HUMAN POTENTIAL IN PRISON

Tutor & Intern Development Behind Bars

Lauren L. Zavrel, Ed.M.

Clark College Faculty @ Larch Corrections Center

Vancouver, WA
WHO IS HERE?

FIRST: CANVAS

PART 1: INTERNSHIPS

PART 2: INMATE TUTORS

PART 3: DISCUSSION/QUESTIONS
PART 1: INTERNSHIPS

• Background
  • *Couldn’t Keep It To Myself* by Wally Lamb
  • Decided to Earn Masters
  • Internship was Required
PART 1: INTERNSHIPS
PART 1: INTERNSHIPS

Why interns in corrections education?

• Promote Corrections Education
• Budget
• Quality
• Sustainable Alliances
• Future Hires
PART 1: INTERNSHIPS

• What Will They Do?

Needs Assessment:
1. HS21+ Project for Offline Delivery
2. Student Resource Project
3. Tutor Training Certification
4. Curriculum development in Canvas
5. Computer Science
PART 1: INTERNSHIPS

• What Will They Do?

Consider Remote Work

For on-site work, consider:

  Clearance
  Training
  Transportation
  Background
  Time Commitment
PART 1: INTERNSHIPS

• Who Will Intern?

  Undergraduate vs. Graduate
  Pair Projects to Leaders: CARIT
  Remember My Story – People Really Want To Do This!
  Research Programs to Contact
PART 1: INTERNSHIPS

• Who Are the Stakeholders?
  
  DOC: Superintendent, Custody, PIO, Volunteer Coordinator, Director
  
  College: Dean, Department, HR, Reentry Navigators
PART 1: INTERNSHIPS

• Other Issues
  Faculty Contract Compliance
  FERPA/PREA Other Trainings
  Background Checks
PART 1: INTERNSHIPS

• Prepare to Hire

Who writes interview questions?
Who conducts interviews?
What if you get more than one candidate?
Schedule trainings ahead of time
Prepare evaluation schedule
PART 1: INTERNSHIPS

• Where Do I Find Interns?
  Research Universities; Include Online Programs
  Harvest Contact Info
  Call!
  Establish Point Person
  Determine Program Outcomes/Requirements
  Share Posting
  Wait
MEET HANAN AL-ZUBAIDY

- Portland State graduate
- Student Resource Guide in Canvas LMS
- Reentry Navigator
- First Intern to Hire
- First CORE participant to wear a hijab
PART 1: INTERNSHIPS

• Several Similar Models
  • http://www.universitybeyondbars.org/partners
  • https://www.peteygreene.org/
  • https://uoprisoned.org/
  • https://www.yaleprisoneducationinitiative.org/
  • https://www.cor.pa.gov/Employment/Pages/default.aspx#Internships
  • https://www.statepress.com/article/2017/02/spmagazine-behind-the-bars-asu-prison-education-program
  • https://doc.mo.gov/divisions/human-services/volunteer
"When, within a prison, a man finds himself *not only willing and able* to rise above the culture and standards of his peers, the expectations of society, and even his own preconceived self-identity as maybe-capable [...], *but is also able to put his needs aside to help his peers do the same*, it is worth the attention of those who hold positions of power over them. It deserves recognition because *it defies everything* about prison culture and criminal mindset, and *embodies everything* about how we hope inmates leave prison."

MEET OUR TUTORS

Mr. Guzman

Mr. Tipton

Mr. Fletcher

Not pictured: "M" & "T"

Mr. Guzman

"C"
PART 2: INMATE TUTORS

Earn 42 cents/hour

Can also volunteer: a game-changer!

Tutor GED and business students

Are sometimes THE reason students complete

No tutor training formerly existed
PART 2: INMATE TUTORS

Why Train & Certify?

Mr. Vanderhoek, Class of 2018
Mr. Howard, Class of 2019
PART 2: INMATE TUTORS

Why Certify?  Because this deserves recognition!

"Tutoring has helped me realize that I don’t have to be menacing to be powerful. I don’t have to take away from someone in order to add value to myself. I can add value to myself while adding value to someone else. I can handle difficult situations without resorting to violence, or manipulation. I can resolve conflicts peacefully and intelligently."

From Mr. Tipton

PART 2: INMATE TUTORS

- LA prisons train and implement the use of inmate tutors statewide.
- Folsom (CA) uses inmate volunteers to tutor soft skills via formal curriculum via Susan Mckee
- Arkansas trains tutors via ProLiteracy by ONE VOLUNTEER, who sits on the Prison Literacy Committee! Heather Powell
- Indiana has Voc Ed graduates returning to tutor AND hired an alumnae!

- https://www.insidecdcr.ca.gov/2012/03/inmate-tutors-help-inmate-students-to-read/
- http://www.correct.state.ak.us/institutions/wildwood-education-programs
- http://bellevillemessenger.org/2019/01/catholic-charities-inmate-literacy-program-has-been-highly-successful/
- https://doc.dc.gov/page/ged-and-adult-basic-education-services-doc-support-services
- https://www.doc.la.gov/education
PART 2: INMATE TUTORS
PART 2: INMATE TUTORS

Training Sessions
Orientation
1. Definition of Tutoring & Tutor Responsibilities
2. Inmate Tutoring Do's and Don'ts
3. Adult Inmate-Learners
4. Inmate Role Modeling Beyond Academics
5. Communication Skills
6. Difficult Situations
7. Active Listening & Paraphrasing
8. Critical Thinking
9. Setting Goals
PART 2: INMATE TUTORS

Developing Tutor Training

Tutor-Led, Volunteer-Facilitated
PART 2: INMATE TUTORS

Final Product

Nine-Chapter Curriculum (Plus Orientation)
Three-Week Hybrid Training (using Canvas LMS)
Tutors Mentoring New Tutors
Dual Context: Prison and Campus Settings
Includes Resume & Cover Letter Development
Formal Supervisor, Student, Self-Evaluations
From Session 6: Difficult Situations

Scenario: by Ms. Z, Mr. Guzman and Mr. Fletcher

The student has been working pretty hard on his coursework. The tutor and the student have become friends, and they live in the same unit, so the tutor feels a special bond with this student. He feels he is a role model and a tutor. One day, he sees the student being pressured to use drugs, even though the student is known to be committed to staying clean for good. You don’t see him use the drugs, but later you notice he’s clearly not himself and has lost interest in doing any homework. As an inmate, you don’t want to “snitch,” but as a tutor and as his friend, you feel like you should do something to help.
As a tutor, it is necessary to show teamwork between tutors to deal with situations in the classroom. Of more importance is using teamwork with the student to solve any problems that halt his/her progress. Calling on other tutors and/or the instructor for their knowledge shows solidarity and willingness to put aside pride in order to move forward. Asking for help is not a sign of weakness, but a sign of strength and effort to improve in order to give better assistance.
PART 2: INMATE TUTORS

Why Train?

Better Tutors – Better Workers

SOFT SKILLS

Communication Skills

Workplace Dynamics/Teamwork

Conflict Resolution

Social Context – Prepare for Release
PART 2: INMATE TUTORS

Why Certify?

- CRLA Recognized in Higher Education
- Prison to College Pipeline
  Mr. Tipton (at right)
  $1000 Scholarship
  Tutor Job Awaits!
PART 2: INMATE TUTORS


"I have learned that it feels better when you give than when you receive because you will always win by helping others. [When students graduate,] you have a feeling of completeness that is hard to describe, just to know that you have helped someone change their life.” - Mr. Guzman

"Being a tutor has influenced my interest in attending college by showing me that I am comfortable in an educational setting, that I have a general interest in understanding and summarizing concepts for others, and that I have a capacity to do better for myself and the people around me. Before becoming a TA, I was not [...] motivated to do better for anyone else or even myself.” - "M"

"Being a TA "provided me with an environment where I was free of prison politics and culture, and allowed me space to really learn about intellectual me." - Mr. Fletcher

This experience is beneficial to my children. [...] With the information that I am covering I will be up to the challenge of helping them with homework.” - Mr. Fletcher

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PART 2: INMATE TUTORS

Long-Term Vision

• Set New DOC Standard
• Attention from Legislature
• Prison Literacy Committee
• Attention from Colleagues (Hi!)
• Secure Funds for Tutors Upon Release
• Book? Ed.D.?
Lauren Zavrel

ABE/GED Instructor
Clark College at Larch Corrections Center

P: 360-260-6300, ext. 41357
lzavrel@clark.edu
lzavrel@doc1.wa.gov

1933 Fort Vancouver Way
Vancouver, WA 98663-3598

Thank you