




Incarcerated Student Education in the Times of COVID-19

Ensuring Quality Instruction Without
Direct Instruction

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Incarcerated Student Education in a COVID-19 Teaching Environment

Today we have about 50 minutes to review important issues regarding Incarcerated Student Education in courses previously Face-to-Face and are now correspondence learning.

Part 1 – Update on some best practices and what has worked

Part 2 – specific issues you have identified or solutions you have found

Resources: California's Rising Scholars Network

- Utilizing the Statewide resources
- List serve
- Conference of Colleges
- Memos from CDCR
- Differences of Policy at Different Institutions
- Who Can Help in Sacramento



What Does Distance Learning Mean Inside of the Prison

- No Technology
- The Inability to convert face-to-face classes to Online (asynchronous) or Synchronous
- This means Correspondence Learning
- Many of Our students Have participated in Correspondence education before
- However, For Many of them this will be their first time
- The Vast Majority of Our Students Prefer face-to-face instruction



Issues With Correspondence



- Lacks the Humanness of Face-to-Face
- Communication is more difficult
- Communication is the Key
- Insurance of work getting to the students
- Maintaining Rigor now that assessments are take home and open notes and book
- Its a Lot of paper so having a good relationship with your print staff and copy machines is key

Best Practices (Programmatic)

As We Are Unable to Have Direct Contact with Students and Education Staff the Following Become Important:

- Quality Partnerships with CDCR Staff (This is Vital as Many individuals within the CDCR Apparatus do not like College Classes inside the Prison)
- Organization-(Cerro Coso's Plan)
- School Support
- Team, Team, Team-Zoom Check ins, Emails, and Moral
- Adaptability of the Program



Best Practices (Instruction)

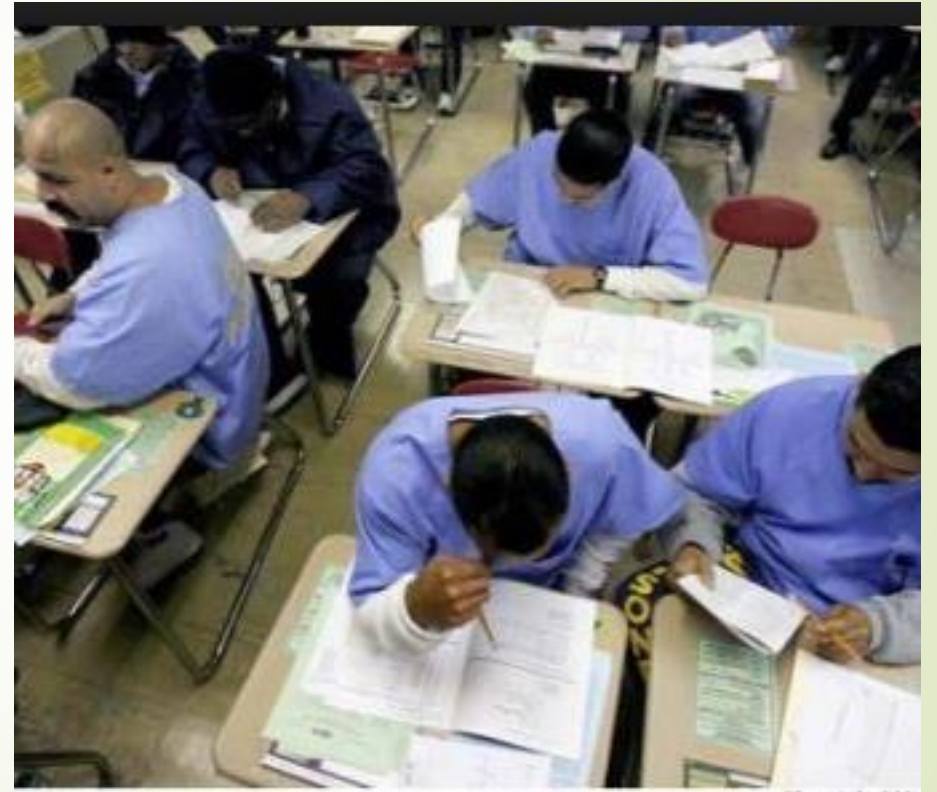
What is Teaching through Correspondence Look Like?

- Flexibility-This is new to a lot of us so having overly high expectations may not serve you or your students
- Realize that this is just as hard if not harder for students
- Provide all readings and background information for your students
- Appropriate Assignments and assessments (Maintaining Rigor)
- Try Not to Busy Work Dump on Students
- Giving feedback and Grades
- Notes of reassurance and humanness



What We Have Learned From This Experience

- Having foundational information, lesson objectives, and academic articles and if possible OER's is a good general practice.
- Instructors relying heavily on lecture without built in scaffolding for learning is a lot more work when we have lockdowns or pandemics.
- Ensuring your students have all information to complete tasks saves instructors and students time
- Things in the prison are inconsistent so be flexible on time for assignments.
- Hard Deadlines and absolutes do not work well for these students at this time.



Group Input-Issues and Solutions

What are some?

- thoughts
- potential
- existing issues
- solutions
- resources

