



Supporting *Inside Scholars*

Thursday, May 23, 2024





Presenters



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Achieving the Dream



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NACADA: The Global Community for
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Advising Success Network

1. Define what “good advising” looks like
2. Support “the field” in redesign efforts to get there

The ASN's technical assistance is focused on engaging institutions in cross-silo collaboration in pursuit of equitable outcomes for students from poverty-affected backgrounds and **Black, Latinx/a/o, Indigenous, Asian and Pacific Islander students, and poverty-affected students.**





Session Calendar

1. May 23, 2024 – Pre-Conference Webinar (virtual)
2. June 15, 2024 – Pre-Conference Workshop (Milwaukee, WI)
3. TBD – Post-Conference Webinar (virtual)



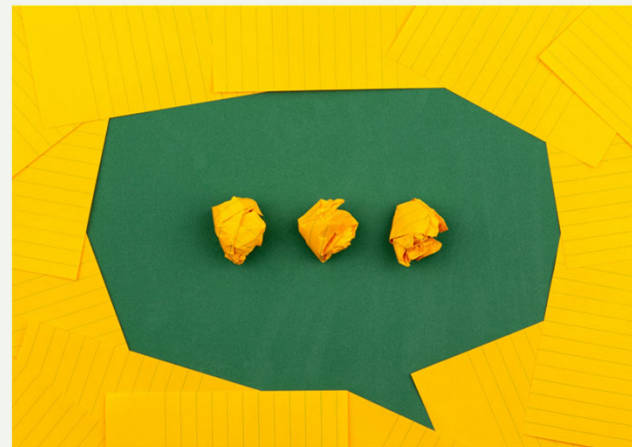


Today's Agenda

1. Introductions
2. "The Big Picture"
3. Four Areas of Interest
 - a. Orientation
 - b. Academic Counseling (advising)
 - c. Tutoring
 - d. Re-Entry
4. Audience questions
5. Resources



The Big Picture



“Level-setting”



- Whether you're newer to this or have been in it a while . . .
 - “Inside Scholars” – *This Temporary Situation*
 - Multiple Pathways to Success
 - Administrative and Instructional Philosophies, Policies, and Procedures

How do I become trained to be efficient, effective, and innovative in each area?



Four Main Areas

- Orientation
- Academic (Advising) Counseling
- Tutoring
- Re-Entry



The Framework We'll Use for Each

What it is - the topic and sub-topics

“For Most”/Aspirational - what this area *looks like* generally at an institution

Special Context - what to consider in this setting

Examples (what works and what doesn't)

Consider Critical Lenses Throughout



Program Advisor (PEP Director)



Financial Aid Representative (PEP)



Institution administrators and colleagues in academic advising and financial aid



Professional Development and Training Programs



Consider Collaborative Opportunities



Internal (on-site for program and service delivery)

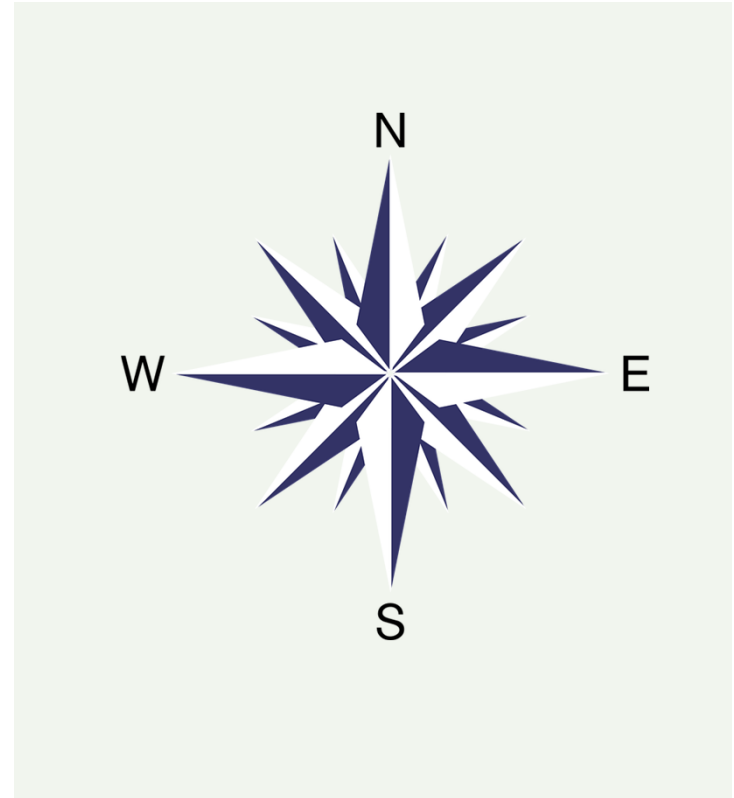


Internal (“home” college or university)



External (professional associations and resources)

Orientation



Orientation to Higher Education – Big Picture

Traditional Focus on a Bright,
Exciting Future - “First Year Here”

- Expectations
- Exploration
- Enculturation
- Connections
- Resources
- Logistics



Orientation to Higher Education – For Most



Traditional Focus on a Bright, Exciting Future

- “First Year Here”
- Introduction to Resources
 - Space (“Amenity Wars”)
 - Equipment (“Latest and Greatest”)
 - Personnel (“The Relentless Welcome” Felton, P.)
- Logistical Information
 - Scheduling (“Lots of Options”)
 - Modalities (“Lots of Options”)
 - Navigation (“Lots of Help”)
- Literacy and Language Skills (lightly varied)
- Cultural Differences (to be celebrated)
- Program Rules/Regulations (consistent)

Orientation for Inside Scholars - Contextual



<https://www.cdcr.ca.gov/>

Challenges/Barriers

- Limited Freedom of movement within the facility
- Limited Resources within the facility
 - Space
 - Equipment
 - Personnel
- Logistical Challenges
 - Scheduling Conflicts
 - Modalities (varies by correctional institution and/or state)
 - Restriction to use certain materials
- Limited Literacy or Language Skills
- Cultural Differences
- Strict Program Rules/Regulations



Orientation to Higher Education - Examples



[UCLA Prison Education Program brings college courses to incarcerated individuals - Daily Bruin](#)

[BDP FAQ & Highlights.pdf - Google Drive](#)

Before courses and programs begin inside correctional facilities:

- Faculty and inside scholars are required to participate mandatory orientation
- Review policy and expectations
- Organized and facilitated in collaboration with formerly incarcerated and justice system-impacted students and community members
- Structured around critical issues developed by incarcerated women and youth





Possible Common Questions About Orientation

- What is college orientation, and why is it important?
- How do I participate in college orientation while incarcerated?
- What topics are typically covered during orientation?
- Will I receive any academic advising during orientation?
- How can I get help with course registration?
- What support services are available to me as an inside scholar?
- How do I access study materials and resources?
- What is the policy on attendance and participation in classes?
- How can I manage my time effectively as a student?
- What should I do if I need academic or personal support?
- Will I have access to technology for my studies?
- How do I communicate with my professors and advisors?
- What are the academic integrity policies?
- How can I get involved in student activities and organizations?
- What happens if I encounter barriers to my education?
- Can my family be involved in my educational journey?

Academic
(Advising)
Counseling



Academic (Advising) Counseling – Big Picture



Academic (Advising) Counseling – Big Picture

ARKANSAS STATE UNIVERSITY



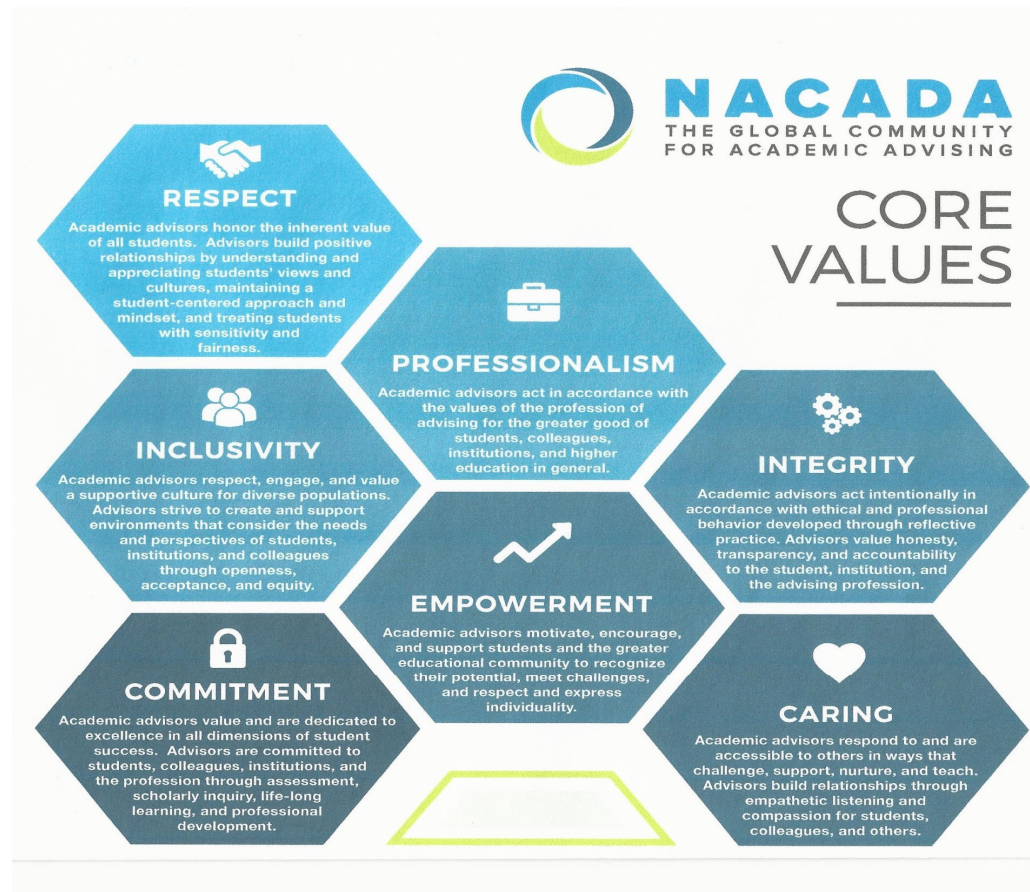
GOALS OF ADVISING

- Advisors ensure that students **understand and meet degree requirements**.
- Advisors help students **develop a perception of themselves and their relationship with the future**.
- Advisors **encourage self-reliance** by helping students make informed and responsible decisions and set realistic goals.
- Advisors see the goal of higher education as an **introduction to the world of ideas**, professional development and lifetime critical thinking skills.
- Advisors help students **identify and build on their strengths to increase motivation** and connectedness with the institution.
- Advisors identify student expectations and goals and provide a framework in which students **can develop appropriate academic and career decision-making**.
- Advisors see **advocacy** as a teachable moment in their relationship with an advisee.

<https://www.astate.edu/college/university-college/advising-center/about-advising/advising-goals/#:~:text=Goals%20of%20Advising,decisions%20and%20set%20realistic%20goals.>



Academic (Advising) Counseling – For Most



Academic (Advising) Counseling – For ~~Most~~ All



ADVISING
SUCCESS
NETWORK

Achieving
the Dream

Academic (Advising) Counseling – For Most



INFORMATIONAL

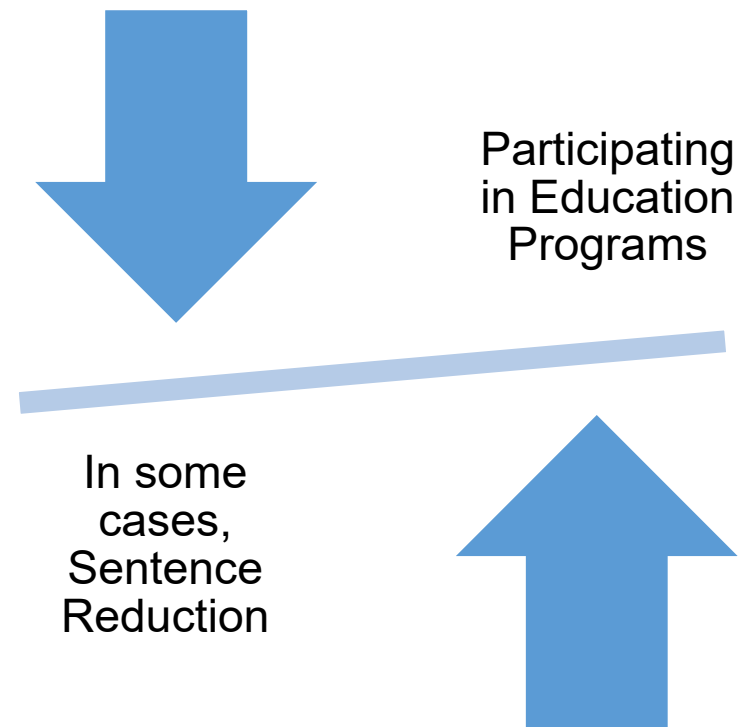
- I1: Institution specific history, mission, vision, values, and culture
- I2: Curriculum, degree programs, and other academic requirements and options
- I3: Institution-specific policies, procedures, rules and regulations
- I4: Legal guidelines of advising practice, including privacy regulations and confidentiality
- I5: The characteristics, needs, and experiences of major emerging student populations
- I6: Campus and community resources that support student success
- I7: Information technology applicable to relevant advising roles

RELATIONAL

- R1: Articulate a personal philosophy of academic advising
- R2: Create rapport and build academic advising relationships
- R3: Communicate an inclusive and respectful manner
- R4: Plan and conduct successful advising interactions
- R5: Promote student understanding of the logic and purpose of the curriculum
- R6: Facilitate problem solving, decision-making, meaning-making, planning and goal setting
- R7: Engage in on-going assessment and development of the advising practice

Academic (Advising) Counseling - Contextual

- Academic Support
- Goal-setting
- Skill Development
- Transcript and Transfer Credits
- Academic and/or Vocational Training
- Alignment with Goals upon Re-Entry



Academic (Advising) Counseling - Examples

Programs and Initiatives 2023-24

The following is a brief list of our current programs and initiatives. For more information, see the "How Can You Get Involved?" section of this handbook on page 31 or visit our website at educationjustice.net/programs

1. College-in-Prison Program

A. For-Credit Courses EJP offers primarily upper-division (300-and 400-level). University of Illinois courses to men incarcerated at Danville.	F. Writing Workshops Writing workshops seek to improve students' writing abilities by offering guided instruction and practice in a wide variety of writing-related subjects.
B. Academic Advising Advisors support the academic needs and facilitate the success of EJP students through workshops and connections to important resources.	G. STEM Workshops These not-for-credit workshops invite students to explore a range of topics in science, technology, engineering, and math.
C. Writing and Math Partners (WAMP) Several times each week trained writing and math tutors from campus offer academic support to EJP students.	H. Mindfulness Discussion Group (MDG) This group introduces students to research in the field of mindfulness and encourages students to develop a daily meditation practice.
D. EJP Community Library Our library includes a collection of over 2,000 items. EJP students are trained, primarily by one another, in librarianship skills while maintaining the collection.	I. Community Anti-Violence Education (CAVE) Trained EJP students facilitate biweekly mentoring and anti-violence education sessions with men aged 18-35 in the general population.
E. Business Workshops Our business workshops help students gain confidence in foundational skills and learn about a variety of business-related topics.	

- EJP's Academic Advisors advise Inside-scholars at the Danville Correctional Center, University of Illinois
- Individual and in Groups
- Conduct Academic Skills Workshops
- Partners with other advisors to provide Extracurricular support programs.



[EJP-Handbook-2023-2024-Digital.pdf \(educationjustice.net\)](#)



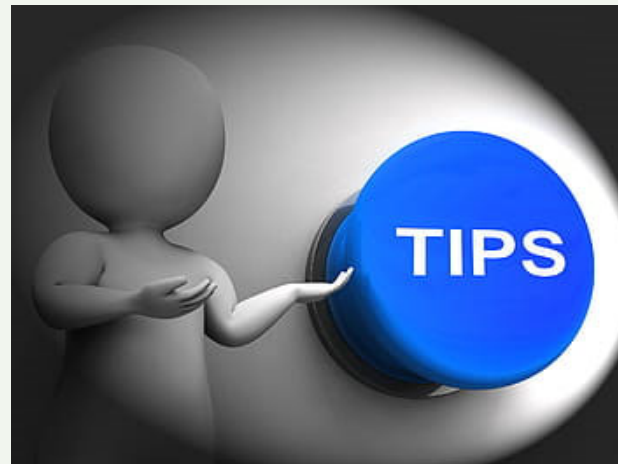


Possible Common Questions About **Academic (Advising) Counseling**

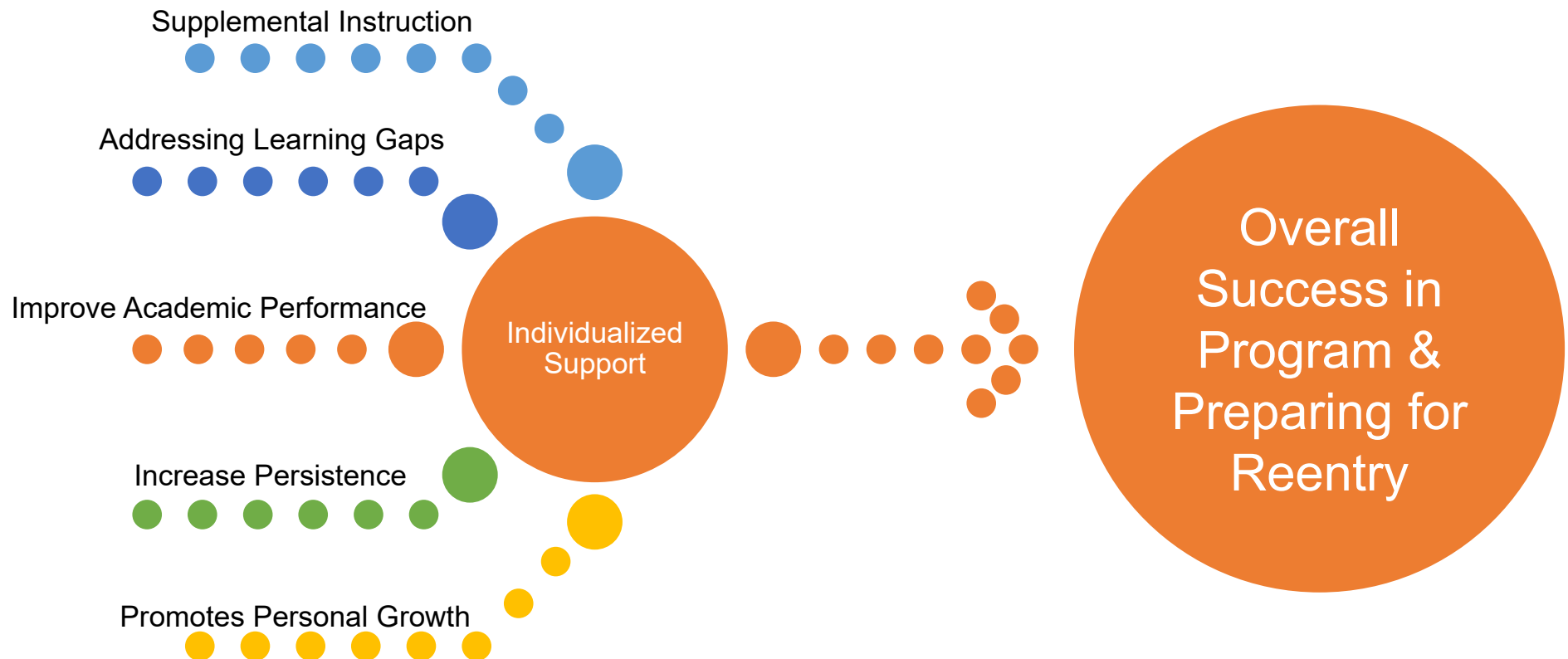
- What educational programs are available to me while incarcerated?
- How do I enroll in a college course or degree program while in prison?
- Can I earn a degree while incarcerated?
- What kind of support services are available to help me succeed in my studies?
- How can I build a support network to help me succeed academically?
- How do I get my transcripts from previous schools or colleges?
- What financial aid options are available to incarcerated students?
- What are the steps to reapply for financial aid if I lose eligibility due to incarceration?
- How can I manage my time effectively to balance education with other responsibilities in prison?
- What happens if I am transferred to another facility or released before completing my program?
- How do I access educational materials and resources for my courses?
- What steps do I need to take to apply for college after my release?
- How do I ensure that my credits earned in prison will transfer to another college or university?
- What career opportunities will be available to me with the education I receive in prison?



Tutoring



Tutoring – Big Picture



Tutoring – For Most



- Individualized Support
- Academic Subject Areas
- Study Skills and Test Preparation
- Writing Assistance
- Technology and Computer Skills Support
- Motivation and Encouragement

Tutoring - Contextual



Northwestern Prison Education Program

Challenges within the facility

- Limited Resources (including space)
- Security Protocols and Restrictions
- Limited Contact Hours
- Lack of Technology Access
- Educational Gaps
- Limited Communication

Tutoring - Examples

Northwestern Prison Education Program



Workshops and events that support academics

- writing, note-taking, and reading skills
- Extracurricular workshops, such as those focused on toxic masculinity, creative writing, and meditation.
- in-person, virtual, and campus-based

Academic Support for NPEP Students

- Purchases academic supplies
- Organizes supply drives for resources students have requested



Stateville Academic Support Team

- Tutoring and Academic Programming
- Connects students to resources
- Sends letter and research materials to students each week

Logan Academic Support Team

- Pairing students with a Volunteer and tutor
- Tutoring correspondence
- Weekly study halls
- Weekly wellness packets

Northwestern Prison Education Program



Tutoring – *What Works*

- Establish a Memorandum of Understanding (MoU) between the higher education institution and the facility
 - Determine the parameters of the learning activity (space, learning tools, etc.)
 - Determine the scope of supplemental instruction (who will provide the focused support?)
- Peer Tutoring Programs (if facility allows)
 - Celebrating Expertise and Collaboration
 - Volunteer vs. Compensated (service learning credit options; payments)
 - Consider physical space needs





Possible Common Questions About **Tutoring**

- What types of tutoring resources are available to me in prison?
- How do I request a tutor or join a tutoring program?
- What subjects can I get tutoring in?
- Are tutors qualified and knowledgeable in their subjects?
- How often can I receive tutoring sessions?
- Can tutoring help me prepare for the GED or other standardized tests?
- What if I need help with college-level courses?
- Is tutoring available for vocational training programs?
- How can tutoring help me improve my study skills?
- Are there resources available for self-study if a tutor is not available?
- How can I get help with writing assignments or improving my writing skills?
- Can I get help with specific projects or homework assignments?
- What should I bring to a tutoring session?
- How can I track my progress with the help of a tutor?
- Are there any peer tutoring programs where individuals can help each other?
- How can tutoring help me prepare for college after my release?



Re-Entry



Re-Entry – Big Picture

US Department of Justice: Roadmap to Reentry [*note: edits are ours*]

- **Principle I:** Upon incarceration, every [person] should be provided an individualized reentry plan tailored to [their] risk of recidivism and programmatic needs.
- **Principle II:** While incarcerated, each [person] should be provided education, employment training, life skills, substance abuse, mental health, and other programs that target their criminogenic needs and maximize their likelihood of success upon release.[\[1\]](#)
- **Principle III:** While incarcerated, each [person] should be provided the resources and opportunity to build and maintain family relationships, strengthening the support system available to them upon release.
- **Principle IV:** During transition back to the community, halfway houses and supervised release programs should ensure individualized continuity of care for returning citizens.
- **Principle V:** Before leaving custody, every person should be provided comprehensive reentry-related information and access to resources necessary to succeed in the community.



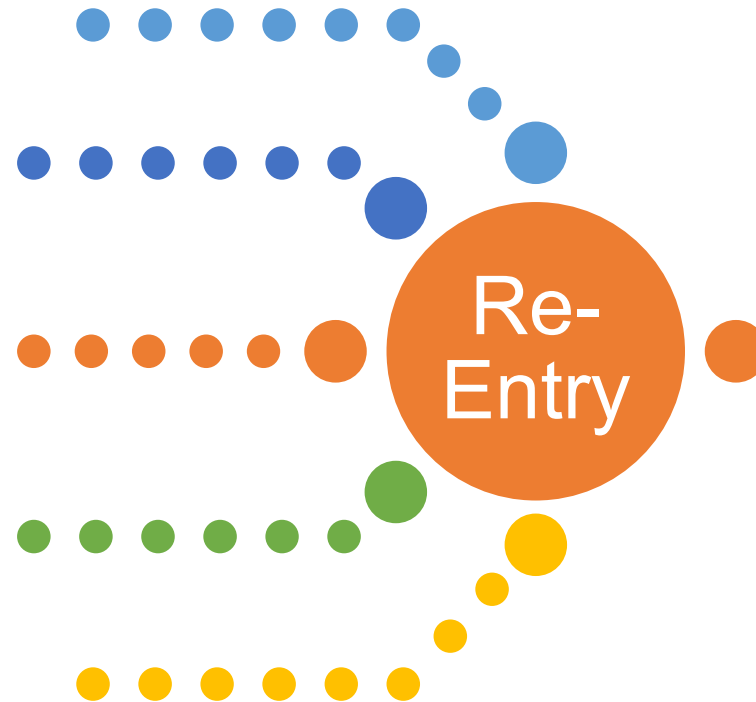
[Providing Support for Reentry for Formerly Incarcerated | Correctional Health | CDC](#)

[The Attorney General's Reentry Initiative | Roadmap to Reentry \(justice.gov\)](#)



Re-Entry – For Most Inside Scholars

- College or University of Choice
- Application Process
- Transfer Options
- Access to Educational Services
- Social Stigma
- Employment Options
- Career Advising
- Vocational Training



Re-Entry - Contextual

Educational Opportunities

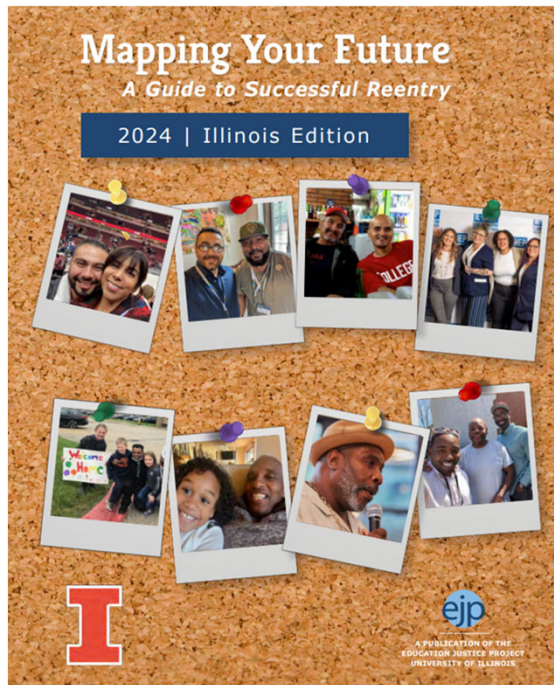
- College Types
- Certificate/Degree Types
- Vocational Training and Apprentices
- How to pay for college

Challenges – How do I...

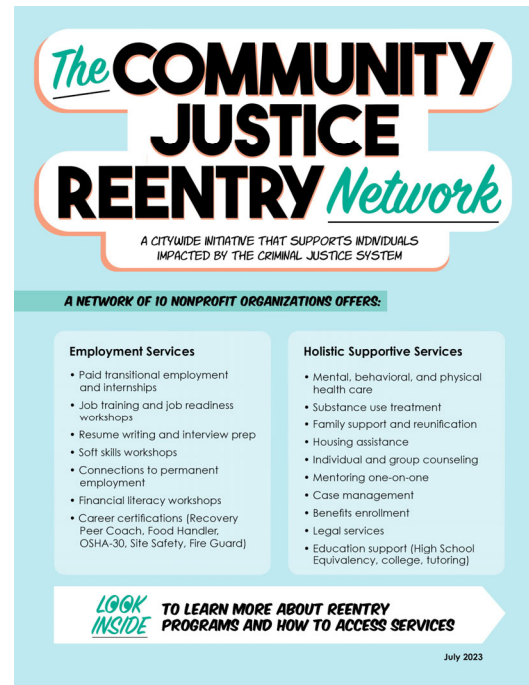
- Apply to College
- Complete the Forms
- Take Entrance Exams
- Apply for Financial Aid/Scholarships
- Get transcripts from prior coursework
- Meet with an Advisor
- Schedule Classes



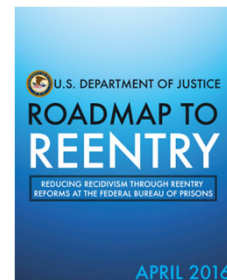
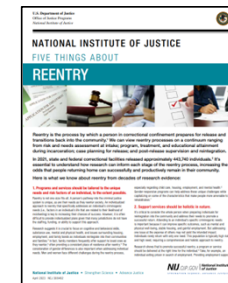
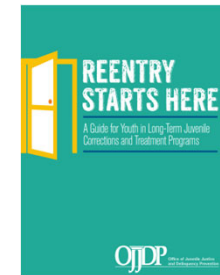
Re-Entry - Resources



[MYF-IL 2024 En_int_Final.pdf](#)
([educationjustice.net](#))



[Community Justice Reentry Network Guide – NYC – Mayor's Office of Criminal Justice \(cityofnewyork.us\)](#)





Possible Common Questions About College and **Re-Entry**

- What steps should I take to prepare for college while still incarcerated?
- Can I apply for college while still in prison?
- What types of financial aid are available to me?
- How do I get my high school or GED transcripts sent to colleges?
- What is the process for applying to college?
- Can I transfer credits earned in prison to a college after my release?
- How can I continue my education after being released?
- Are there specific colleges that have programs for formerly incarcerated students?
- What support services are available to help me succeed in college after release?
- How can I manage the transition from prison to college life?
- What challenges might I face when attending college after incarceration, and how can I overcome them?
- Can I participate in online courses while incarcerated?
- How do I explain my incarceration on college applications?
- What are my rights regarding education after release?
- How can I build a support network in college?

Back to the Big Picture

- Context & Cultural Sensitivity
- Collaboration (w/in institution and prof networks)
- Planning
- Flexibility, Creativity, and Innovation
- Professional Development & Training



Next Steps

- Pre-conference Workshop in Milwaukee (June 15)
- Post-conference Workshop (TBD)
- Available Resources





Supporting *Inside Scholars*

Thursday, May 23, 2024

