

**PRISON
UNIVERSITY
PROJECT**

**2018
ANNUAL
REPORT**



22 YEARS OF LEADERSHIP

Since the founding of the College Program at San Quentin in 1996, the Prison University Project has emerged as a national leader in providing quality higher education opportunities to incarcerated people.

From the Executive Director, Jody Lewen

Telling the story of the Prison University Project for this inaugural annual report has given us an opportunity to reflect not only on our accomplishments over the last year, but on the long distance traveled since the College Program was first founded in 1996. There is much to celebrate!

Today our focus is on implementing the goals outlined in our strategic plan—expanding and improving the College Program at San Quentin, providing technical assistance and support to practitioners across California, deepening our assessment and evaluation of the impact of our programs, and building out our organizational capacity. In March, we hosted 100+ practitioners at our Technical Assistance training conference in San Rafael. In June, eight students celebrated the completion of their Associate's Degree at San Quentin, together with friends, family, teachers, supporters, and Prison University Project staff. Over the course of last year, we hosted hundreds of outside visitors to the College Program. We grew our staff, including the addition of a new position of Learning Specialist, and welcomed six new board members. We also received the two largest gifts of support we have ever received, allowing us to launch exciting multi-year initiatives. Inside and outside San Quentin, our students are engaged at the front lines of an array of social movements, and are dedicated to making positive contributions in their communities and in the world.

In the final pages of this report are the names of the individuals and organizations that together made such an exceptionally successful 2018 possible. We are awed by how broad and diverse our base of supporters has become, and deeply grateful to each and every one of you for the part you have played.

A photograph of San Quentin State Prison. In the foreground, there is a chain-link fence topped with several layers of coiled barbed wire. In the background, a large, multi-story concrete building with many windows is visible under a clear blue sky. Two people are standing on a paved path in the middle ground, talking. The overall scene is brightly lit, suggesting a sunny day.

ACCESS TO EDUCATION

Our mission is to provide excellent higher education to people at San Quentin State Prison; to support increased access to higher education for incarcerated people; and to stimulate public awareness about higher education access and criminal justice.

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Jenz Brazzwell

CLASS OF 2018

“Don’t be in a hurry to have all the material things in this life. Be happy and content with what you have. Stay young at heart, be alive, go out of the house every day, dance, sing, enjoy your youth, love who you want to love, and hope that they love you back. Don’t forget to be good to others, even when it pains you. Stay humble and do what feels good and bring honor to your family and yourself.”

We promote a deeply student-centered and culturally responsive learning environment that is critical to student success. Students in our program pay no fees or tuition and all textbooks and supplies are provided free of charge.

THE COLLEGE PROGRAM AT SAN QUENTIN

29

Intellectually rigorous courses were offered through the College Program in 2018, including intensive college preparatory courses in Math and English, and credit classes in the Humanities, Social Sciences, Math, and Science.

COLLEGE PREPARATORY PROGRAM

Our college preparatory program, comprising five courses in writing and math, aims to prepare students with a range of educational histories both academically and socially for college-level coursework, to establish a learning community, and to support students in experiencing a positive shift in identity—for example, to *student, scholar, academic, and community member*—and a shift in their perception of their own abilities.

THE COLLEGE PROGRAM

In order to earn the Associate of Arts degree, students must complete 61 semester units (20 classes). Most courses are introductory and all are transferable to most four-year institutions. The list of course requirements can be found on the following page.

Course Requirements for AA Degree

ENGLISH

- ENG 101A, Introduction to Reading and Composition
- ENG 101B, Reading, Writing, and Critical Thinking
- ENG 102, Introduction to Literature
- COM 146, Communications
- ENG 204, Interdisciplinary Reading, Writing, and Research

ELECTIVES (4)

First-year Spanish language (two semesters) and Pre-Calculus or Statistics are recommended for fulfillment of electives, so that students will have completed all transfer eligibility requirements to UC and Cal State campuses.

HUMANITIES

- PHL 263, Ethics
- ART 211, Art Appreciation
- PHL 271, Introduction to Philosophy
- REL 180, Comparative Religion

MATH & SCIENCE

- MTH 115, Intermediate Algebra
- Any two science courses, one with a lab (e.g., Astronomy 217, Biology 151, Chemistry 111, Geology 215, Physics 154)

SOCIAL SCIENCES

- HIS 101, U.S. History
- POL 241, American Government
- PSY 221, General Psychology
- SOC 230, Sociology

TOP FIVE

Reasons Students Join the College Program

1. To learn
2. For general self-improvement
3. To obtain an A.A. degree
4. To do something productive with my time
5. To improve skills in a specific topic



ETHICS BOWL

On February 13 at San Quentin State Prison, the Prison University Project Ethics Bowl team faced off against the team from UC Santa Cruz...and won.

The Prison University Project Ethics Bowl team was formed in September 2017 by faculty volunteers **KATHY RICHARDS** and **KYLE ROBERTSON**.

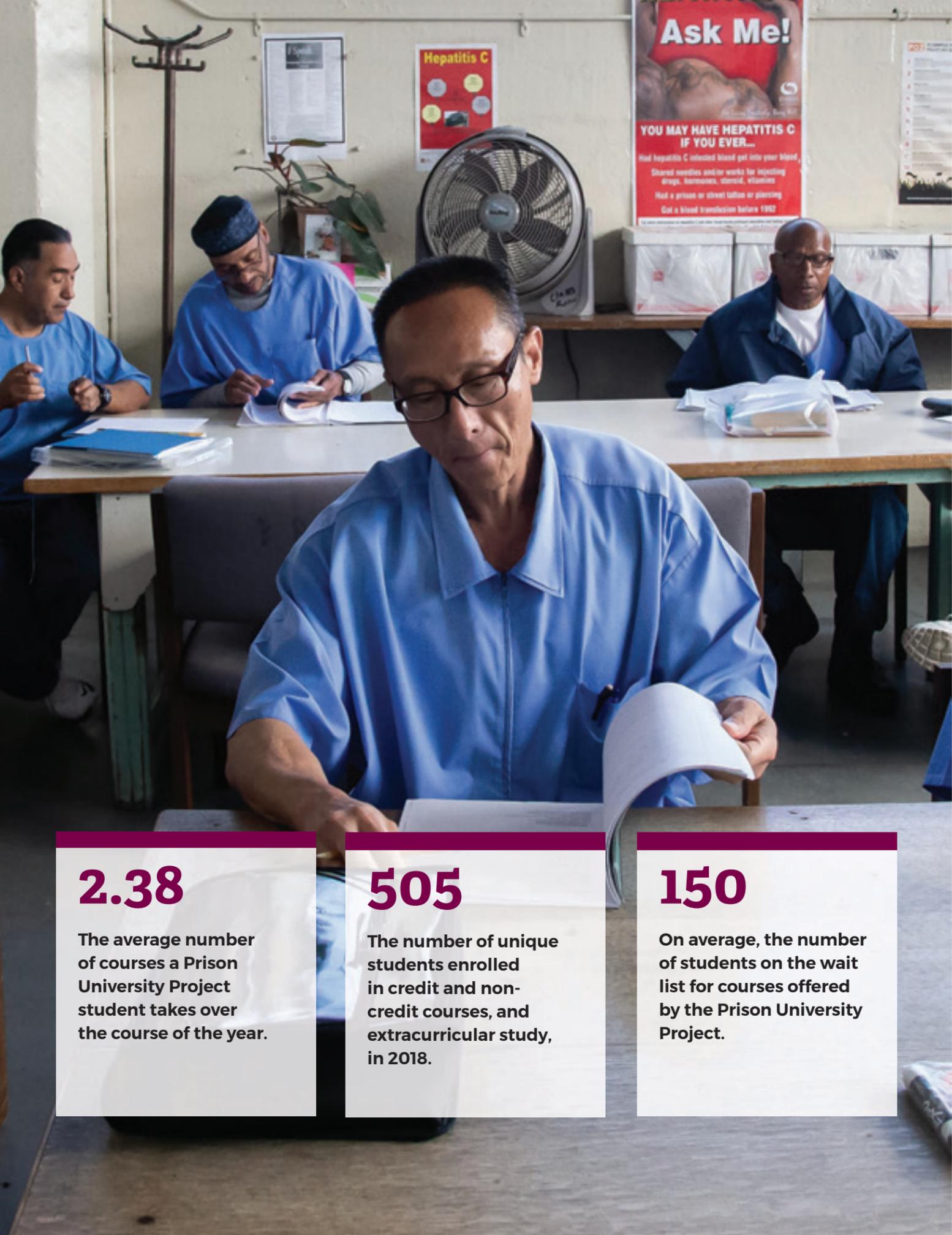
Ethics Bowl is a debate format that prioritizes conversation and reflection on questions of applied ethics. Participants are judged on their ability to demonstrate their understanding of the ethical issues involved in a particular case, to address concerns that might be raised by the other side or by judges, and to engage civilly with the competing team.

This debate covered the ethics of psychiatric diagnoses of public figures, national boycott campaigns, the Goldwater Rule, collateral damage and unintended consequences, and utilitarian benefit calculations. The Prison University Project team won the debate.

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STRATEGIC PLAN GOAL 1

Expand and Improve the College Program at San Quentin



2.38

The average number of courses a Prison University Project student takes over the course of the year.

505

The number of unique students enrolled in credit and non-credit courses, and extracurricular study, in 2018.

150

On average, the number of students on the wait list for courses offered by the Prison University Project.

EVALUATION OF THE COLLEGE PROGRAM

The Prison University Project is committed to rigorous, data-driven evaluation as a means to analyze our own effectiveness, continually improve our programs, and demonstrate the complex, powerful impacts of prison higher education. While programs in prisons are traditionally evaluated from a correctional perspective—in terms of fiscal impact, effect, recidivism, and public safety—the Prison University Project is above all interested in the impact of its programs on the well-being of students themselves, as well as on their families, the larger community, and society as a whole. Foremost, we are interested in educational attainment, including reading, writing, critical thinking, written and verbal communication, and quantitative reasoning skills, which we measure through systems embedded within the College Program itself.

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STRATEGIC PLAN GOAL 4

Conduct Rigorous Research and Evaluation

The Prison University Project has established a partnership with UC Berkeley’s Goldman School of Public Policy to conduct a multi-year longitudinal study on how participation in the College Program leads to improved student outcomes across a range of categories, including economic mobility and professional outcomes, mental and physical health, civic engagement, educational attainment, and family and community stability, as well as recidivism.

The full study will result in data for shaping policy, supporting advocacy and communications work, analyzing the value of the model itself, and creating tools with which future and existing programs may evaluate themselves. This is much-needed data that will make a significant contribution to the field of prison higher education, and that can be utilized by both advocates and practitioners across the country.

“ In my eight years of teaching in the Prison University Project’s College Program, I have consistently felt inspired by the dedication, seriousness, and authenticity with which the students engage. They study big things, and they become bigger for it.”

Bill Smoot
VOLUNTEER FACULTY

BECOMING INDEPENDENT

The Prison University Project is currently seeking independent accreditation from the Accrediting Commission for Junior and Community Colleges (ACCJC), as well as building out aspects of the organization that will support it functioning as an independent school (e.g., student information systems, institutional research, increased operations/finance capacity, etc.). This new college will be the first of its kind: a world-class college based in a prison and designed solely for incarcerated students. This work began in earnest in the second half of 2018, and has been a significant focus of the Prison University Project’s leadership team. At the time of publication of this report, the Prison University Project has been deemed eligible to proceed with an application for candidacy, a major initial success.



ACADEMIC CONFERENCE

On October 5th, the Prison University Project hosted one of the first academic conferences ever held inside a prison in the U.S.

Held at San Quentin State Prison, the conference *Corrections, Rehabilitation, and Reform: 21st Century Solutions to 20th Century Problems*, facilitated a dialogue in which outside academic scholars and those within the criminal justice system could support and improve upon each other's ideas.

Panel topics included:

- Histories and Narratives of Incarceration
- Precursors to Prison
- The Fine Line Between Help and Harm
- Bodies and Control
- Developing Agency in Community
- Alternative Methods and Materials
- Alternatives to Incarceration
- Incarceration and Intersectionality: the Experiences and Analyses of Formerly Incarcerated Women
- Hurdles to Reentry

PATRICK ELLIOT ALEXANDER delivered the Keynote Address: *Reimagining 'Justice Everywhere' from the Prison Classroom: Teaching and Learning Behind Bars as Justice Pursuit in the Age of Mass Incarceration*. He is an Associate Professor of English and African American Studies at the University of Mississippi and co-founder of the University of Mississippi Prison-to-College Pipeline Program at Parchman/Mississippi State Penitentiary.

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STRATEGIC PLAN GOAL 1

Expand and Improve the College Program at San Quentin

TUNE IN!

The Heising-Simons Foundation provided funding to produce a short documentary about the conference, which is available on our website:

PRISONUNIVERSITYPROJECT.ORG/NEWS/ACADEMICCONFERENCE



We support the expansion of thoughtfully designed and effectively implemented higher education programs for incarcerated people in prisons across the country.

TECHNICAL ASSISTANCE PROGRAM

The Prison University Project’s Technical Assistance Program aims to develop a knowledgeable, skilled, and professional community of prison higher education practitioners by offering resources and services that any college, university, or prison can access to improve their higher education program, and by establishing widely accepted standards of practice for the field of prison higher education.

HIRING A LEARNING SPECIALIST

A core premise of the Prison University Project’s mission is that education should be accessible to all; among many other things, this means providing education in a manner accessible to students with diverse learning styles. We believe that students benefit not just from learning, but from learning about learning, so that they can engage actively in their own education, and avoid being derailed by frustration and self-doubt.

In order to increase our capacity to support students across a broad range of academic, emotional, and psychological challenges, we hired Allison Lopez as our team’s first Learning Specialist. This position boosts our capacity to recognize learning differences and other barriers to success that our students may face; to devise effective strategies for supporting students and instructors in overcoming these barriers; and to increase awareness about the field of learning differences throughout the program, as well as among other practitioners in the field of higher education in prison.

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STRATEGIC PLAN GOAL 1

Increase Individualized Support for Students with Learning Differences and Special Needs

STUDY GROUPS OFFERED IN 2018

In order to support students in their intellectual, social, and personal growth, we provide extracurricular activities that strengthen community among students and provide opportunities for students to take on leadership roles.

GERMAN LANGUAGE GROUP

A weekly non-credit group that explores the basics of German language.

MATH CIRCLE

An alternative non-credit math enrichment program.

SCIENCE DISCUSSION GROUP

A weekly non-credit group that studies a wide variety of topics in current science research.

2018 GRADUATION

With friends, family, board members, volunteers, supporters and staff in attendance, eight Prison University Project students celebrated the successful completion of an Associate of Arts degree in 2018. Interview excerpts with the graduates are found throughout this report.

 PRISONUNIVERSITYPROJECT.ORG/2018-GRADUATION



Harry Hemphill
CLASS OF 2018

“It was never just about my education, but also about how I could help others become the best they could be. The lack of education is what sends people on a destructive path. To incoming students, I tell them to take advantage of this opportunity and really apply themselves and get all they can get out of the education—each and every class. The experience ingrains new habits you might find helpful in other areas of your life. Let this be a beginning.”

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**STRATEGIC
 PLAN GOAL 2**
 Provide Technical
 Assistance to
 Expand In-Prison
 Higher Ed

STATEWIDE TRAINING

In March 2018, the Prison University Project presented a three-day, statewide Technical Assistance training in San Rafael, CA. Roughly 100 practitioners attended, representing more than 20 programs from California and around the country. Sessions included the following:

- Establishing core values for in-prison higher education programs: excellence, inclusivity, standards, and accountability
- Academic and Administrative Planning: Selecting degrees; curriculum development and course planning; understanding students’ needs, goals, and potential
- The Prison Classroom: Training teachers on pedagogy, learning disabilities/ differences, and psychological dimensions of learning
- Prison Rules, Regulations & Culture: What teachers and staff need to know about the prison environment
- Psychological Dimensions of Teaching in Prison: From rescue fantasies to secondary trauma
- College preparatory programs
- Institutional Logistics and Planning: Navigating prison rules and procedures related to materials, supplies, equipment, etc.
- Allowable Materials: Decoding CDCR policy and practice related to printed materials, film, etc.
- California Community College-specific Bureaucratic Challenges & Solutions (with Rebecca Silbert, Director, Renewing Communities Initiative and Chelsea Esquibias, Program Manager, Inmate Scholars Program, Bakersfield College, Delano Campus)
- A panel presentation and group discussion with representatives from Project Rebound (San Francisco State University) and Underground Scholars (University of California, Berkeley)
- Site visits to San Quentin

50+

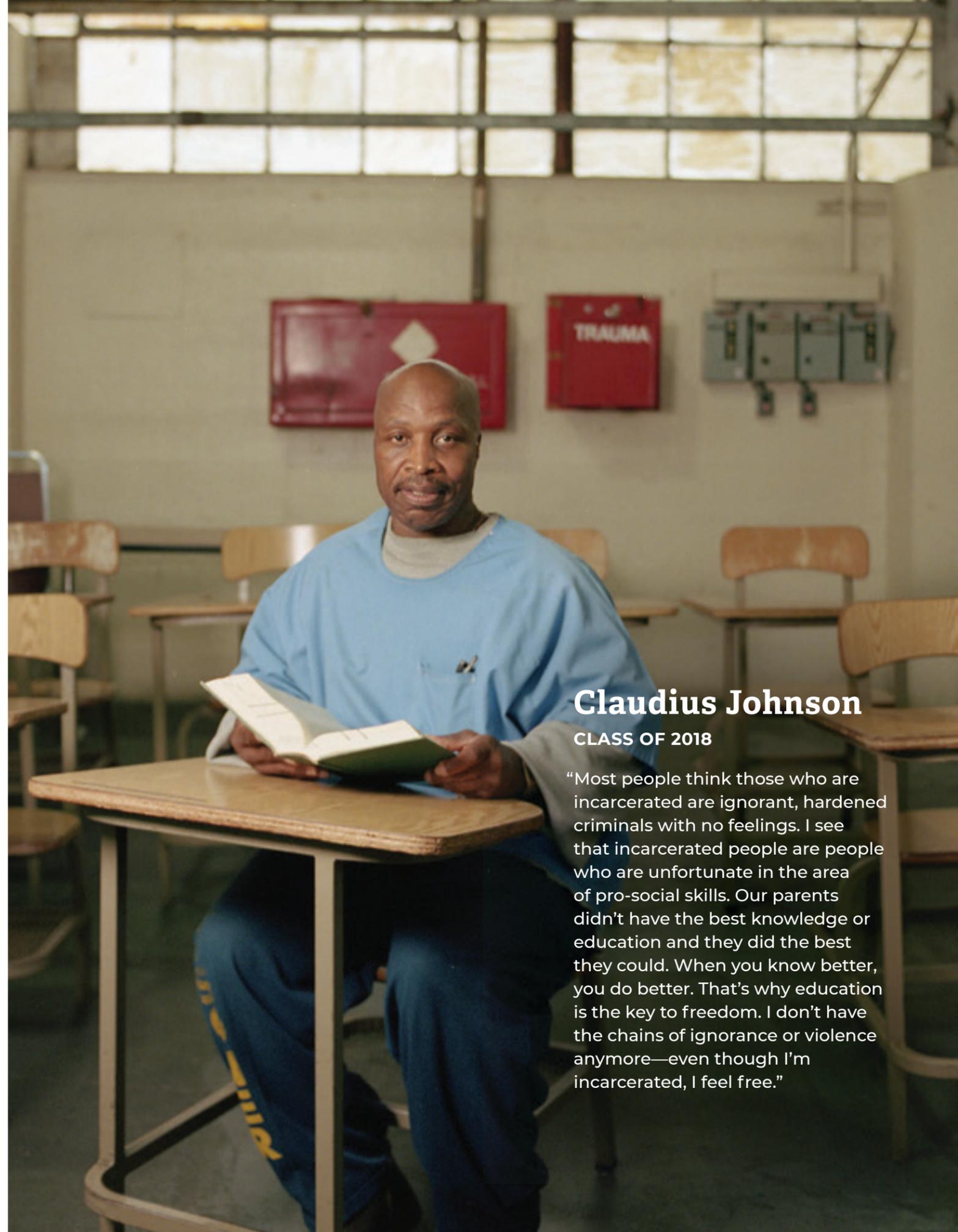
The number of institutions and organizations, since 2016, that have been served by Prison University Project Technical Assistance trainings; see full listings, next page.

“ The training experience has re-energized me— helping to confirm my intentions and abetting my approach as an advocate. I have already begun changing up my tactics regarding some of the barriers experienced and am dedicated to creating space for student empowerment within our program.”

Attendee
 STATEWIDE TRAINING

Institutions Served to Date

- Antelope Valley College, California State Prison in Lancaster
- Bakersfield College, SATF Corcoran
- Cal State East Bay
- Castro Valley Unified School District
- Center for Engagement, Service, & the Public Good – Cal State LA
- Cerro Coso Community College, California City Correctional Facility
- Chaffey Community College, California Institution for Women, California Institution for Men
- College of the Canyons, Los Angeles County Jail
- College of the Redwoods, Pelican Bay State Prison
- College of the Sequoias
- Columbia College, Sierra Conservation Center
- Cuesta College, CMC Prison
- Exchange for Change
- Five Keys Charter School, County Jail 5, San Francisco
- Flinders Law School, Australia
- Folsom Lake College, Folsom Women’s Facility at Folsom State Prison
- Franciscan School of Theology
- Hartnell College, Salinas Valley State Prison
- Insight Garden Program
- Interdisciplinary Humanities Center, UC Santa Barbara
- Jackson College, Michigan
- John Jay Prisoner Reentry Institute
- Lafayette Academy
- Lassen Community College, High Desert State Prison
- Microsoft
- Office of the Inspector General
- Otterbein University Prison Program
- Plattsburgh State University
- Prison Teaching Initiative, Princeton University
- Project ALOFA
- Project Rebound
- Project Rebound, SDSU
- Project Rebound, SFSU
- Renewing Communities Initiative at The Opportunity Institute
- Research Foundation, SUNY Systems and Administration
- Rubicon
- San Diego State University
- San Francisco State University
- San Joaquin Delta College
- San Jose State University
- Sarah Webster Fabio Center for Social Justice
- SLCC Prison Ed Program
- Southwestern College, RJD Correctional Facility
- SRJC/SFSU
- Taft College
- UC Berkeley
- UC Berkeley Extension
- UC Davis
- UC San Francisco
- University of North Carolina Wilmington
- University of Washington
- West Los Angeles College, Jail Program
- Willow Creek Academy



Claudius Johnson
CLASS OF 2018

“Most people think those who are incarcerated are ignorant, hardened criminals with no feelings. I see that incarcerated people are people who are unfortunate in the area of pro-social skills. Our parents didn’t have the best knowledge or education and they did the best they could. When you know better, you do better. That’s why education is the key to freedom. I don’t have the chains of ignorance or violence anymore—even though I’m incarcerated, I feel free.”

2018 HIGHLIGHTS

Alliance for Higher Education in Prison

Executive Director Jody Lewen continued her national engagement efforts, building this important coalition of practitioners. Learn more at: higheredinprison.org

National Conference for Higher Ed in Prison

Prison University Project staff, board, and volunteers hosted plenary sessions, facilitated workshops, and delivered papers in Indianapolis.

Best Practices Report

Funded by the Lumina Foundation, the report (to be published in 2019) charts quality and practice standards for the field of prison higher education; developed with colleagues Mary Gould (AHEP/St. Louis University) and Tanya Erzen (Freedom Education Project).



THE VALUE OF VOLUNTEERS

Volunteers are an essential component of our programs and the livelihood of our organization. Every dollar that the Prison University Project spends is more than doubled by the value of donated instructional expertise.

Volunteer-related fundraising highlights:

- In 2018, we raised over \$119,000 in contributions from our volunteers alone.
- During our 2018 end-of-year campaign, 12 volunteers served as peer-to-peer fundraisers and helped us raise over \$90,000.
- For our first annual benefit, Gather and Give, one volunteer served as an event sponsor and six members out of the host committee of 11 were Prison University Project volunteers. In total, we raised \$89,423 at our first fundraising event.
- 100% of board members donated to the Prison University Project in 2018, contributing \$54,000.

“Working with the Prison University Project reminds me every day that education is something that everyone has the right to explore. I am grateful for the space it provides to seek, imagine, and grow no matter what our past or future holds.”

Amber Shields
VOLUNTEER FACULTY

362

The number of volunteers who provided critical help in the areas of curriculum design, instruction, tutoring, research, and more in 2018.

26,234

The number of hours donated by volunteers in 2018. Valued at \$25 per hour (the national in-kind teaching rate), this totals \$655,850.

21.5

The average number of volunteer hours needed to enable one student to take one course in the College Program.





Craig Johnson

CLASS OF 2018

“For the most part, incarcerated veterans are forgotten—out of sight, out of mind. For those of us who served our country in the military in one form or another, we deserve to be recognized for that service. So today I feel good when men in here thank me for my service, and I will always try to help my fellow veterans however I can.”



NCHP CONFERENCE

Prison University Project staff, volunteers, and former students traveled to Indianapolis for the National Conference on Higher Education in Prison in November 2018. The conference, titled “Building the Movement”, energized and strengthened the already fast-growing higher education in prison community.

- Executive Director **JODY LEWEN** led a plenary session on boundaries, ethics, and self-care with Molly Lasagna from the Tennessee Higher Education Initiative.
- Jody also led two pre-conference workshops on starting a higher education in prison program with former students and Prison University Project staff **DAVID COWAN** and **DMITRIY ORLOV**. Jody moderated a panel on California prison education programs as well.
- Academic Program Director **AMY JAMGOCHIAN** presented a paper on how rules related to “overfamiliarity” play out in the educational context of prison.
- Volunteer instructor, Ethics Bowl coach, and Prison University Project board member **KATHY RICHARDS**, former student **TOMMY GARDNER**, and Lecturer in Philosophy and Assistant Director of the Center for Public Philosophy at UC Santa Cruz **KYLE ROBERTSON**, presented on the Ethics Bowl format.
- Volunteer instructor **AMBER SHIELDS** presented a paper co-written by Prison University Project student **JAMES KING** that questioned how the perpetuation of institutional power structures through the classroom and canon can hinder the accomplishment of educational goals and produce conflicts for a diverse student body.



Nathan McKinney
CLASS OF 2018

“Education gives you a chance to demystify your life experiences, to articulate things that have happened to you, and to understand how your socialized beliefs are not really beliefs; they’re just what you learned. Understanding socialization has greatly impacted my growth and led to rapid maturation. When I realized I had arrived someplace new, it was an aha moment on a neurological and spiritual level.”

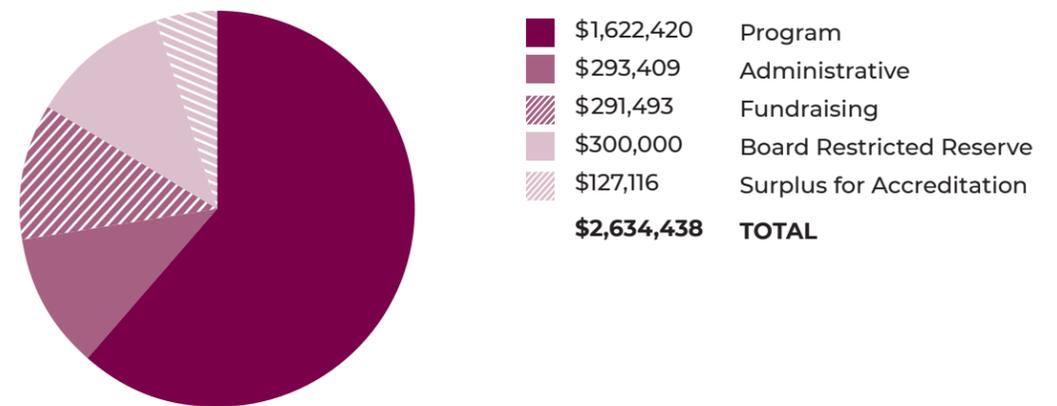
FINANCIAL OVERVIEW

Below is a snapshot of unrestricted revenues and expenses for the 2018 fiscal year.

REVENUE



EXPENSES



NOTE: The numbers presented here are pending the 2018 audit, to be completed in July 2019.

We extend our deepest gratitude to the individuals, corporations, and organizations who supported us in 2018.

SUPPORTERS

VISIONARY

Ascendium Education Group
The Andrew W. Mellon Foundation
Kresge Foundation
Lumina Foundation
Satterberg Foundation
Sunshine Lady Foundation

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Andrea Stern
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DuPre Cochran
Mike Conger
Kimberly Connor
Bruce Conrad
Lynn Cooper
Morgan Cosby Howson
Vicky Dehnert
Mick & Kris Diede
Ted & Patricia Dienstfrey
Leonid Domnitser



Gerald Morgan

CLASS OF 2018

“Child Psychology changed my eternal connection to my children and gave me tools to see deep-rooted cultural problems that have existed through generations of my family tree. There was a time that my children did not know how to feel about me; today I am identified as a father and grandfather. The healing started with three words, I love you, words that I never was able to use comfortably before.”



Jose Rivera

CLASS OF 2018

“I want people to understand that, although I committed a crime, I have looked at my life and my choices and have made a sincere effort to better myself. There is a lot of self-evaluation in prison and, more times than not, a better person leaves than the one who entered. If this journey has shown me anything it is that education never stops. I intend to keep learning for the rest of my life.”

Wendy & Vince Drucker
Jon Durrie & Catherine Lucas
Ariella Eisen
Jeff Feinman
Francesca Fifis & Mary Cardaras
Susan K. Fisher
Sean Fisher
Jody Frandle & Chris Moradi
Gail Fujiwara
Lauri & David Fusco
Ellen & Jeffrey Gilbert
Susan Gilmore Stone
Nancy Goldberg
Lawrence Elias Greenfield
Nick Grundy
Alan & Ginny Haile
Jeremy Haile
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Tamayo Sato
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Elsa Tsukahara
Patricia Unterman
Eric van Adelsberg
Diane & Bob Wagner
Steven Wasserman
Stephanie Wells
Maureen Wesolowski
Debra E. White
Anne Williamson

Omar Wohabe
Amy Yunis
Seth Zenz & Polly Putnam
Anne Zishka & Elliot Bien

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Susan Ackerman
George & Rochael Adranly
Ajit Agrawal
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Taryn M. Akiyama
Rucker Alex
Michael Allen
Walter Alvarez
AmazonSmile Foundation
Stefanie Ammirati
Susan Amrose & Nathan Addy
Darlene & Rachel Anaya
Caryn & Joseph Ansel
Cory Antonakos
Abigail Arons & Matthew Bennett
Arrow Benefits Group
Jennifer Ashby
Lina Avidan
Anum Azam Glasgow
George Bach-y-Rita
Sue Baelen
Kristen Bailey
Jane Baker
Monica Balanoff
Holly Baldwin
Elizabeth Baldwin
Rowena Banay
Daniel Bao
Kellin Barlow Wilcox
Fiona Barrett
Donna Barry
Laura Bass
Wendy Bear
Betsy Beazley
Genna Beier
Kristen Bell
Erin Bennett
Chris Bennett
Susan Berger
Denise Bergez & Caleb Cushing
Lauren Bergquist

Susan Bernstein
Elizabeth Bernstein
Jason Bernstein
Patrice Berry
Michelle Berry
Eric Berzon
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“ *A liberal arts education is a window into the beauty, struggle, and cruelty of humanity’s will to endure. Through it, we can strive to be and do better. We can learn what it means to uphold and respect the beliefs of others, no matter how different or contrary they are to our own.* ”

Eddie Herena
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Darin Williams

CLASS OF 2018

“Now when I’m reading a newspaper article, I can see how smaller perspectives funnel into larger ones. I can see subtle dynamics playing out in the argumentation in the article. I see the mechanics of writing in a way I hadn’t previously understood. I have a new tool set and a new lens through which to view this kind of dialogue. Every time I break through and understand something challenging, I get a sense of accomplishment.”

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“ Learning itself is the best joy—taking an academic voyage into the unknown and coming away with more knowledge, wisdom, and understanding. The best part of that joy is learning more about myself and the world around me and how to help others learn the same things.”

George Coles
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STRATEGIC PLAN HIGHLIGHTS

Appendix

GOAL #1: EXPAND AND IMPROVE THE COLLEGE PROGRAM AT SAN QUENTIN

- Building out course offerings, support services, and faculty training
- Building out alumni support services and leadership development programs
- Becoming a fully independent, accredited academic institution

GOAL #2: SUPPORT NEW PRISON HIGHER EDUCATION INITIATIVES THROUGH TECHNICAL ASSISTANCE

- Creating toolkits and leading trainings for practitioners, as well as others in the field
- Providing intensive, customized, and hands-on support to select programs
- Creating statewide and regional networks of practitioners and other stakeholders

GOAL #3: EDUCATE TO BUILD A MOVEMENT AND INFORM CHANGE

- Engaging the field and the public around the importance of prison higher education
- Sharing stories of impact
- Building our organization's communications capacity

GOAL #4: BUILD EVIDENCE THROUGH DATA AND EVALUATION

- Evaluating how participation leads to improved outcomes across a range of categories in addition to recidivism, including economic mobility, mental and physical health, civic engagement, educational attainment, and family and community stability
- Partnering with the Goldman School of Public Policy at UC Berkeley on a longitudinal impact study

GOAL #5: STRENGTHEN THE ORGANIZATIONAL CAPACITY OF THE PRISON UNIVERSITY PROJECT

- Investing in developing and retaining existing staff
- Growing and developing the Board of Directors
- Investing in upgraded information technology and equipment to support our work, both inside and outside of San Quentin
- Increasing strategic ability to track progress toward the goals outlined in the Strategic Plan

See how these goals were put into action in 2018: pages 7, 9, 10, 13, and 15.

A photograph of a prison facility. In the foreground, there is a black metal fence with pointed tops. Behind the fence is a large, light-colored building with several windows covered in metal mesh. On the roof of the building, there are two large, cylindrical ventilation units. To the right, there is a watchtower on a metal structure, with a person visible inside. A tall antenna tower with several satellite dishes is also visible in the background. The sky is clear and blue.

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