do short-term and one-year certificates, but not degrees. Unfortunately, our legislature was not able to move it forward this year. We're hoping it still might happen or next year that will allow us to start to offer two-year degrees.

Second question, John, if you could just repeat it again. I didn't quite get it.

JOHN LINTON: Brian, we were being asked whether there were model policies and procedures that others could adopt or consider adopting, and I wonder if -- within the network of community colleges that operate in the state prisons in Washington, if there is a public facing, perhaps a website where some of the standard procedures might be available for people to reference. I don't know if there is or not.

BRIAN WALSH: We have information on our state board site that has some of our interagency agreements, that would be at SCTCC.edu. I can find a link and send it out in the next couple of minutes and post it. But there are not -- we don't have any that I know of, but I'll look around and see what I can find.

JOHN LINTON: So Brian, would you say that your partnership with institutional officials is really not so much driven by standard policy and procedures, it's a little more of a personal partnership or how would you characterize that?

BRIAN WALSH: No, we have a whole series of policies we have to follow, all Department of Corrections policies, and we have documents that lay out the expectations for our program. There are certainly procedures about what kind of programs are approved, and those policies are public, and they're on the Department of Corrections site or on the state board site. If I may just interrupt, I'm going to have Mr. Hills say good-bye right now.

JOHN LINTON: Oh, okay great, thank you. Thank you. And Edward, if you wanted to add anything that to what said before, we're very welcome to hear an additional comment.

EDWARD HILLS: Oh no, thank you. This has been a phenomenal opportunity for me. I really appreciate it, because I feel like we're not being looked at as numbers, statistics, but you get to put a voice with this. Again, it's outstanding work

going on around the state. Thank you so much, and everybody have an outstanding day. Thank you.

JOHN LINTON: Edward, thank you. Dr. Dann-Messier suggested that you may include on your resume that you were a speaker on a national Webinar.

EDWARD HILLS: Okay, I will. Thank you very much.

BRENDA DANN-MESSIER: I definitely think you should do that. Both of you gentlemen.

EDWARD HILLS: I sure will, thank you so much.

BRENDA DANN-MESSIER: Both of you gentlemen.

JOHN LINTON: You did a great job, thank you again. I wonder if De'Wayne might want to add anything? We should give him one last opportunity before we get pretty close to the closing time here.

MARTA NELSON: He actually had to go back to work. He is working now as a foreman on a construction site. He's done really, really well. A 30-story mixed residential and office building right here in lower Manhattan. And he got called off to go back. He was doing this on his lunch hour. So I will -- I will certainly convey your thanks.

JOHN LINTON: Thank you, Marta. We really did appreciate his comments, and thank you for helping to facilitate him coming in to talk with us. It really was very, very helpful. We're getting down to our last few minutes of questions, I did want to ask Fred, I know that people are a little jealous of the states that are receiving the foundation funding, and I wonder, Fred, if you would have any advice for folks in terms of opportunities to engage foundations, and your observations on particular aspects of correctional education work, that the foundations would be most interested in, and perhaps something about your organization and why they might have chosen you to work with this project.

FRED PATRICK: Sure. I'll take the second part first. The Gates Foundation when they initially conceptualized the project, actually spent considerable time and effort thinking through who would be the correct national intermediary, and they vetted about six organizations, and decided that Vera, in part because of our sort of neutral position, we are in 42 states currently, we always partner with government partners, we don't have an advocacy agenda, per se, we allow the research and a demonstration projects to kind of take us to where we need to be. So I think that widespread presence, clear understanding of the criminal justice and correctional systems, significant research and technical assistance capacity, plus our long history of running demonstration projects, in which you sort of seek to walk away with a better understanding of the problem, the context, and potential solutions.

In terms of engagement of funders, I think we're at a ripe opportunity now where many of the foundations are starting to see the correctional population, including those recently released, as fertile ground for interventions around education, employment, because increasingly, reentry is being seen as very much connected to economic prosperity, fulfilling the needs of the business community.

So I think a part of it is the marketing and branding, if you will. I would encourage individuals to talk to their local community foundations about work in terms of reentry and reentry education, but again engaging them around how it benefits the needs of employers, who are constantly complaining about not having a trained and skilled workforce, how it benefits families and communities, because if you can have an individual become an able-bodied worker who is able to bring home a better paycheck, then theoretically, you're taking better care of kids and families and so from that, you get all kinds of additional business benefits, individuals who can now afford groceries and not necessarily sign up for public assistance, et cetera.

So I think seeing correctional education and reentry and education in the context of how do we create economic prosperity and how do you create better communities, transform lives. And if we begin to talk about it in that way, in that broader sense, not what we're doing, per se, for or giving to inmates, but how we sort of want to transform our community post-release into vibrant places where able-bodied individuals have jobs and are able to contribute day in and day out to the betterment of the community, notwithstanding, of course,

that we also clearly -- that there's clear understanding that post-secondary education leads to a clear reduction in recidivism and reoffending by those who have been exposed to it.

JOHN LINTON: Thank you, Fred. I think you're going to have the last word among our speakers, and those were good summative comments of comments to give us a lot to chew on and to think about and inspire our work.

So, we are running out of time for additional discussion, so we're going to go into our wrap-up phase at this point. We could extend this discussion, obviously. There's a lot to be said, and we have experts with an awful lot of information to share, but we hope that this has been a worthwhile beginning of this conversation and it's been a good opportunity to talk about how community colleges can help our nation move forward in addressing this national challenge of prisoner reentry. So we thank you for stimulating our thinking and for advancing our knowledge.

There are important questions and comments still coming in. We appreciate them and we'll see if we can continue to respond individually, and you do have the web addresses, excuse me, the e-mail addresses of our speakers and please feel free to use them. So I'd like to turn to our Assistant Secretary, Brenda Dann-Messier, for her closing remarks.

BRENDA DANN-MESSIER: Thank you very much, John. I'll be very brief. I just wanted to say what a fantastic, fascinating and informative webinar this was. All of our

panelists highlighted the importance of educating individuals involved in the criminal justice system, both inside and outside of correctional facilities, so they can more successfully reintegrate themselves into our communities and avoid lapsing into cycles of reoffending.

All of our presenters today were incredibly thorough and insightful. The work is fantastic, and it was impressive to hear all the great efforts you're doing to innovate and partner to help your students succeed. It was also wonderful to hear the perspectives of a current and former student who participated in these model programs. It is vitally important to hear how our work impacts our most important constituents, the students themselves. I hope the folks who are listening were able to learn from today's discussion and will continue these important conversations in your organizations.

So thank you very much to Fred, Brian, Marta, and Joe, for taking the time to present on your important work. And thank you, Edward and De'Wayne, for sharing your experiences with this national audience. And really thank you to our large and engaged audience for your thoughtful questions. Unfortunately, as John said, we ran out of time and couldn't get to all of them, but it shows the tremendous interest in this work out there in the field.

I just want to note that you'll have an opportunity to continue engaging with the Department's community college experts in our upcoming event. This webinar was the second of our 2013 Community College Webinar Series, and we'll continue it next month. We invite you to participate in that event as well and keep the momentum going.

I want to thank our partners AACC and ACCT again for their involvement and input during the development of this event, and I want to thank one of our outstanding OVAE staff persons, Matt Valerius, for all of his efforts in organizing this webinar and our entire webinar series. So thanks to everyone, and I'll turn it back to John.

JOHN LINTON: Thank you Brenda, and if your question wasn't answered and you want to send a question or a comment to any of our presenters, they've all agreed to respond to questions from you, and their email addresses were provided. You can find their contact information on today's presentation slides and those will be archived on our OVAE website, along with the recorded webinar and the transcript from today's event. So please check our website, [www.ed.gov/ovae](http://www.ed.gov/ovae), O-V-A-E, in the coming weeks to access those archived materials.

And as Brenda mentioned, OVAE's 2013 Community College Webinar series will continue next month. The May webinar will focus on the role of community colleges in career pathway systems, and those details will be forthcoming. Watch for the announcement for the registration link on the OVAE website.

Thank you, and good afternoon.

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