Corrections Education & Reentry Conference: Building Pathways to Successful Reentry

Wenatchee Convention Center
May 19-21, 2019
## 2019 Corrections Education Conference
### Wenatchee Convention Center
### Building Pathways to Successful Reentry

### Conference-at-a-Glance

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<th>Sunday, May 19</th>
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<tr>
<td>7:30 Breakfast</td>
<td>7:30 Breakfast and hotel checkout</td>
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<tr>
<td>8:30 Strand – Part 1 with floating break</td>
<td>8:30 Breakout Sessions</td>
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<td>9:30 Break</td>
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<td>9:30 Break</td>
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<tr>
<td>10:00 Strand – Part 1 continued</td>
<td>10:00 Strand – Part 3</td>
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<tr>
<td>12:00 Lunch (working lunch)</td>
<td>Karen Johnson Justice Involved Student Success</td>
<td>12:00 Lunch (working lunch) Nick Brown Building a Corrections BHAG: The Political, Policy and Moral Framework for Reentry</td>
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<td>1:30 Breakout Sessions</td>
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<td>2:30 Networking &amp; Vendor Break</td>
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<td>3:00 Registration Opens</td>
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<td>5:00 Dinner – On your own</td>
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<td>5:30 Welcome and student panel</td>
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Welcome to Wenatchee and to the 2019 Corrections Education and Reentry Conference: Building Pathways to Successful Reentry.

I am thrilled you have chosen to join us as we explore ways to improve opportunities for Washington’s incarcerated and formerly incarcerated individuals. I’d like to offer a special welcome to those of you from community corrections, our community college main campuses and community partners who are joining us for the first time.

Historically, the Corrections Education conference has focused on what happens inside prison classrooms. Over the last several years, Washington Corrections Education has transformed from a program operated within prisons to a pathway that connects incarcerated students to employment and further education in the community. Our commitment continues to be focused on creating hope, as I am regularly reminded by our devoted education navigators inside our correctional facilities and on our local community and technical college campuses. I invite you to help build this pathway to expand opportunities in pursuit of sustainable family wage employment for our students and to make our communities healthier and safer.

I would like to thank the strand leaders and presenters for making this conference possible. I would also like to thank our vendors for their support. Finally, I would especially like to thank Shannon Bell for her hard work in making this conference possible.

Very truly yours,

Patricia (Pat) Seibert-Love
Policy Associate – Corrections Education
Washington State Board for Community and Technical Colleges
**Nametags**
Nametags must be worn at all times – they identify the strand you are registered to attend and will be your admission to meals. If you lose your nametag, please see Shannon Bell or Christy Lowder.

**Clock Hours**
We are pleased to offer Clock Hours for the Corrections Education and Reentry strands. Clock Hour Forms are mailed to your director after the conference. The hours provided will be based on documented attendance at each strand each day. In order to receive Clock Hours, you must sign the sign-in sheet at the strand daily, as those sign-in sheets are the basis for issue. K-12 instructors who want to keep their K-12 certification current use OSPI Clock Hours. Clock Hours will be mailed to directors by the end of June.

Questions? See Shannon Bell, sbell@sbctc.edu

**Proof of Attendance (POA)**
If you request Proof of Attendance, you will receive it via the e-mail used to register for the conference. In order to receive POA, please sign in at the strand each day, as POA’s will be issued based on the sign-in sheets only.

Questions? See Shannon Bell. POAs will be e-mailed the first week of June.

**Canvas**
All strand materials will be housed in the free version Canvas. You have been sent a separate invitation to the Corrections Canvas course, delivered to the same email that was used to complete your conference registration. Please accept your canvas course invite before strands begin. Please note that this Canvas account is separate from the account that you already have at your institution.

Questions or issues accepting your Canvas Course Invite? See Shannon Bell or Monica Wilson.
Corrections Education and Reentry Conference Menu

Sunday, May 19
- Dinner – Craver’s Buffet
  Sliced turkey & glazed ham, cheddar & chives mashed potatoes, gravy, vegetable medley, ambrosia salad, green salad, freshly baked rolls

Monday, May 20
- Breakfast Sunrise Breakfast – Serve from: 7:30 am to 8:30 am
  Oatmeal, whole fruit, biscuits with veggie eggs, bacon and breakfast potatoes. Coffee, Water, and Hot Tea Service
- AM Break – Coffee and Tea service with fresh fruit
- Lunch – Chicken and Pasta Buffet
  Chicken cacciatore with peppers, onions & olives, penne pasta, creamy alfredo sauce, marinara sauce, roasted Italian vegetables, green salad, freshly baked rolls
- PM Break – Assorted ice cream novelties
- Dinner is ON YOUR OWN

Tuesday, May 21
- Breakfast Waffle House – Serve from: 7:30 am to 8:30 am
  Oatmeal, whole fruit, chicken apple sausage, waffles, scrambled eggs. Coffee, Water, and Hot Tea Service
- AM Break – Coffee and Tea service with cookies
- Lunch – Hot Soup & Sandwich Bar
  Includes green salad, house-made potato chips, variety of sandwiches with soup
Conference Presentations

**SUNDAY, MAY 19, 5:30 PM - GRAND APPLE SOUTH BALLROOM – 2ND FLOOR**

*Welcome by Pat Seibert-Love and Jon Kerr*

*Brian Walsh, Vera Institute – “Where in the World is Washington Corrections Education?”*

*Student Panel: The impact of education on student reentry and advice to faculty and staff still working in prisons – Gerald Bradford facilitating*

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**MONDAY, MAY 20, NOON - GRAND APPLE SOUTH BALLROOM – 2ND FLOOR**

*Lunch and Keynote*

*“Justice Involved Student Success”*

*Dr. Karen A. Johnson, Department of Corrections*

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**TUESDAY, MAY 21, NOON - GRAND APPLE SOUTH BALLROOM – 2ND FLOOR**

*Lunch and Keynote*

*“Building a Corrections GHAG: The Political, Policy and Moral Framework for Reentry”*

*Nick Brown, Partner at Pacifica Law Group*
**PRESENTER BIOS**

**Rick Aguilar**
Since his release from prison in December 2015, Rick Aguilar has achieved his AAAS in Automotive Repair Technology and Collision Repair Technology and is working towards his BAS in Business Management. He is serving his second term as the Student Government Association President at Walla Walla Community College. He is the Vice President of a non-profit board for Willow Public Charter School and works with At Risk Youth through his non-profit youth program Juntos.

**Athrettis Brown**
Athrettis Brown is a well-known force of nature and voice for positive change in the Pierce County community. He is the Executive Director of YBMW/Young Business Men and Women, Founder of CMCC—Change Media Change Culture and Co-Director of Numbers 2 Names, a re-reentry organization for public speakers and storytellers.

He became a mentor and leader to youth in Pierce County through his own story, growing up between Louisiana, St. Louis and eventually Tacoma. His childhood primed him for the camaraderie he was looking for and found within gang-life at the age of 17. By 21, Athrettis was incarcerated, and over the next four years, as he continued to lose friends to violence on the outside, on the inside, he used the opportunity of confinement to grow more disciplined, completing his GED® with the support of other students, and ultimately crafting a new mindset.
Currently, a student at Tacoma Community College pursuing a certificate in Business, Athrettis is learning to balance his life, which includes a busy schedule of personal commitments, family, business, and community work. He does so with hard-earned determination and with the support of educators, faculty, scholars, peer and youth partners who help him make it all possible. He reflects “me being able to see people I ran the streets with as scholars achieving Associate, Bachelors and Masters Degrees confirmed I can do this!”

Cody Casey

I was incarcerated for six and half years from 2011 to 2017 and since I have gotten out, I have hit the ground running. I had a job within three weeks of release and then started college the following quarter. That was almost a year and a half ago now.

With my free time I enjoy helping the Re Entry cause. Gerald has asked me to speak at several navigator meetings now and I really feel that I can make a difference this way and change the system for the better.

John G. Diaz

I am 52 years old and of Mexican/Cuban heritage. I was born in Texas, raised in Washington since I was seven years old. My brother and I were raised by my Mother in Sunnyside, WA. As far back as I can remember, my brother and I did not like to follow rules. I started getting in trouble with the law at about 10 years old. The trouble was a combination of many things, stealing, drugs, alcohol, fighting, forgery, etc... A few times during my life I tried to straighten out, once by going to college, which, was short lived, another time by joining the Army, which worked for a little while, but I couldn't escape my demons. I've been to prison twice, once for 18 months and this last time for 9 1/2 years. Now I am about to graduate from Renton Technical College, with an Associate's Degree in Construction Management (with Gerald Bradford's guidance), I have a great job, making good money, and I also have my General Contractors License and my own business.
Anthony Hickonbottom
Is a man who has faced many of life’s challenges. Depending on how you read the statistics, the odds of Anthony overcoming and achieving to the degree that he has is astounding.

As a grandfather, community volunteer and a 2016 3.64 GPA graduate from Bates Technical College’s (HVAC) Heating, Ventilation, and Air Conditioning program. That same year Anthony was also the Bates Technical College unanimous nominee of the Transforming Lives Award. In 2018, Mr. Hickonbottom continued demonstrating his willingness to invest in himself by completing Renton Technical Colleges Teaching Essential Course with a 4.0 GPA, then substituting as an HVAC instructor at Bates while in his current full-time custodian position at Bates Technical College that he accepted in 2016. Anthony’s positive attitude and outlook is an example that has and will continue bringing him success, happiness, and encouragement to everyone who interacts with him.

Sioeli Joe Laupati
Sioeli Joe Laupati is a natural born leader, and through his education he is working to elevate his community. His journey with education was renewed in the moment he found himself sitting across from a Classification Counselor in WCC. The counselor challenged him to take the opportunity to change, and consider education seriously, if he did the CO said he would work with him to create a plan. Sioeli took a chance on himself, and since then has grown, and sees a path forward to help others coming out of the life he lived on the streets.

Sioeli walked away from high school when he walked off the field the last time as a high school senior, choosing not to complete his diploma. He acknowledges, “It wasn’t that I couldn’t do the work, I just didn’t want to.” In 2016, with a changed mindset and supportive instructors he earned his GED® at Shelton, then made the transition to Cedar Creek, where he began taking the first Pell Grant college classes offered there through Centralia College. It was there he began to see himself as a scholar, earning Honor Roll and working with the Cedar Creeks’ leadership to set up dedicated study space for the small cohort of students.

Since releasing he has transferred to Tacoma Community College where he recently began his third quarter as he continues to work on his AA degree. He holds a job on campus, and encourages students to reach out knowing that help is available for those who are willing to ask. “The onus is on you—the best thing to do is to help yourself.”
Leiliamarie Ragland

I came from an abusive home mentally and physically. At 15 I had lived on my own in downtown Los Angeles. Dealing drugs to survive. Dealing on skid row led to a violent path. The first time I went to jail I didn’t start small. I spent my sweet 16 in an adult jail. Sentence for 18 months. I spent the next 10 years in and out of jail. Although I got my high school diploma, I didn’t see a reason for college education. I always thought with my record, who would hire me? For years I did entry-level jobs for minimum wage for terrible employers who would actually hire somebody with a record. From 2008 to 2011 I worked on a fishing boat in Alaska. After getting pregnant I knew going back to Alaska wasn’t an option. So, I began working at Subway. Until one day a friend had talked me into applying for college. So, for the last four years I have taken care of my daughter, adopted another daughter with Down syndrome, got my associates degree with a 4.0, and currently part of Phi Theta Kappa Honor Society and am currently 10 weeks away from getting my bachelor’s degree. While getting my degrees, I have had two jobs, one working at a family shelter and one working at Subway. I started Olympic college’s first club for ASL. Arranged a midsession town meeting. Represented Olympic college at a legislative workshop for colleges. I arranged a benefit and raised money for homeless families in the cold-weather shelter. I have become a coordinator for Justice Involves Student Group. I am currently an Education Reentry Navigator Intern. I have done so many amazing things since beginning college. Not only has it opened so many doors, it has given me a confidence in myself that I didn’t know if I’d ever have. Once I am done with school, I would like to be an Education Reentry Navigator or something along that same path.

Chris Randon

Chris Randon became a Teaching Assistant about half way through his sentence and thrived in his role. From 2016 until his release, he assisted Ms. Z and her GED® students at Larch while he completed the business program. He was a leader in Toastmasters and was the pivotal difference for many students completing their GEDs. Now a student at Pierce College, he has made the Dean’s List, and aspires to transfer to UW in 2020 where he hopes to join the Urban Sustainability Program.
Seghon Rorie

I was born and raised in Tacoma, WA. I was released from the Department of Corrections on February 8, 2018 after serving nearly 12 years. Since my release, I have worked diligently to accomplish the goals outlined in my three-year release plan. I am a student at Seattle Central College and volunteer in Student Support Services as a Peer Reentry Navigator. I have served as a board member for Yoga Behind Bars for the past six months. I'm currently working with and supported by DOC Transition Resource Specialists and other local nonprofit organizations. I am committed to being a Leader for Change in my life as well as in the community. I firmly believe self-improvement is the basis for community development.

Roger Williams – materials were unavailable at time of printing

Gerald Bradford

Gerald is facilitating the panel: I started working with King County Juvenile Detention Center as an Employment counselor in 1997, I later started to work as a counselor with gang members in the South Seattle and the Central district. I found out that this was a career that I never thought that I would be doing but realized that I really enjoyed helping people move forward in their lives.

In 2005, I started to do Reentry service for King County Jail, I started to talk with men about continuing their education and finding a career, Not a JOB (JUST OVER BROKE). I have been working with adult populations for over the last 10 years. I am the first Education/Employment Navigator hired by the state of Washington. I enjoy working with men and women who are trying to change their lives for the better.
Patricia (Pat) Seibert-Love

Pat Seibert-Love, Policy Associate, Corrections Education for the State Board for Community and Technical Colleges. She has an extensive background in both the community and technical college and Department of Corrections systems with noted expertise in teaching, training, and leadership. Pat is committed to the community college system as an avenue for social justice and for creating the pathways to change lives, especially for individuals who have experienced incarceration. Pat also has over 20 years of instruction, curriculum development, teaching, learning, assessment and advising experience which includes time as a facilitator and evaluator for the Criminal Justice Training Commission Corrections Academy and 14 years at Pierce College as a Workforce Program Coordinator and professor in the Corrections Officer/Career Pre-Employment Training Program.

Dr. Karen A. Johnson

Dr. Karen A. Johnson (she/her/hers), the first Equity & Inclusion Administrator for the Washington State Department of Corrections, is an inspiring, authentic, servant leader with decades of experience working alongside others to achieve workforce equity and inclusive excellence for breakthrough results.

Dr. Johnson received her doctorate from Old Dominion University, serves as adjunct faculty for the Masters of Public Administration program at The Evergreen State College, and teaches weekend intensives on implicit bias and dismantling racism in the public sector. Karen began her public service career as an Occupational Therapist with the Department of Veterans Affairs and has decades of experience as both a manager in the non-profit sector and executive leader in federal and state government, including serving as the Chief Administrative Officer for the James E. Van Zandt Veterans Affairs Medical Center in Altoona, Pennsylvania.

Nick Brown

Nick Brown is a litigation partner at Pacifica Law Group, where he focuses on assisting public and private clients with complex civil and regulatory litigation, municipal law, public policy, and political matters.

Nick previously served as General Counsel to the Governor of Washington, advising on an array of legal issues, including high-priority litigation, criminal justice policy, tribal gaming and Indian law, and clemency petitions.

Prior to that, Nick served as Assistant U.S. Attorney in the U.S. Attorney’s Office, Western District of Washington, where he
was responsible for the management of a variety of federal criminal cases, from initial investigation to trial and sentencing, and through the appellate process.

**Jon Kerr**

Jon Kerr is the Washington Director of Adult Basic Education. Prior to coming to the State Board, he was the Dean of Instructional Programs and Library Director at Lower Columbia College in Washington State. His initial work with Integrated Basic Education and Skills Training was as founding Director of I-BEST for the Pierce College District, where he developed and directed all I-BEST programs. Jon has been a champion for the I-BEST delivery method. He has worked as an instructor, coordinator, director, and dean in secondary education, private language institutes, community colleges, and university graduate programs for +37 years including work as an instructor at McNeil Island Corrections Center. He piloted the first academic I-BEST program at Lower Columbia College, one of the nation’s first four On-Ramp to I-BEST programs, and an I-BEST for Developmental Education pilot in Washington. Jon holds undergraduate and graduate degrees in theatre and education from Central Washington University.

Brian Walsh is a senior program associate for the Vera Institute of Justice. Prior to joining Vera, Brian led the Washington College in Prisons program for the Washington State Board for Community and Technical Colleges, where he oversaw the expansion of degree pathways, the creation of student services in prison, and the development of college reentry navigators. For six years he was Corrections Education Director for Peninsula College at two state prisons. His goal is to help states build multiple educational pathways for students inside and outside of prison. In 2014 he was named a ConnectEd Champion of Change by President Obama as one of “10 local heroes who are taking creative approaches in using technology to enhance learning for students in communities across the country.” He holds a Master’s degree in Strategic Studies from the University of Aberystwyth and a Bachelor’s degree from Ripon College.
Thank you to our Break Sponsor!

Sharon Bonney

Shannon Mack
Many thanks to our exhibitors for their support
Be sure to visit them in the main lobby

Jan Stephens

Ken Barr

Ahney King
NOTES
STRAIGHT INFORMATION

Each of you registered to participate in one of the following strands. Each section of the strand builds on the previous ones, so please plan to attend all sections of your strand. Because the strands are filled to capacity, conference participants will not be able to switch strands.

Gamifying Courses in Corrections Education
Fuji Rooms 1 and 2

Strand Presenters: Michal R. Ashton, Larch Corrections Center (Clark College), Raymond Pulsipher, Clallam Bay Corrections (Peninsula College)
Education Staff: Doug Helmer and Sandi Diimmel

Description – Gamification is the incorporation of game design and mechanics into regular everyday things. One field that has embraced this strategy in recent years is education. Within this strand, participants will identify creative new ways to increase student engagement, motivation, and participation in their courses by diversifying assignments using UDL principles. Additionally, participants will learn how to introduce simple incentives (trophies/accolades/badges) that students can earn for completing coursework. Finally, participants in this strand will learn how to setup and use a variety of corrections education friendly resources including Canvas and SMC.

Outcome: By the end of this strand, participants will be able to explain gamification and its purpose in corrections education. Identify hardware and software resources (Canvas) conducive to the gamification of courses. Recognize how gamification strategy integrates with Universal Design for Learning and Quality Matters. Identify and integrate components of a gamified course including point systems (XP and CP), flexible assignments, and labeling into an existing or demo course.

Guided Pathways in Corrections
Fuji Rooms 3 and 4

Strand Presenters: Jon Kerr, State Board for Community and Technical Colleges, Kristi Wellington-Baker, State Board for Community and Technical Colleges
Education Lead: Jacquie Armstrong, Jayme Petersen

Description – Guided Pathways have been shown to increase retention and completions. How can we incorporate guided pathways principles into small and large corrections education programs? This strand is best for teams from the same facility and with representatives from faculty, staff and leadership.

Outcome: By the end of this strand, participants will be able to identify Guided Pathways principles, think about implementation of guided pathways principles in corrections education. Develop 2 or 3 concrete steps to begin incorporating guided pathways principles in their programs.
High School 21 + in Corrections
Gala Rooms 3 and 4

Strand Presenters: Monica Wilson, Washington State Board for Community and Technical Colleges, Troy Goracke, Washington State Board for Community and Technical Colleges

Education Lead: Carol Fitzgerald, Brent Caulk

Description – Participants will learn about the structure of High school 21+ including student profile, transcript evaluation and instructional practice. Participants will also review the College and Career Readiness Standards (CCRS) and how these standards should inform instruction and assessment. Participants will examine rubrics and grading models. Finally, participants will be given time to plan for HS 21+ implementation at their sites.

Objective: By the end of this strand participants will be able to explain High School 21+ structure, evaluate high school transcripts and credit for prior learning, develop and deliver contextualized instruction based on the CCRS and high school competency, and plan for implementation of contextualized instruction and HS 21+.

Strand objectives:
1. Distinguish between flipped, blended, and web-enhanced instructional models.
2. Identify specific course elements that can be enhanced by online delivery or engagement.
3. Select Canvas and/or external tools in order to adapt existing (or create new) course materials that integrate and enhance both online and face-to-face instruction.

Orientation and Outreach Support Services: Orientation through Reentry
Gala Rooms 1 and 2

Strand Presenter: Chris Hansen, Bates Technical College, Jim Harms, DOC Reentry Division, Heidi Dorn, DOC Reentry Division, Susan Piccinini, DOC Reentry Division, Misty Patterson, DOC Reentry Division, Kimberley Beckham, DOC Reentry Division, Jennifer Pace, DOC Reentry Division, James Amos, Reentry Division, Franklyn Smith, DOC Reentry Division, Emily Jones, Tacoma Community College, Larry Quintana, Tacoma Community College, Shannon Ardimica-Hall, Walla Walla Community College, Rick Aguilar, Walla Walla Community College, Ricardo Chavez, Walla Walla Community College, Teresa Harris, Walla Walla Community College

Education Lead: Dr. Sultana Shabazz, Denise Kammers

Description – Orientation through Reentry focuses on key opportunities to create student engagement, support success, and facilitate positive transitions upon release. Vital to this effort has been the creation of a statewide network of education navigators who work inside correctional facilities and on main campuses to identify and support students’ educational and post-release goals. Their work is often supplemented and enhanced when community connections in the form of guest lecturers, volunteer workshops, or professional services events are made available to students. This strand will explore how this integration – of navigation and community engagement – come together to support student success.

Outcome: By the end of this strand, participants will be able to understand the importance of strategic plans for student orientation, engagement and reentry support. Understand the role and scope of both Corrections Education and Reentry Navigators. Identify statewide opportunities to
access community resources to support student success. Recognize barriers to reentry and identify possible solutions.

**Reentry: Pathway from Inside to Outside**  
**Golden Delicious**

Strand Presenters: Daria Winckler, Airway Heights (Spokane Community College), Carlo Calvillo Washington State Penitentiary (Walla Walla Community College), Jeff O’Bleness, Airway Heights, Jerry Henson, DOC, Aaron Kirk, Skagit Valley College, Kevin Semler, Dept. of Social and Health Services

Education Lead: Kevin House and Dr. Wanda Billingsly

**Description** – Working with individual and community navigators to better assist in the transition from incarceration to reentry into the community, we help to navigate individuals down a successful pathway by assisting to create opportunity. We have the opportunity to provide individuals with information that gets them thinking about their future and what steps they can take to achieve their goals. By assisting in the reentry process and helping to minimize the pressure of figuring out the next step after they have release, we hope to raise the number of individuals who find success in the community. By helping manage the process to assist individuals with college applications, funding, enrollment and other support services as needed for their transition into the community, we work to not only help incarcerated individuals but facility and community faculty/staff whom share the same goal for a successful reentry. Connecting individuals to the resources needed and communicating to better serve the need of the individual contributes to a lucrative outcome. This presentation is to provide insight into the many positive ways we can help with the reentry process and bring to light the obstacles that many individuals face when going through the process of reentry. Our goal is to provide the resources needed to support a successful reentry and reduce recidivism while contributing to our combined goal of public safety.

**Outcome**: By the end of this strand, participants will be able to have a better understanding of how we can better prepare individuals for reentry. What facility Navigators do to assist in the process of reentry, and how contributing to this process before release can positively impact the outcome for students after release.

**Strand objectives**:
1. Increase College Enrollments
2. ABE/VOC Program Completions
3. Reducing Recidivism
## Session Descriptions

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Session No. 1
Civil Survival – Every Day Legal Survival Skills for Reentry
Gala 1 & 2 Rooms

Description – Civil Survival Online* is a learning program and methodology that is proven to develop problem solving skills using legal content with predictable and explicit instruction. The content includes how to navigate basic legal issues such as: signing a lease, being a good employee, dealing with car accidents, handling divorce and child custody issues.

▲ Outcome: Participants will understand the importance of former prisoners having the critical knowledge necessary to navigate everyday legal problems.

▲ Objectives:
1. Participants will learn how to use relevant instructional content to teach students the skills necessary to deal with common legal situations.
2. Participants will learn how to design instruction that integrates problem solving skills, critical analysis and evaluation in a succinct and systematic process using legal content.
3. Participants will learn how the restorative practice model is incorporated in the Civil Survival Online course modules.

Presenters: Amanda DuBois, J.D., is a Seattle Attorney and the author of the Civil Survival Online legal content. She is the owner and managing partner of DuBois Cary Law Group. Ms. DuBois founded The Civil Survival Project, which teaches advocacy skills to formerly incarcerated individuals. Civil Survival Project has trained nearly 400 formerly incarcerated individuals, and Civil Survival Project participants have testified in support of several bills in Olympia. In 2019, CSP is the lead sponsor of the New Hope Act, which creates a mechanism by which formerly incarcerated individuals can vacate their records for certain crimes after a period of years.

Cynthia Clauson, Ph.D., is a highly skilled leadership professional, with an emphasis on critical thinking, assessment and diversity. A partner in Civil Survival Online, she is a learning system theorist and methodology instructor, applying problem solving techniques to Civil Survival Online content. Her goal is to guide instructors to increase retention across diverse earners.

Anne Capellen is a curriculum designer and developer at Civil Survival Online. She has decades of experience in the physical and virtual classrooms, including corrections education, communication, curriculum development, grant review, community liaison, workplace preparedness and microenterprise.

*Civil Survival Online can be integrated with an existing learning management system or can be made available for use on a tablet or other individual electronic device.
Session No. 2
Reading and Writing Strategies for a 4 Paragraph GED® Essay
Gala 3 & 4 Rooms

Description – We need to help our students understand the difference between writing an analysis and a summary. The prompt for the extended response is always the same. It reads, “In your response, analyze both positions presented to determine which one is better supported. Use relevant and specific evidence from the article to support your response.” A common error that testers make is to summarize both sides of the argument without really analyzing which side is better supported.

To write a successful analysis, learners need to explain why one side of the argument is better supported by taking a close look at the evidence presented. This session seeks emphasize specific reading strategies that help students analyze opposing viewpoints. Instructors will be able to use provided power points and handouts to walk students through the creation of a 4 paragraph argumentative essay in 45 minutes. The presentation is tailored for new teaching staff, but can be useful for any level of experience.

Outcome: By the end of this session, participants will be able to highlights specific myths and reading strategies that will aid students in developing critical thinking and reinforce writing skills for the GED RLA extended response.

Objectives:
1. Students will use an outline to deconstruct the extended response passages
2. Instructors will be able to highlight specific reading strategies to help focus student responses

Presenter: Ricardo Chavez has been teaching GED® classes at Coyote Ridge Corrections Center for Walla Walla Community College for 10 years. He is a Certified GED® Train the Trainer and continues to work on developing digital resources, updating assessment materials, and helping incarcerated students reach their long-term academic goals.

Session No. 3
Serving Students in High-Turnover Facilities
Fuji 1 & 2 Rooms

Description – According to the Prison Policy Initiative, jails incarcerated more than 25% of the U.S. prison population in 20171. This number however likely underestimates the influence and importance of jails within the criminal justice system because it does not account for the number of people who flow or “churn” through jail doors. People who are incarcerated in jails have very short sentences, so while jails may have fewer prisoners on any given day, they will incarcerate far more people over the course of a year. Jails are an opportunity to reach people through education at a critical juncture in their lives, yet serving people in jails can be quite challenging because of turnover. In Washington state, there were 9,965 people on average incarcerated in jails on any given day in 2017, and the average sentence was 17 days.2 In this breakout session, we will discuss

2 This number does not include the jail populations for several counties that did not report in 2017, so the actual jail population is likely much higher.
some of the challenges of offering education programs inside jails and give examples of how some programs have navigated these challenges.

Outcome: By the end of this session, participants will be able to identify some of the challenges of offering education programs inside jails and give examples of how some programs have navigated these challenges.

Objectives:
1. Identify some of the challenges of providing education programs inside high-turnover facilities.
2. Describe some of the ways that other colleges in Washington State and nationally have successfully provided education programs inside high-turnover facilities.
3. Describe some of the challenges of being incarcerated in a high turnover facility.

Presenters: Steven Simmons- Steven Simmons is a senior at Western Washington University in the Fairhaven College of Interdisciplinary Studies’ Upside-Down Program with a minor in law, diversity and justice. While working on his associate degree at Skagit Valley College, Simmons helped build a Reentry program for students who had been incarcerated. Now as he completes his bachelor’s degree at Western, Simmons is working on strengthening the program at Skagit while creating a model for other schools to follow. Nationwide, about two-thirds of people who have been incarcerated end up in prison again. Finding meaningful employment is the greatest single disruptor of the recidivism cycle, and community colleges are well-suited for those who want to rebuild their lives. At Skagit, Simmons is helping to build a student club featuring guest speakers, service projects and a sense of community for students who are building their lives after imprisonment. Simmons is graduating soon from Western and wants to pursue a joint law and social work degree to work to reform — or abolish — the prison system.

Aaron Kirk – Aaron Kirk is Reentry Navigator at Skagit Valley College (SVC) in Mount Vernon, WA and an MSW student at the University of Washington class of 2019. At SVC, Aaron works closely with the college’s reentry program serving those coming to SVC from jail or prison. Prior to working at SVC, Aaron worked as an AmeriCorps member at Emerson High School, teaching at an alternative high school in Mount Vernon, WA. He taught science with an emphasis on experiential learning as well as the Independent Living Program. He looks forward to completing his MSW in June, and to continue to expand access to higher education for individuals currently and formerly incarcerated in WA State.

Mary Weir – Mary Weir is a faculty member within the Criminal Justice Department at Highline College. She is currently working to develop partnerships with local jails to offer a variety of short-term classes. In preparation, Mary has been researching how other colleges and jails have partnered across the United States. Mary previously worked for the Freedom Education Project Puget Sound, a nonprofit that offers a college program, leading to an AA, at the Washington Corrections Center for Women and has conducted research on incarcerated women in Denmark.

Session No. 4
Housing Collaboration for Reentry Students
Blossom Harvest Room

Description – Learn about a partnership between Tacoma Community College and Tacoma Housing Authority that includes students exiting Corrections.

Outcome: By the end of this session, participants will be able to understand how a collaboration with a Moving to Work Housing Authority can work and a process that helps students leaving corrections to stay engaged in education by addressing housing.

Objectives:
1. Examine the current practices of exit plans and housing
2. Review guidelines for keeping students engaged in education by addressing housing
3. Learn how TCC is addressing this issue in a collaboration with THA and what is working (so far) to keep DOC students engaged in education by addressing housing

Presenters: Marybeth McCarthy, Emily Jones and Larry Quintana, Tacoma Community College

Session No. 5
Resilience Trumps ACE’S 101
Fuji 3 & 4 Rooms

Description – Learn how the ACE Study has an effect on us as adults. By the end of the session participants will be able to define ACEs and the relevancy to brain development, behavior and health outcomes. Apply the principles of the ACE Study and resilience in working with incarcerated students. This session is an entry-level for participants who are new to ACE’S. A more advanced session will be offered on Tuesday.

Outcome: By the end of this session participants will be able to understand the ACE (Adverse Childhood Experience) study and recognize potential brain states in ourselves, colleagues and students.

Objectives:
1. Understand the principles of brain development and ACEs on health.
2. Present tangible ideas for communication and help understand empathy as it relates to behavior triggered by past experiences.

Presenter: Tony McGuire has been a tenured faculty member at Walla Walla Community College for over 5 years and in the construction trades for over 24 years. While teaching at Washington State Penitentiary, he has implemented Resilience training to strengthen his student’s mental wellbeing along with basic carpentry knowledge and skills. Tony also is an Associate Trainer with Community Resilience initiative in Walla Walla where he leads and participates in Trauma Informed trainings and presentations.
Session No. 6
Pioneering Internships & Tutor Training Behind the Fence
Golden Delicious Room

Description – At Larch Corrections Center, GED® Faculty Lauren Zavrel has developed a graduate internship program in alliance with Portland State University. This program to date has yielded a Reentry Resource Guide for inmates who aspire to attend college upon release. The department plans to hire more student interns. She also developed inmate tutor training and by the time of the conference, aspires to be the first correctional education program anywhere to have received CRLA certification for the training. Larch has the highest GED® completion rate per capita of all facilities in the state as of 2017, and this is due in part to the excellent work of the tutors and their training. In this session, former inmate-tutor superstar, Chris Randon, GED® Faculty Lauren Zavrel and former first intern Hanan Al’Zubaidy will share the benefits, deployment strategies, and challenges that came with launching these exceptional, unique, no-cost programs.

Outcome: By the end of this strand participants will be able to execute initial steps to planning and implementing said program(s).

Objectives:
1. Network with the appropriate departments and stakeholders to launch said program(s)
2. Defend a proposal for tutor training, an internship program, or both, for their facility

Presenters: Lauren Zavrel began her teaching career as a motorcycle safety instructor with Team Oregon in 2007 after completing her bachelors in Spanish and French. She found a love for teaching and pursued her masters in Adult Education at Oregon State in 2010. She taught ESL and worked as classified staff at Lane Community College from 2010 to 2012 while earning her masters, and as part of her graduate studies, began a radio show by and for formerly incarcerated women. From 2012 to 2016, she taught GED®, Spanish GED®, and GED® in county jail for Clackamas Community College. In 2014, she met President Obama when he signed an executive order to mitigate student loan debt. She received an Award for Instructor Merit from Team Oregon in 2014 for her work as a motorcycle instructor and instructor mentor. In 2016 she began her current role teaching GED® at Larch for Clark College.

Chris Randon was incarcerated for ten years, the last four of which he served at Larch Corrections Center. He was released in March of 2018. He worked in the education department as a Teaching Assistant and thrilled in the position, helping several GED® students earn their GEDs, and returned in June 2018 as the keynote speaker for graduation. He credits his current academic success at Pierce College, where he is taking rigorous classes including pre-engineering and Calculus, to his time working as a TA at Larch.

Hanan Al’Zubaidy is an Iraqi refugee who moved to the United States with her family in the early 90’s. Settling in Portland, Oregon, Hanan is a recent graduate of Portland State University where she earned her Master’s in Educational Leadership and Policy with a focus on postsecondary continuing adult education. Her work looks at marginalized student populations and the barriers to their academic success. Hanan is currently volunteering with Larch Correctional Facility and sits on the board Human Rights Council of Washington County, and The Arab American Cultural Center of Oregon.
Session No. 7
Introduction to Reading Apprenticeship
Red Delicious West Room

Description – Learn about and practice two reading strategies of RA. Learn about the 4 dimensions of RA so your student become more confident and competent readers.

Outcome: By the end of this session, participants will be able to apply two RA strategies in their classroom and become part of a learning community with their students.

Objectives:
1. Take a look at how a learning community invites student to become engaged in the learning process.
2. Practice the two reading strategies to become comfortable using them and see the success it can bring to student learning.

Presenter: Ginger Burnett is a +10-year tenured faculty member at Walla Walla Community College’s North Campus, but has taught at the prison for 20 years. Seven years ago, Ginger took an on-line class introducing Reading Apprenticeship. She continued to learn more about RA from any conference that offered her an opportunity. Three years ago, she went to WestEd in California and took the RA leadership training course. She now teaches at conferences inviting others to discover the power of a classroom learning community which involves recognizing the 4 dimensions of RA and the reading strategies which assist students in becoming competent and confident learners.
### Session No. | Session Title | Room
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8 | Resilience Trumps ACES’s 201 | Gala 1 & 2
9 | Institutional Libraries Unlock Doors to Literacy, Learning, and Exploration | Gala 3 & 4
10 | OMNI Programs for Education RPM Coordinators | Fuji 1 & 2
11 | “Disruptive Innovations – Attraction vs. Promotion: The Way Forward - Growing Regional Transition Crosswalks” A Mindset to Stay the Course | Fuji 3 & 4
12 | The Evergreen State College: Justice Involved Student Group Panel | Blossom Harvest
13 | Apprenticeship Prep, Stakeholder Involvement and Industry Engagement | Golden Delicious
Session No. 8
Resilience Trumps ACES’s 201
Gala 1 & 2 Rooms

Description – Lean how resilience is taught in a classroom setting and strategies to help ourselves and others in all areas of life. This is a more advanced session for participants who already have some knowledge of ACE’S.

▲ Outcome: By the end of this session, participants will be able to recognize brain states and how to help manage our triggers while helping others with the same process.

▲ Objectives:
1. Take a deeper look into how our environment and life experiences drive our behavior.
2. Help participants gain strategies in implementation of resiliency in the classroom and other areas of life.

Presenter: Tony McGuire has been a tenured faculty member at Walla Walla Community College for over 5 years and in the construction trades for over 24 years. While teaching at Washington State Penitentiary, he has implemented Resilience training to strengthen his student’s mental wellbeing along with basic carpentry knowledge and skills. Tony also is an Associate Trainer with Community Resilience initiative in Walla Walla where he leads and participates in Trauma Informed trainings and presentations.

Session No. 9
Institutional Libraries Unlock Doors to Literacy, Learning, and Exploration
Gala 3 & 4 Rooms

Description – The Washington State Library (WSL) supports corrections education and DOC programs in many ways. WSL provides library services inside 9 of the state’s correctional facilities through the program Institutional Library Services (ILS) and has programs that support education, digital literacy and workforce development in Washington. Through ILS branch libraries, WSL provides access to world class library services. Incarcerated patrons can access collections and services to meet their educational, recreational, and reentry needs. ILS branches support programs in DOC facilities through specialized collection development, educational support, and reference/information request services with a particular focus on support of reentry. WSL is currently partnering with SBCTC to offer the first laptops for inmates to use in the library to learn digital skills and explore the WSL ILS Reentry Wiki.

▲ Outcome: By the end of this session, participants will be able to understand the role and value of the Institutional Library Services (ILS) in promoting adult literacy, providing digital skills training, and reference services.

▲ Objectives:
1. Articulate the resources available to incarcerated patrons, in particular reentry resources and services.
2. Identify ways in which they, as correctional educators or administrators, can work with the WSL to expand and enhance their student’s access to educational resources.
3. Describe the role ILS libraries play in supporting adult print and digital literacy.

Session No. 10
OMNI Programs for Education RPM Coordinators
Fuji 1 & 2 Rooms

Description – OMNI Programs Processes and reports. This session will be developed for faculty, staff and directors. The information given will help all areas to understand the OMNI Programs system and processes.

Outcome: By the end of this session, participants will be able to understand the functionality of the OMNI Programs system better and programs OMNI Reports.

Objectives:
1. Follow-up on IT request related to OMNI Programs
2. Program Types & Program Titles
3. Certificates
4. OMNI Reports

Presenter: Karen Duranceau, Project Manager for the Reentry Division – 25 years working for DOC. 10 years at CBCC and 15 at HQ. She has managed “RPM” OMNI Programs for 22 years as well as the Callout system. She is considered the subject matter expert for program data and reporting.

Session No. 11
“Disruptive Innovations – Attraction vs. Promotion: The Way Forward - Growing Regional Transition Crosswalks” A Mindset to Stay the Course
Fuji 3 & 4 Rooms

Description – Organizations, systems and leaders are being challenged with limited dollars and learning to “doing more” with a broader base of connected people. This panel of resourceful professionals will focus on resilient, healthy connections as key elements to building and sustaining healthy partnerships. Using humor, terminology and key elements of cognitive behavior.

Outcome: By the end of this session, participants will be able to develop and implement a range of approaches to improve relationships with professional peers & adults in transition from jail & prison:

a. How to build & sustain regional cross-walks for adults in transition
b. How to integrate SSC’s 4 Life skills-2-Work Curriculums across jail & prison adult populations
c. Practice steps in effective “MI” Techniques
d. Learn effective & proven “community formation” engagement strategies
e. How to address the “Disease of the Terrible “Ts” in keeping healthy alliances & partnerships
Objectives:
1. How to strengthen & enhance Regional Community Partnerships to meet local needs
2. How to be “solution-Focused...” with those we serve and serve with
3. How the “Disease of the Terrible Ts” prevent effective “Barrier Removal” for those we serve

Presenter: Mr. Joseph E. Garcia, M.A. National Urban Fellow, Yale University, 50 years in the field, 20 years at SSC, Sr. Faculty, Navigator & Solutions Coordinator; Kathy Wong, B.A., Faculty & Program Coordinator, Author of 2 Children Books, Nationally noted as a leader in multicultural early-childhood education, ACES & Trauma Informed Communities, 20 years at SSC; Ms. Trystan, B.A., Law, Society & Justice at the U.W., Research Wage Disparity and Trauma Impact on Previously Incarcerated Women, and developed the Student Outcomes & Attendance Report (SOAR) and is the assigned Data Technician at SSC for the Justice Involved Unit.

Session No. 12

The Evergreen State College: Justice Involved Student Group Panel
Blossom Harvest Room
Description – A panel of formerly incarcerated/justice involved students from the Evergreen State College facilitated by James Jackson. James will share some of the work Justice Involved Student Group (JISG) has done in collaboration with its community partners on and off campus. The panel will share their stories of experience, strength, and hope on their educational journeys from prison to education. This session will also include a Q & A.

Outcome: By the end of this session, participants will be able to connect with panelist stories on a human level. This type of story sharing sessions helps to humanize formerly incarcerated justice involved people and destigmatize our population. Will be informed of the work JISG and its community partners are doing on and off campus.

Objectives:
1. Humanization of our population (faces to numbers).
2. Destigmatize, breaking stereo types and misconceptions.
3. Present the work JISG is doing on and off campus.

Presenter: James Jackson, Evergreen State College
Panelists: Shajuanda Tate, Melissa McKee and Billy Sweetser

Session No. 13

Apprenticeship Prep, Stakeholder Involvement and Industry Engagement
Golden Delicious
Description – Steve will share his experience of running the successful Trade Related Apprenticeship Coaching (TRAC) program at Washington Corrections Center for Women. He will impress upon the audience the importance of involving the industry in the process of training people for a trade. Lucienne will share her experience of co-chairing a cross sector Apprenticeship Working Group, which is in direct response to an effort to develop numerous pathways for men and women to careers in the commercial construction trades.
Outcome: By the end of this breakout session participants will better understand the benefits of and opportunities for connecting to family wage construction trades jobs. Participants will also learn more about apprenticeship preparation occurring in facilities, and the multi-stakeholder Apprenticeship Working Group.

Objectives:
1. Understand the importance of stakeholder engagement and communication.
2. Learn about apprenticeship preparation and collaboration in Washington state correctional facilities, and the connection to additional focused training upon release (namely continuing apprenticeship prep at colleges in the community or specific pre-apprenticeship programs run by the trades).

Presenters: Lucienne Banning, Correctional Industries Workforce Development Manager & Apprenticeship Working Group chair. Lucienne is a Washington native and currently works for Washington State DOC Correctional Industries as the Workforce Development Manager. She is also a facilitator of the cross-sector Apprenticeship Working Group, which was born out of Executive Order 16-05, Building Safe and Strong Communities through Successful Reentry. Lucienne is interested in providing pathways to living wage jobs upon release for men and women working with Correctional Industries.

Steve Petermann, WCCW Trade Related Apprenticeship Coaching Instructor. He has occupied a full-time position with the Department of Corrections/Correctional Industries for over 6 years. Steve’s daily duties are recruiting, interviewing and instructing the Trades Related Apprenticeship Coaching (TRAC) program at Washington Corrections Center for Women located in Gig Harbor WA.