



Academic Advising in Prison Education Programs: Strategies for Successful Implementation

Friday, September 13, 2024



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Introductions



Dr. Paula Pitcher

Director

Holistic Student Supports,
Achieving the Dream



Dr. Wendy G. Troxel

Director

NACADA Center for Research
NACADA: The Global
Community for Academic
Advising



Sheila Meiman

***Prison Education
Specialist***

National Association of
Student Financial Aid
Administrators

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.



Agenda

1

"The Big Picture" – Prison Education Programs (PEPs)

2

Understanding the Prison Environment:

- a. Addressing Educational Challenges and barriers
- b. Academic Programming/Options for Inside Scholars

3

**Adapting to the Prison Environment:
The Advising Syllabus: Communicating
Philosophy, Roles, and Expectations**

4

Considering Collaborative Opportunities

5

Audience Questions

6

Resources



Series Calendar

1. May 23, 2024 – Pre-Convening Webinar (virtual)
2. June 15, 2024 – NASFAA PEP Convening Workshop (Milwaukee, WI)
3. Sept 13, 2024 – Post-Convening Webinar (virtual)



The Big Picture: Prison Environment Programs (PEPs)



What Brings Us Here Today?

Prison Education Programs and “The Best Interest”

- *The Consolidated Appropriations Act, 2021* defines “Prison Education Programs” or PEPs
- The Act indicates that approved PEPs must be found to operate in the “best interest of students”.
- One of the critical “best interest” determinations:

equitable advising services

“offering relevant academic and career advising services to participating confined or incarcerated individuals while they are confined or incarcerated, in advance of reentry, and upon release;”



Title 34, Subtitle B, Chapter VI, Part 668, Subpart P, §668.241

§ 668.241 Best interest determination.

(a) An oversight entity's determination that a prison education program is operating in the best interest of students—

(1) Must include an assessment of—

(i) Whether the experience, credentials, and rates of turnover or departure of instructors for the prison education program are substantially similar to other programs at the institution, accounting for the unique geographic and other constraints of prison education programs;

(ii) Whether the transferability of credits for courses available to confined or incarcerated individuals and the applicability of such credits toward related degree or certificate programs is substantially similar to those at other similar programs at the institution, accounting for the unique geographic and other constraints of prison education programs;

(iii) Whether the prison education program's offering of relevant academic and career advising services to participating confined or incarcerated individuals, while they are confined or incarcerated, in advance of reentry, and upon release, is **substantially similar** to offerings to a student who is not a confined or incarcerated individual and who is enrolled in, and may be preparing to transfer from, the same institution, accounting for the unique geographic and other constraints of prison education programs; and

(iv) Whether the institution ensures that all formerly confined or incarcerated individuals are able to fully transfer their credits and continue their programs at any location of the institution that offers a comparable program, including by the same mode of instruction;



Formal Application to Department of Education for PEP approval

*Section 3. D. **Types of services offered** to admitted students. In a paragraph below, provide an **explanation** of support services provided to admitted students including, but not limited to, **orientation, tutoring and academic and reentry counseling.***

*Please include relevant documentation (please limit to two pages or less) relating to the types of services offered to admitted students when submitting this form and label and name the attachment: **ATTACHMENT 5 – TYPES OF SERVICES OFFERED TO ADMITTED STUDENTS.***



Orientation



Academic (Advising)
Counseling



Tutoring



Re-Entry



Consider Critical Lenses and Programs Throughout



PEP Administrator and Advisors



Financial Aid Representative (PEP)



Institution administrators, staff, and faculty colleagues, especially in academic advising, career advising, and financial aid



Professional Development and Training Programs



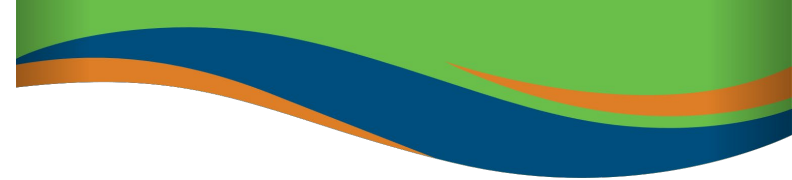
Poll Questions

Let's see who's here today:

- ☐ PEP Administrator or Advisor
- ☐ PEP Financial Aid Representative
- ☐ Impacted Scholar
- ☐ Primary-role Academic Advisor/Success Coach
- ☐ Faculty member or Faculty Advisor
- ☐ Academic Administrator
- ☐ Student Affairs/Student Services Administrator or Staff
- ☐ Graduate Student
- ☐ Undergraduate Student
- ☐ Others

Select a single answer or multiple answers are both options, just indicate (Select all that apply) if you'd like multiple answers





“Level-setting”

- Whether you’re newer to this or have been in it a while . . .
 - “Inside Scholars” are ***students*** in every sense of the word
 - There are always ***multiple pathways to success***
 - Administrative and instructional philosophies, policies, and procedures ***land differently*** for uniquely situated students

How can we collaborate across units, departments, and divisions (and roles) at a college/university to promote consistent care, accurate information, and a supportive learning environment for *all students*?



Understanding the Prison Environment



Understanding The Prison Environment

Critical Areas of Focus

- ✓ Addressing Educational Challenges and Barriers
- ✓ Academic Programming/Options for Inside Scholars



Understanding the Prison Environment: Addressing Educational Challenges and Barriers

Area of Focus	Challenges for Scholars at the Prison Campus	Strategies and Promising Practices (Discussion)



Understanding the Prison Environment: Addressing Educational Challenges and Barriers

Area of Focus	Challenges for Scholars at the Prison Campus	Strategies and Promising Practices (Discussion)
Limited Selection of Academic Programs and Limited Access to Resources	Inside scholars often have restricted access to program choice, technology, libraries, and academic materials due to security concerns. This limits their ability to conduct research, complete assignments, or engage in digital learning.	
Freedom of Movement and Logistical Constraints	Prison schedules and strict movement regulations can conflict with class times or limit access to educational spaces. Incarcerated individuals often face unexpected transfers or lockdowns, interrupting their studies.	
Limited Qualified Personnel	There is often a shortage of qualified educators and academic advisors who are trained to work in prison settings. Security protocols can prevent frequent or flexible interaction between faculty and students.	



Understanding the Prison Environment: Addressing Educational Challenges and Barriers

Area of Focus	Challenges for Scholars at the Prison Campus	Strategies and Promising Practices (Discussion)
Barriers Related to Literacy and Educational Background	Many incarcerated students come from backgrounds with limited formal education.	
Cultural Differences and Stigma	Inside scholars may come from various cultural backgrounds, leading to potential misunderstandings or discomfort in a traditional academic environment. They also face stigma surrounding their incarcerated status.	
Strict Rules and Regulations	Correctional facilities often impose strict rules on materials allowed in the facility, limiting access to certain educational tools and technologies.	
Financial and Structural Barriers	Many incarcerated individuals lack access to financial aid, and navigating the process of applying for Pell Grants or other forms of aid while incarcerated is challenging.	



Poll Questions

Understanding the Prison Environment: Academic Programming / Options for Inside Scholars:

How “knowledgeable” are you about the current educational program opportunities for *inside scholars* at your college or university?

- ☐ Very knowledgeable about all aspects and options
- ☐ Knowledgeable about some aspects and options, but would need to refer to others to be 100% accurate
- ☐ I don't yet know much about the programs my institution offers or intends to offer inside a prison

Select a single answer





Adapting to the Prison Environment



Adapting to the Prison Environment: Strategies and Tools

- Recognize differences
 - Often one or two programs of study
 - Little access to knowledge about those
- Strategies
 - Tools to describe the program
 - Example: Credential description; list of required course types and options; list of elective course types and options; information about course offering cadence
 - Tools to help student gain autonomy in degree planning
 - Degree planning worksheet; samples of unofficial transcripts for new students, actual unofficial transcripts for progressing students
 - Tools to provide clarity, consistency, and collaboration across all aspects
 - The Academic Advising Syllabus



Poll Questions

Adapting to the Prison Environment: The Academic Advising Syllabus

Do you have an academic advising syllabus at your college or university?

- ☐ Yes, we have an over-arching advising syllabus that each unit/department then further customizes for their context.
- ☐ Yes, one or some units/depts have an advising syllabus, but not all.
- ☐ I know what one is, but we don't have one yet.
- ☐ I've never heard of such a thing.





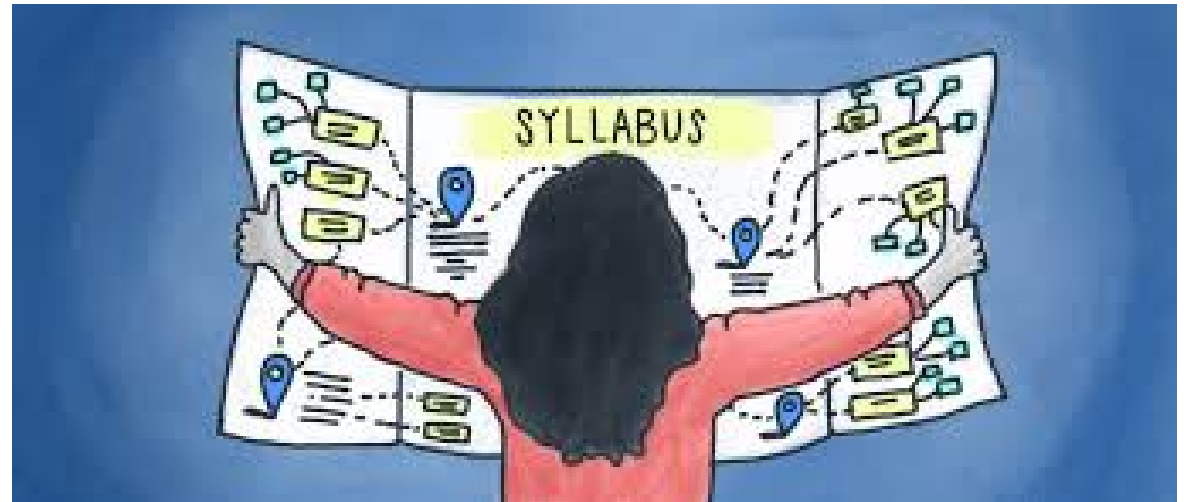
Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

ADVISING
SUCCESS
NETWORK

Achieving
the **Dream**

Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...

Like an instructional syllabus in the classroom, it's:

- A **declaration** of the unit's or institution's philosophy and approach to the academic advising program.
- A **guide** to clarify expectations and responsibilities for all parties involved in the academic advising program, especially students and their academic advisor(s)
- A **reference document** that captures important, relevant information related to the student's educational experience

Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...

An advising syllabus can be the catalyst that leads to important conversations, explorations, and questions about the role of advising and the academic programs students are enrolled in at the college or university.

Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...

Academic Advising conversations may relate to areas such as:

- *Intended learning and developmental outcomes statements* ("As a result of our advising meetings you will be able to . . .")
- *The emergence of an academic identity* ("What does it mean to be a student?" "What are my goals here?")
- *The academic journey* ("What are the key milestones I should be tracking along the way?" "What resources are available to me as a student here?")

Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...

Collaboratively! Key information and elements may include (but are not limited to):

- Mission and Vision statements
- Intended learning outcomes for advising
- Contact information for advisors
- Expectations of advisors and of students
- Key terms and definitions
- Campus tools and resources
- Student milestones / the academic calendar
- Goal-setting prompts and strategies for success

Advising Syllabus

Academic Advising and Planning Center (AAPC)
Lightsey Center, Suite 247 (2nd floor)
843-953-5981
advising@cofc.edu
<http://advising.cofc.edu/>
Office hours: Monday-Friday, 8:30 AM - 5:00 PM



Academic advising and planning helps students learn how to successfully navigate the many opportunities and responsibilities of their college education.



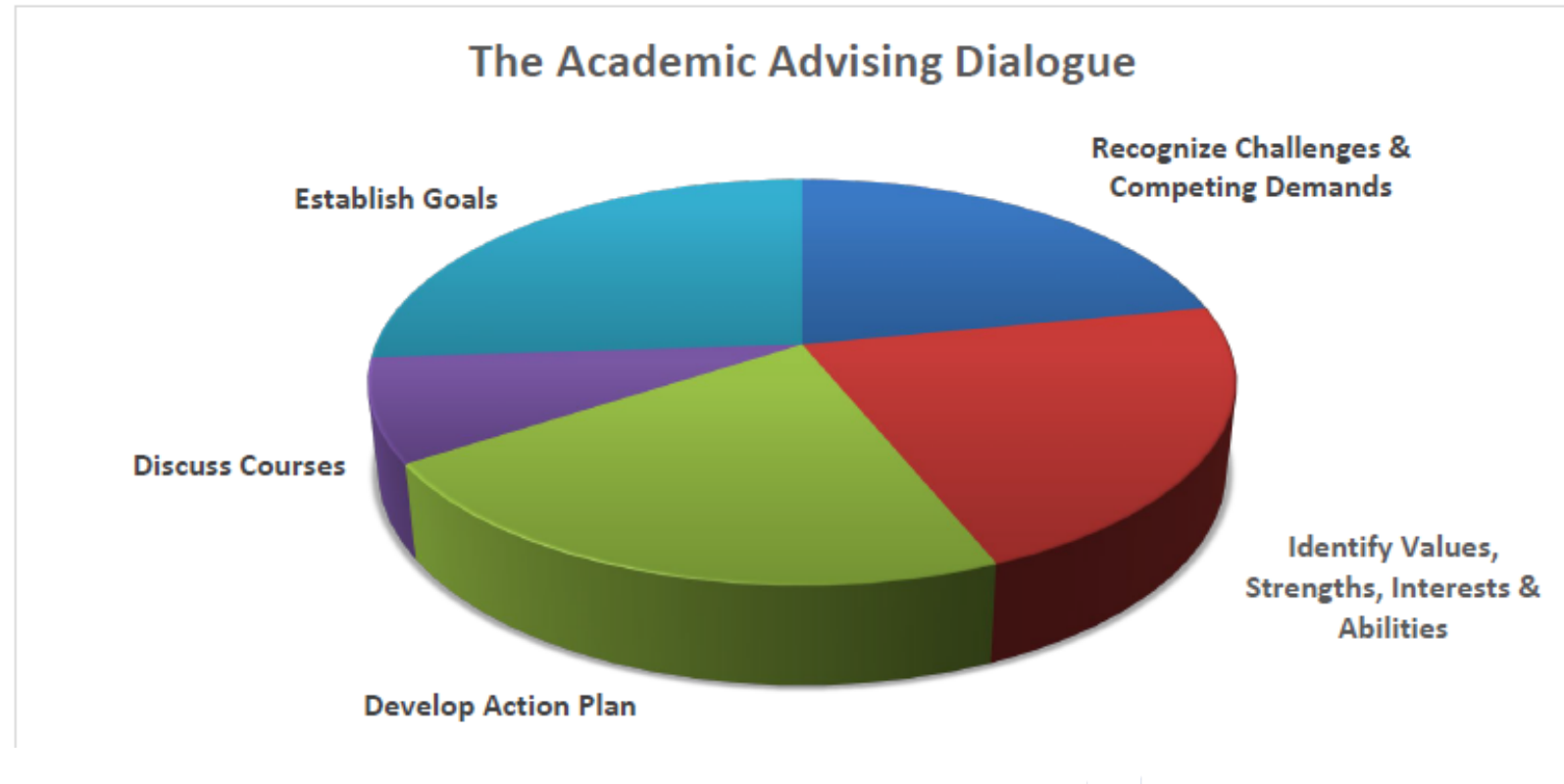
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Learning Objectives

As a result of academic advising and planning, students will be able to:



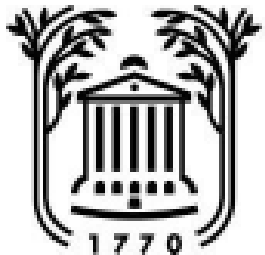
Academic advising and planning helps students learn how to successfully navigate the many opportunities and responsibilities of their college education.



Learning Objectives:

As a result of academic advising and planning, students will be able to:

- Create a personal path to degree completion
- Make a timely and informed pursuit of an academic major
- Use campus resources
- Find relevant policies and procedures
- Recognize the importance of balancing competing priorities



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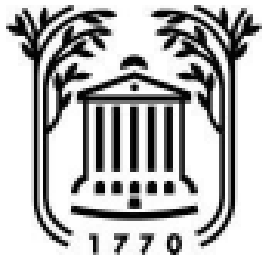
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- Create a personal path to degree completion
- Make a timely and informed pursuit of an academic major
- Use campus resources
- Find relevant policies and procedures
- Recognize the importance of balancing competing priorities

• And sections related to:

- Supporting Materials
- Participation and Attendance
 - Expectations
 - Milestones (important meetings)
- Assignments
 - “Homework” – preparation for meetings and coursework
 - Declaring a Major
 - Follow-up topics and activities
- Confidentiality
- “Quick Question Drop-in” opportunities and processes



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Our Mission

Academic advising is an integral component of your learning and development at UCLA. College Academic Counseling's mission is to cultivate an advising partnership with you that nurtures your growth, and that allows you to draw connections between all aspects of your undergraduate experience. These correlations will help you to understand the value of your undergraduate education as it relates to your personal and professional aspirations. Through a developmental, learning-centered philosophy, we advise the whole student, acknowledging that all aspects of your individuality inform your scholarly identity. Academic advisors support you in your intellectual, professional, and personal goals, while upholding the integrity of the institution.

The Advisor-Student Partnership

Student Responsibilities

Effective academic advising requires deep engagement and responsibility from both advisor and student. To participate fully in this academic advising experience, you will need to:

- be accountable for your own educational and personal trajectories
- be respectful of yourselves, your peers, faculty, staff, and the institution
- meet regularly with your academic and departmental advisors and collaborate with them as you make



Advisor Responsibilities

Driven by our advising core values of **accountability, compassion, fairness, integrity, and respect**, we are committed to:

- creating a safe space to facilitate interaction with you by utilizing counseling skills and techniques
- recognizing and responding to diverse student needs to foster an inclusive advising culture
- supporting you as you create your own academic plan that highlights your skills and interests
- collaborating with you and encouraging you to make informed decisions by exploring your options, as you make important academic and professional decisions
- helping you to make connections between your intellectual, professional, and personal short- and long-term goals
- providing you with accurate and consistent information regarding policy, rules, regulations, and degree requirements
- advocating for both you and the institution, and using sound judgment in navigating this continuum
- introducing you to academic, co-curricular, and extra-curricular opportunities



Academic Advising Objectives

Academic Advisors aim to collaborate with you to support your intellectual, professional, and personal development. The following objectives seek to foster your success and well-being within and beyond the University.

Academic Advising Objectives		
Intellectual Development	Professional Development	Personal Development
introduce students to the structure and rationale of the degree, including university, college/school, and major/minor requirements	learn about students' post-graduate aspirations and work with students to create a plan to achieve those goals	initiate conversations with students about the accomplishments and challenges of their transition to UCLA and their undergraduate experience
familiarize students with the UCLA Degree Audit (DAR), MyUCLA, and enrollment, registration, study list deadlines, and academic rules and regulations	introduce students to research, study abroad, internship, and service-learning opportunities, and refer them to the appropriate offices	familiarize students with campus resources for academic support and personal well-being

TRAILBLAZER STUDENT SUCCESS CHECKLIST

BEFORE THE SEMESTER STARTS – ACCEPTED NOW WHAT?

- ☐ Register for **Fired Up New Student Orientation (FUNSO)** [Click here to sign up for FUNSO](#)
- ☐ Access your **Student Email** and check it daily. [Check your email](#)
- ☐ Make sure you can log into the **Student Portal**. [Student Portal Link](#)
- ☐ **Confirm your contact information** is correct in the Student Portal. [Student Portal Link](#)
- ☐ Use the **College Catalog and Degree Works** to review and verify your declared degree program. [College Catalog](#)
- ☐ Look up your **Advisor's name and contact information** in Degree Works or in the Student Portal.
- ☐ Familiarize yourself with the official **Academic Calendar**. [Academic Calendar](#)
- ☐ Submit your FAFSA (www.studentaid.gov). Check with Financial Aid if you expect to receive grants, loans, and/ or scholarships.
- ☐ Join a campus club/organization. [AMSC Clubs and Organizations](#)

THE ADVISING APPOINTMENT

- ☐ **Make an appointment with your Advisor** for advisement and registration. [Click here to make an appointment](#)
- ☐ **Develop a written list of questions** or topics to cover with your advisor (Ask questions about your academic progress, prerequisites, and major requirements).
- ☐ **Be on time** for your appointment.
- ☐ **Advisor Recommendations:**
 - Discuss courses for the upcoming semester
 - Only take classes that are required for your degree program
 - Follow through on any referrals suggested by your Advisor



Adapting to the Prison Environment: The Academic Advising Syllabus

What it is...

Why it's important...

How it's used...

How it's constructed...



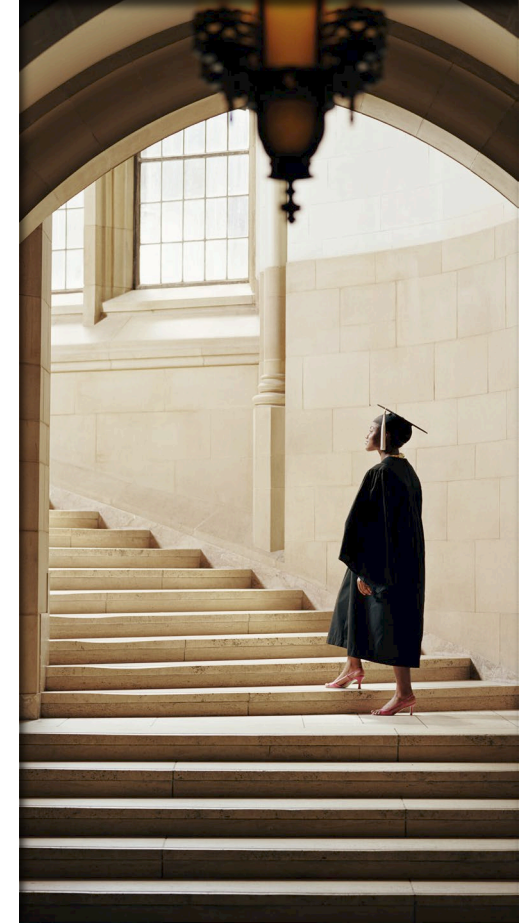
Consider Collaborative Opportunities

Critical Areas of Focus

Internal (on-site for program and service delivery)

Internal (“primary” college or university)

External (professional associations and resources)



For new students, persisting students, and students re-entering upon release

Educational Opportunities

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

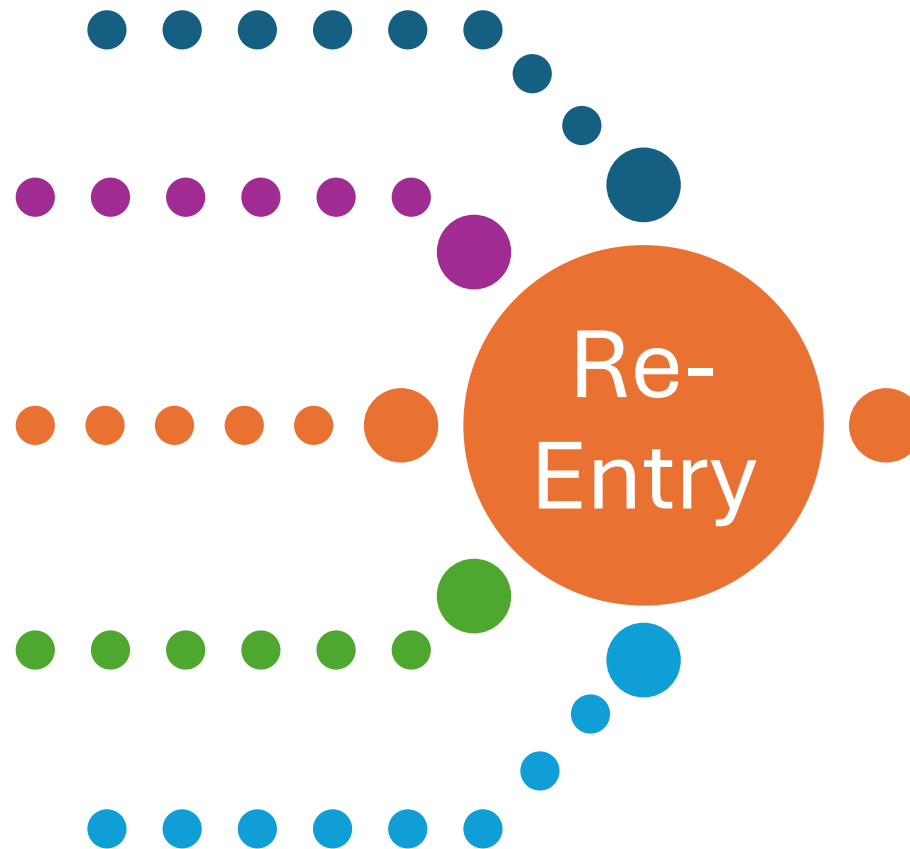
Challenges – How do I...

- 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 – For Most Inside Scholars

- Choice of College or University
- Educational Reentry Counseling and Advising
- Transfer Options, both into different programs and to different colleges
- Access to Educational Services
- Privacy and Social Stigma
- Employment Options
- Career Advising
- Vocational Training



Back to the Big Picture



Professional Development & Training



Supporting your institution's Prison Education Program



Engaging in collaborative opportunities in planning and learning (w/in institution and prof networks)



Embracing academic advising approaches and strategies toward flexibility, creativity, and innovation



Leverage any identified Community Based Organization (CBO)



Understanding context & addressing cultural sensitivity



Nurturing the journeys and celebrating the successes of our *Inside Scholars*





Submit Your
Questions

Q&A

Enter your question

Submit

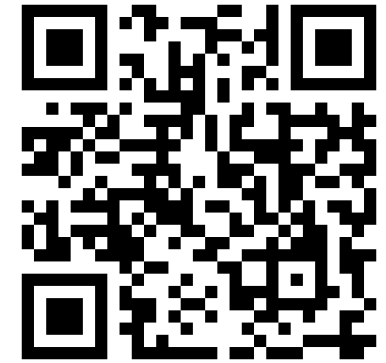


<https://www.advisingsuccessnetwork.org/general/prison-education-program-resources/>



Academic Advising in Prison Education Programs: Strategies for Successful Implementation

For More Information and Reference Material



nasfaa.org/pep

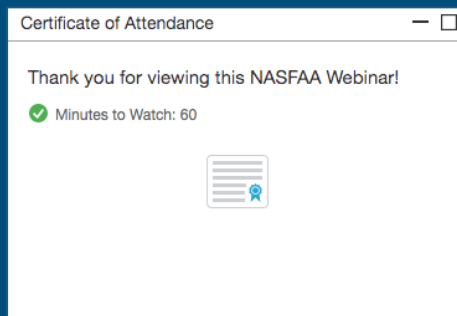


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Select a Choice

*2. How would you rate the overall quality of the webinar content?

Select a Choice

*3. How would you rate the effectiveness of the presenter(s) in this format?

Select a Choice

4. Please provide any additional comments or suggestions for the presenters.

*5. This webinar provided me with meaningful insight into the work I perform, or that of my colleagues.

Select a Choice



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