Personal Experiences

• County Juvenile Hall
  – Limited school space; Education packets; GED, diploma; No college or vocational.

• California Youth Authority (Fred C. Nelles, under age 18)
  – HS campus; Core curriculum; GED, Diploma, CHSPEE; Vocational; No college.

• Community College
  – College campus; Remedial, certificate, transfer; Relevant, supportive services; Personal, academic, career counseling.

• Division of Juvenile Justice (Youth Training School, age 18+)
  – HS/College campus; Core curriculum; GED, diploma; Vocational; Partnership with 4-year university for AA/AS.
College in California Correctional Facilities

*Senate Bill 1391* (2014) enabled the California Community Colleges to offer and be reimbursed for face-to-face college courses inside correctional facilities.

Most people incarcerated in a state or federal prison are not eligible for federal Pell Grants; however, the [California College Promise Grant](#) covers community college tuition for low-income California residents, including incarcerated and formerly incarcerated students.

In 2014, only one CDCR prison offered face-to-face college courses to incarcerated people. By 2017, 34 of 35 CDCR prisons offered in-person courses.
# CA's Public Colleges and Universities Self-Reported Higher Education Programs for Incarcerated Students

<table>
<thead>
<tr>
<th>Program Type</th>
<th>California Community Colleges 32 Respondents</th>
<th>California State University 4 Respondents</th>
<th>University of California 1 Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combination of face to face and correspondence</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support services</td>
<td>30</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Transitional support</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Programs could be in state and federal prisons, local adult jails, DJJ and local youth facilities. Source: Campaign for College Opportunity Survey, 2020.
## 2020 Student and College Graduate Population in California State Prisons

<table>
<thead>
<tr>
<th></th>
<th>State Prison Population</th>
<th>State Incarcerated Student Population</th>
<th>State Incarcerated College Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>127,709</td>
<td>11,472</td>
<td>1,214</td>
</tr>
<tr>
<td>Male</td>
<td>95.5%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>Female</td>
<td>4.5%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Black</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Latinx</td>
<td>44%</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>21%</td>
<td>26%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: Choate, B., DRP-CDCR., Director (E-mail communication, June 08, 2020).
Barriers to Success in Prison Education

- No established college program.
- Not enough students / potential students need to complete their GED or high school diploma before they can begin a postsecondary education program.
- Limited / insufficient course offerings and instructors.
- Limited / inadequate school and classroom facilities.
- Limited / no access to computers, internet and technology.
- Prohibitions against schools supplies in cells and/or facility.
- Corrections and probation systems do not prioritize higher education / present barriers to achieving educational goals.
- Limited / inadequate academic and career counseling, guidance, and support.
- No / limited support through reentry transition.
Barriers to Success Upon Reentry

- Feeling lost on campus / navigating new environment and complex system.
- Fearing stigmatization / alienation.
- Difficulty accessing housing / housing instability.
- Securing employment / balancing employment with college work.
- Lack of (access to) adequate and appropriate student supports and services.
- Lack of knowledgeable and experienced counselors and advisors.
- Parole / probation systems do not prioritize higher education and often present barriers to achieving educational goals.
Recommendations Program Development

- Develop and maintain strong relationships with colleges / external partners
- Leverage a range of available funding sources to support the program
- Staff college program with director / coordinator who has personal experience
- Offer a range of student supports for academic and non-academic needs
- Foster peer mentors, structured peer support opportunities for students to connect with and support each other
- Help students apply and matriculate
- Provide students with computers, textbooks, supplies, access to technology
- Celebrate success, amplify the positive experiences of student participants
- Inform of academic and career barriers, without discouraging / deterring
Research and Publications


• Striving for Success: The Academic Achievements of Incarcerated and Formerly Incarcerated Students in California Community Colleges. Corrections to College California, January 2020.

• Toolkit: Fostering Success for Formerly Incarcerated Students on Campus. Corrections to College California, 2017.

• From Incarceration to College Graduation: How Colleges Can Support the Education Goals of Formerly Incarcerated Students. Education Insights Center, website last accessed June 1, 2022.
Resources for Incarcerated & Formerly Incarcerated Students In Higher Education

- Rising Scholars Network (California Community Colleges)
- Project Rebound (California State University)
- Underground Scholars (University of California)
- California System-Involved Bar Association (Law School, State Bar)
Thank You.

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