



“In the middle of a difficulty lies opportunity.”

Albert Einstein

INCARCERATED STUDENT PROGRAM FACULTY MANUAL

“He who opens a school door, closes a prison”- Victor Koppel

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Welcome to ISP

ISP Faculty,

Welcome to another academic year at Feather River College's Incarcerated Student Program!

As we prepare for the upcoming semester, I wish to take this opportunity to welcome you all to Feather River College's ISP. The start of any semester is always a special time on our campus, with new students and new relationships. We are fortunate to have a diverse faculty whose experience and areas of expertise help shape the learning environment within ISP.

Our mission of the Incarcerated Student Program at Feather River College (FRC) is to offer a high quality transferrable Associate Degree in Liberal Arts to a diverse incarcerated student population. Our program will enhance personal development and rehabilitation through an effective learning process that helps students to attain their goals, thereby increasing their self-worth, confidence, and employment opportunities. The program will encourage students' communication and critical thinking skills, and lifelong learning habits.

ISP contemplates a world where it is possible for every individual to leave a life scarred by crime or misjudgment and return to society as a proud and useful contributor or, if not returned to freedom, to contribute in a positive way to the lives of those met behind prison walls.

ISP faculty and staff are faced with a wide range of challenges and obstacles that they overcome every day. The impact that this education has on students and faculty is widespread. Education can reduce recidivism, increase self-esteem and increase employment opportunities. These are but a few of the advantages of receiving an education while incarcerated. Recently, one of our graduates has gone on to complete her four year degree, obtain a masters and is now pursuing her doctorate. An Associate's degree is just the tip of the iceberg.

We are now more focused than ever and seized the opportunity to build student support services for our students. Our goal is to ensure that all students are successful and receive as many of the benefits that college has to offer that is possible. To that end, we have developed a pilot tutoring program at High Desert State Prison in Susanville, and are in the process of developing a tutoring/mentoring program, where the students tutor other students.

We are adding and developing new courses to increase and maintain student engagement. ISP staff work tirelessly to guarantee that every day challenges are met and dealt with without fail. Although, a small staff, they work closely with faculty and members of other interrelated departments. It is because of this staff, that ISP is a strong educational force for incarcerated students.

We are also working hard to attract and retain effective faculty and staff who are diverse, inclusive and encourage critical thinking and innovative thought practices.

ISP is a successful and rewarding program because of its students. These men and women are some of the most dedicated, passionate and motivated students that I have had the pleasure to meet. At our core is the belief that each person is entitled to an education regardless of race, gender, political views, religion, sexual orientation, disability, ethnicity or socioeconomic background. Each of us benefit and learn from others with varying perspectives.

Regardless of our accomplishments and our reputation, in order to maintain the excellence for which ISP is known, we must continue to strive to make a difference in the lives of our students.

I am deeply grateful to each of you for your contributions and extraordinary dedication to our students and to this community. With my best wishes to all of you for the year ahead.

Kim Beaton

Assistant Dean of Instruction

Letter from ISP Student

A Personal Account of the ISP's Impact on a Former Student by Mr. Nelson

The Incarcerated Student Program provided by Feather River College gives prisoners a rare opportunity for higher education while still in custody. More than that, the program offers prisoners the unique means to demonstrate the depth of their commitment to their own rehabilitation and to the goal of leading worthwhile, productive lives. This is by no means a handout and the curriculum is rigorous. This is due not only to the program's inherent demands, but also because of the endemic hindrances found only in prison. Therein however, lies the great potential of this program; as a voluntary undertaking, we are not compelled to complete any courses, nor are we subjected to any penalties for failing to do so. Instead, the onus lies with us to see the program through, and in doing so entirely of our own volition, we're allowed to exhibit the willingness and dedication needed to successfully live up to the requirements of society. In a sense, this program is a sort of proving ground which serves a twofold purpose: first, it gives us a venue to showcase our determination to succeed in a mainstream setting. A comparable circumstance cannot be found in any other prison program I've ever encountered. Second, this program allows us a way to both explore and experience the expectations of the larger world beyond our walls, while better preparing us to meet the challenges of that world in a manner beneficial both to ourselves, and society in general.

My own interaction with the program began as an act of desperation. In many ways, life in prison is a slow, exasperating demise, where every frustration and infuriating dissatisfaction builds upon those from the day before. If you stay locked up long enough, these vexations threaten to become your whole world.

That was the state of my life when I stumbled upon Feather River. I knew nothing about it, other than it offered courses leading to a degree.

More importantly, however, and more fundamental to my needs at the time, was the chance, any chance, to work towards something better in my life. For me then, this wasn't just an educational opportunity; it was the only thing I could actively do to build a future.

Despite my willingness to immerse myself in this one avenue which led anywhere but the ruin my life already was, I was unprepared to devote the amount of attention needed to participate in these classes at a level commensurate to normal students. Nothing in my incarcerated career had readied me to compete on this stage. The extent of writing required was nearly overwhelming, and had I been fully aware of just how much would be expected, I may have opted for a less daunting path.

Nevertheless I struggled on, trying to put together assignments which I hoped would match what my instructors were anticipating. As a Distance Education student, there was always some uncertainty and self-doubt regarding the work I turned in. Often, I wasn't entirely sure that what I was doing was on the right track. Surprisingly however, it was through this lack of sureness that I came to re-discover a gratification I'd completely forgotten. As my graded assignments began returning, they were accompanied by handwritten comments on my work. While some were just a few words, others bordered on the copious. Either way, their impact was remarkable; here were people with no prior attachment or obligations to me who were taking time out of their lives to give me honest critique, and

supportive encouragement. Even though these instructors existed as faceless, abstract figures to me, their feedback was absolutely jarring. This is not an overstatement or exaggeration; after so many years of official disapproval and systematic antagonism, I no longer had any idea how rewarding positive feedback could be.

Suddenly there was something else in my life besides all the pessimism, despondency and self-pity. The short notes and longer commentaries were just standard, normal responses to the teachers who penned them, but they changed so much for me. Someone was taking note of my efforts; finally, someone saw me not as an inmate, but as a person.

Newly inspired by the unexpected acknowledgments of my efforts, my academic pursuits took on a deeper importance. No longer were these courses just chores to be executed, or a mere means to an end. Now, each completed assignment was an achievement in its own right, and I experienced a newfound sense of pride and accomplishment with each one I submitted. Soon, I found myself hoping for favorable reviews, trusting that someone unknown to me would read and appraise my work.

At first, I didn't recognize this for what it was. An extraordinary development had just materialized in my life, one I'd gone so long without, that I couldn't realize its significance initially. It's doubtful that anyone reading this took note of what I'm referring to either; after all, it's something that people with normal lives get to take for granted. I'll repeat myself for clarity, "I found myself hoping ...". Those of us on the inside still hope for simple, everyday things, but we eventually abandon our hopes for anything more substantial. This doesn't happen consciously; it's just too disheartening to consider possibilities which have become impossible. Over time, we learn to avoid thinking about any greater aspirations, replacing those thoughts with glib sarcasm instead. Yet, after becoming involved with Feather River, I began to think about what might be possible. If the people at this program felt my work was worthwhile enough to treat me like any other college student, then perhaps something like an ordinary life was still a realistic goal. This didn't come to me as an epiphany, or a singular "ah-ha!" moment. In fact, I don't know precisely when I started thinking that a purposeful life might still be available to me, but I do know that I wouldn't have reached that line of thought if the instructors at Feather River hadn't given me cause to. Their input led to a fundamental shift in what I thought about my own capabilities, and what I believed was attainable. With Feather River's support, it was now worth risking disillusionment to consider the prospects which were still open to me.

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Despite the radical remodeling my thinking and frame of mind had already undergone, the program had more to impart. More, in fact, than I could've counted on or even contemplated when I first enrolled. While it's no surprise that college classes can be thought provoking, it was startling to discover how applicable some of the courses were to my particular past. Through classes such as Early Childhood Development, Introduction to Sociology, and Juvenile Justice, I was granted the previously unthinkable opportunity and skill to delve into my own background, and the factors and decisions which steered me toward imprisonment. At times, what I read was so apt that it felt almost as if someone had followed me

around and wrote exclusively about my life. While some of the insights I gained were rattling, and even unwelcome, they were realizations I needed to come to in order to move on with my ambition to turn my life around. What's more, they were completely unknowable to me before these classes broadened my understanding.

In addition to achieving a certain acumen into my own problematic behaviors and decision making, I also began to comprehend how socializing forces within prison deter rehabilitative activities, and actually engender antisocial conduct. I recognized influences which had held back my own growth, and I began to wonder, what if I'd been exposed to the lessons and concepts I'd acquired through the Incarcerated Student Program sooner? Would I have been able to take advantage of, or even process them? Could I have skirted nearly two decades of futility and uselessness within these walls? Any answer is just conjecture, but these questions brought me back to the remarks written by my instructors. I've already described how powerful they were for me, but I omitted mention of a key element, a common theme, which kept recurring in their notes: Are you writing about your prison experience? In the beginning, I overlooked these suggestions, needing then to focus on the infusion of encouragement their comments provided. Over time though, I began to revisit the proposition, and it occurred to me that my life doesn't have to be useless anymore. Due to the Incarcerated Student Program, I'm in the heretofore unimaginable position of being able to contribute something helpful. I now have the facility and resolve to use my experience and burgeoning education for the benefit of others.

Whether or not I'm ever freed from prison, I can now use my time efficaciously, and lead a life with some merit because this program has created purpose in an, until now, aimless existence.

This then, is the Incarcerated Student Program's lasting legacy and great latent attribute: the potential to foment an unheard of faculty for benevolence amongst some of society's most intractable members, thereby enriching society at an ever increasing rate as incarcerated Feather River graduates learn to use their time for constructive, propitious applications in both their own lives, and in those to whom they are connected. This program doesn't just reward academic effort then; it arouses personal growth and societal awareness. It is an invaluable path towards rehabilitation, which isn't a viable outcome when prisoners are barred from personally observing and internalizing mainstream norms and values. The Incarcerated Student Program is a peerless expedient for this necessary exposure, conferring upon prisoners an unsurpassed way to safely participate in, and reconnect with, society in general. Only through this type of interaction can we work to become better, more fully redeemed persons, who are capable of rejoining our communities as reformed and edified human beings.

General Information

Incarcerated Student Program (ISP)

Feather River College's Incarcerated Student Program offers a transferrable Associate of Arts Liberal Arts degree with an emphasis in Arts and Humanities. As well as an Associate of Arts for Transfer in Sociology.

Feather River College has been offering correspondence courses to the incarcerated since the spring 2007. We began at the California Correctional Center in Susanville. In the spring of 2008, we entered Central California Women's Facility in Chowchilla. By the spring of 2009, we had expanded the Incarcerated Student Program (ISP) to Pelican Bay State Prison in Crescent City and California Men's Colony at San Luis Obispo. By the fall 2011 semester, we offered an AA Degree at High Desert State Prison in Susanville and Valley State Women's Facility in Chowchilla. In spring 2013 we registered students at The Substance Abuse Treatment Facility in Corcoran and at San Quentin State Prison. We added Folsom State Women's Facility in fall 2013. We also have transfer students at various state prisons around the state of California. FRC now offers a total of twenty courses leading to a Liberal Arts degree or AAT Sociology degree to over 700 incarcerated students. Feather River College has granted AA degrees to over 200 incarcerated students.

Correspondence Programs

A correspondence course program is an academic program that uses the same course outlines and satisfies the same student learning outcomes as face to face instruction but has a different mode of delivery. In the ISP, the curriculum and instructor feedback is conducted exclusively by mail. Students can expect regular and effective communication from their instructor. With the popularity of the internet and other technological methods of course delivery (e.g. television), one might assume that traditional "paper and pencil" type of correspondence courses have become obsolete. Surprisingly, though, FRC has discovered that the traditional Distance Education correspondence course has its uses, and can be, at times, the right product for the right niche. At FRC, correspondence courses have been developed to serve a special population of the incarcerated in California prisons. Incarcerated students approach their courses with enthusiasm and motivation.

As the program continues to improve, a few additional resources may become available for ISP students. These include, but are not limited to supplemental in-person instruction, on-site tutoring, instructional videos and on-site orientations.

How ISP Works

Students will assess and identify their knowledge in Reading Comprehension, Sentence Skills, Elementary Algebra and Arithmetic. Additionally, students will be given a multiple measure

questionnaire allowing the students to disclose comfort level in subject areas and how long it has been since subjects were taken.

One week prior to the beginning of the semester students will receive the following materials:

- Course Packet (includes all seven learning modules)
- Borrowed Textbooks (if required)
- Seven addressed student envelopes (28 in total for four courses)
- Assignment cover sheets
- Lined paper
- Module Schedule with due dates
- Office hour forms

The mid-term and final exams are proctored by an education coordinator at the site. Students will receive official transcripts three times per year (End of January, June and September).

ISP staff member prepares a student education plan which outlines what courses the student needs to satisfy his/her major of choice.

In most cases, student fees are waived by the California Community College Promise Grant, formerly known as the BOG waiver.

Prior to the beginning of each semester, students will receive registration forms for the next semester. Once we receive their enrollment application and related forms, classes will be assigned. Students will receive the entire course except for Mid-Terms and Finals.

A student can complete a degree in nine semesters.

Tips to be a Successful Faculty Member in ISP

- As soon as student work arrives try to grade it. Student packets arrive frequently and if left unattended, you will have a mound of paperwork.
- Work will often arrive late. FRC has no control over how and when work is sent back. There are often contributing factors for late work, such as lockdowns, or a student is transferred etc.
- Maintain and track student assignments.
- Provide ample feedback to students. This is our only interaction with most of the students. Take the time to let them know the good, the bad and the not so good. Provide plenty of positive feedback. Many of our students have not been involved in education for many years.
- Treat and grade ISP students as you would the traditional students.
- Return work within 7-14 days.
- Communicate to ISP staff with any problems.
- Be flexible, be flexible, be flexible.
- Read the Office hour forms and the Assignment sheets. Often students will write questions or notes to the instructor on these forms. Feel free to respond to the student on the same form. Students may even provide you with additional work not course specific for your review. This keeps the student engaged.
- If you want to make revisions to your course, please do so before the current semester ends. ISP staff makes copies of course packets and distributes to prisons in advance of the semester starting. Remember we are using the mail system.

Frequently Asked Questions

Q. How do I get student work?

A. If you are local, the work will be placed in your inbox at the school. If you are not local, student work will be delivered to you via USPS, to the address we have on file. ISP staff will send an email when work has been placed in your box. However, if you are local, please check your box regularly.

Q. What is the turnaround time for student's graded work?

A. We would like to receive the work within 7-14 days from a faculty member receiving student work. You want to avoid having the work build up.

Q. Should I track student work?

A. Yes. You will receive a roster at the beginning of each semester. You can use this form to track assignments.

Q. What is an Office hour form?

A. This form is used by students when they have additional questions for the instructor. You can use this form to communicate with the student. Please respond to these forms as soon as you get one. Most likely, a student needs help.

Q. What is the process for sending and receiving work from a student?

A. Once a student completes his/her work, it is given to the Education Coordinator at the facility and mailed to FRC. Once FRC receives the mail, they stamp it received and place the work in the instructor's inbox or prepare it for mailing for off-campus instructors.

Q. Is the Instructor responsible for Exams?

A. The instructor is only responsible for creating the exam. The Ed. Coordinator at the facility will proctor the exam.

Q. What Degrees or programs are offered through ISP?

A. ISP offers two degrees, AAT in Sociology and the AA in Liberal Arts.

Visitation Policy and Process

Because interaction is limited in a correspondence program, tutoring is a critical component of the service offered at FRC. Not all instructors are able to visit their students. However, when an instructor is able and a prison is in their backyard, we encourage it. Students welcome visits from their instructors and it aids in the learning process. It allows the student to feel connect to the school.

When an instructor visits a prison, they are completely under the direct supervision of California Department of Corrections and Rehabilitation (CDCR). The instructor must follow the rules, and guidelines set by the prison. Failure to do so, can result in the instructor being banned from visiting again, and depending on the infraction, the instructor could be prosecuted. Follow the directions of the guards, the coordinator and the principle. Remember, FRC is allowed in the various prison facilities because the prison administration permits it. Keeping that in mind, we are fully aware of the need to keep a positive relationship with individuals working within the facilities, and to make sure we do not overburden them or challenge their ability to get their jobs done.

To be allowed to provide tutoring, an instructor must clear a background check conducted by CDCR. We will provide them with your name, driver's license number, social security number and address. You will then receive a gate clearance in approximately two weeks.

While tutoring, in most cases, you will never be left alone in the classroom.

Along with following the rules set by the CDCR and the prison, there are attire restrictions that must be followed, as well:

- Do not wear clothing that resembles the inmates, such as blue denim, blue tops, orange tops or bottoms.
- Do not wear clothing that resembles the guard, such as forest green pants, tan shirts or camouflage.
- Dress appropriately.
- Avoid clothing that will set off the metal detector, underwire bras metal buttons etc.
- Arrive on time. If you fail to do this, your class can be cancelled. If you class is cancelled for failing to arrive on time, you might not be entitled to receive the stipend.

The following link will provide more information on visitation policies, <https://www.cdcr.ca.gov/Visitors/>.

If you do not want to use your own name while visiting or in your course material, you are able to do so.

Over Familiarity

The prison is very strict about over-familiarity. Any kind of touching is forbidden including handshakes. Personal relationships with students that extend beyond the classroom are forbidden. Phone calls and emails are not permitted between instructors and students. Such relationships with students outside of the classroom could jeopardize our status and threaten our ability to continue to function inside the prison. Do not bring in food, letters, gifts or anything else for students.

Travel Policy

Tutoring usually occurs once every other week at High Desert and CCC.

Unless otherwise stated only one instructor or tutor will travel to the site at any given time, unless there are two different subjects being taught, such as English and Math. Currently, tutoring services are only offered at CCC and High Desert. When tutors visit these two sites, they will receive a stipend at the current amount determined by the business office and mileage reimbursement at current rates set by the IRS.

In addition to the tutoring services provided, at least 1-2 times each semester, instructors will visit the sites for pre-midterm and pre-final review sessions. This does not occur for every site. Site visits for the pre mid-term and pre final will be arranged by ISP staff. When more than one instructor/tutor visits the same site, they are to travel together in the same vehicle. Mileage reimbursement will only be provided for one vehicle, unless prior arrangements have been made and approved by either the CIO, or the Assistant Dean of Instruction. Mileage reimbursement is calculated from FRC to the site and back. If an instructor uses an FRC vehicle, they are not reimbursed for mileage to the college, only from the college to the site and the return trip.

Overnight Visits and Out-of-Town Travel Policy

Overnight visits occur when the distance to the site is more than three (3 1/2) hours away from FRC and the arrival time is set after 10:00 A.M. During an overnight visit, arrangements will be made for a hotel by the instructor from a list of approved hotels/motels. Instructors will receive a per diem for food. (See business office for the current rate). Mileage reimbursement occurs at the current rate set by the IRS. In most cases, overnight visits will not exceed more than one night.

Each instructor is required to complete an advance travel request is seeking funds prior to a trip and after a trip or visit is done, a travel expense form is due no later than 10 days after the completion of the visit. Both forms require the signature of a supervisor.

When an instructor travels to the prisons, he/she must complete a Blue Form (Travel Request Form and Policy) at least fifteen (15) days prior to the scheduled travel date (See Appendix A). It

is signed by the supervisor and the budget authority. Once completed and signed, the form is given to Facilities.

After travel has been completed, the instructor must complete the travel expense report and attach supporting documentation. Once this document is signed, it is given to the purchasing agent (See Appendix A).

Course Creation

When submitting a new course or a revised course to ISP, please submit them electronically in PDF and word.

Creating a course for ISP can be time consuming and requires creativity and innovation. We respect the time and energy that goes into the development and revision of our courses. To aid in this effort, we have a faculty coordinator whose sole responsibility is to ensure that ISP courses are aligned with SLOs and that they are properly formatted for distribution.

It is important that each course provide sufficient information to supplement the reading material. Remember, there is no direct interaction, so the syllabus packet, which contains the instructional material must contain all relevant information to help the student be successful.

Include all pertinent articles, essays poems etc. Most of our students will not have access to a library. If prison has a library, it may not be updated with the material you require. The students do not have access to the internet for research assignments. In the event an instructor assigns a research paper, the instructor must also provide the research to be used.

The courses are divided into seven modules. It is the intent that the students have two weeks to complete each module. This rarely occurs. We must be flexible.

Once an instructor has submitted a course to ISP, it becomes the intellectual property of FRC.

Course Design

Each instructor will receive assistance in designing their course, if necessary. All courses need to be forwarded as one attachment. The course should include the following:

- Welcome letter to the students- This allows student to feel connected to the school and the instructor.
- The Syllabus- The ISP Syllabus contains the information in a traditional syllabus, and it also contains the instructional material that is used in conjunction with the reading material. It provides information about assignments, grading practices, how to interact with the instructor and how to be successful in the course.

Academic Honesty

Any course offered through a distance education modality raises the issue of academic honesty and plagiarism. Because the interaction between the instructor and student are limited, it is necessary for the instructor to include information about plagiarism in the syllabus. It is also beneficial to include an article that discusses the issue. It is helpful to the student if examples are provided that describe the right and wrong way to write an essay or cite an author.

Although, many of our students are excellent students, there are some who will have little to no educational experience. It is always acceptable to include articles with your syllabus packet.

Grading

Each instructor will receive an email as to when grades are due in Banner. If you require Banner training, please notify the ISP office so that a training session can be arranged. There will be students who have outstanding work and work may still be sifting in to the ISP office. Even if a final grade has not be tabulated, provide the student with the grade that he/she has at that moment. We will do a grade change once all of the work has been submitted. The reason for submitting the grades even though not all of the work has been graded, transcripts cannot be generated until all grades have been entered. Failure to submit grades can prevent students from enrolling in the next semester, obtaining a Promise Grant fee waiver, or achieving their milestones.

At the beginning of the semester, instructors will be asked for “No Shows”. “No Shows” are student who have not submitted any work by a designated date. This date is different than the date used for traditional students in our face-to-face or online courses, as the work is submitted via the mail and there are other factors dictating the timeliness of course work.

If a student has been given a “No Show” designation and later wants to return to the class or was unable to send material for an acceptable reason, this student can be re-added to the course with the permission of the instructor.

Representing Students and Feather River College in Media & Public Forums

If it ever happens that you are either solicited by the media or if you choose to represent your teaching in a public forum, this could be a wonderful opportunity for both FRC and your students that might foster new community connections, and other forms of support. However, we request that you follow these suggestions to limit detrimental exposure and liability to the college and to the student:

- Communicate with ISP staff and the Assistant Dean of Instruction about the opportunity
- Request the ability of the student to review and revise representation before they are made public

- Allow ISP and Administrators the ability to review any representations before they are made public

We would love to support you in your teaching experience and the sharing of this experience with the greater community; however, it is key to the sustainability of the program that it is done in alignment with our policies and procedures.

Academic Rigor

- Maintain College-Level Assessment Standards
- Assign College-Level Work
- Make Your Methodologies Explicit
- Scaffold Assignments
- Create Low Stakes Assessments
- Provide Concrete Examples
- Identify Student Learning Outcomes
- Teach skills as well as Subject Matter
- Teach to Different Learning Styles
- Be Respectful
- Emphasize Learning is a Process
- Identify Areas of Growth
- Address Student Difficulties
- Provide Feedback on all Assignments

ISP Terminology

ASHU – Administrative Segregated Housing Unit

CDCR – California Department of Corrections and Rehabilitation

Ducat – “Inmate scheduling” tool. Ducats or ducating is used to schedule our students when we visit.

Lock Down – All student activity is stopped. Students are locked in their cells. They can complete homework, but take any tests or be ducated for tutoring visits.

Over Familiarity – Preferential treatment. You will be escorted off grounds.

SHU – Segregated Housing Unit

FRC Acronyms

AA – Associate of Arts Degree

AA-T- Associate of Arts for Transfer

APR – Annual Program Review

A&R – Admissions and Records

CPR – Comprehensive Program Review

CSU – California State University

CTE – Career and Technical Education

DSPS – Disability Support Program for Students

ESL – English as a Second Language

FRC – Feather River College

GE – General Education

GPA – Grade Point Average

IGETC – Intersegmental General Education Transfer Curriculum

ISP – Incarcerated Student Program

SSSP – Student Success and Support Program

Prisons

- AVP** – Avenal State Prison, Avenal
- CAC** - California City State Prison- California City
- CCC** – California correctional Center, Susanville
- CHCF** - California Health Care Facility – Stockton
- CIW** - California Institute for Women – Corona
- CMC** - California Men’s Colony – San Luis Obispo
- SATF** – California State Prison, Corcoran
- CCWF** Central California Women’s Facility – Chowchilla
- CENT** - Centinela State Prison – Imperial
- FWF** – Folsom State Prison – Women’s
- HDSP** – High Desert State Prison, Susanville
- LAC** - Los Angeles County —Lancaster
- FCRF** - McFarland – McFarland – Private Facility
- MC** - Mule Creek State Prison – Ione
- PBSP** - Pelican Bay State Prison – Crescent City
- PCJ** - Plumas County Jail – Quincy
- SQ** - San Quentin State Prison – San Quentin
- SCC** - Sierra Conservation Center - Jamestown
- VSP** - Valley State Prison for Women – Chowchilla

Inmate Security Level

Placement scores are determined by a thorough review of an inmate's case factors, which include age, crime committed, and if violence was used, prior incarcerations, and gang affiliation. An inmate has the opportunity to reduce their score if they have been in programs and have not received any disciplinary actions.

1. An inmate with a placement score of 0 to 18 shall be housed in a Level I facility.
2. An inmate with a placement of 19 to 35 shall be housed in a Level II facility.
3. An inmate with a placement score of 36 to 59 shall be housed in a Level III facility.
4. An inmate with a placement score of 60 and above shall be housed in a Level IV facility.

APPENDIX A
FORMS