

CPEP Board Meeting, Nov. 20, 2014, 5:30 – 7:30 Plant Sciences Bldg Room G22

Minutes
(Jan, Kyri, Rob)
also see attachments

Present: Judy Appleton, Edward Bailey, John Crutchfield, Kristen Deane Coe, Christian French (via tel), Chris Garces, Bill Goldsmith, Anna Haskins, Mary Katzenstein, Burce Levitt, Nancy Koschmann, Sally McConnell-Ginet, Benay Rubenstein, Bob Turgeon, Jan Zeserson

Absent: Sandra Greene, Stephen Hamilton, Ken McClane, Tom Owens, Reeve Parker, Richard Polenberg, Paul Sawyer, Alison Van Dyke

1. Rob's Update:

- a. Tyi McCray has been an excellent guest lecture coordinator
- b. Cayuga CF faced challenges this fall, but we're moving forward
- c. CPEP will switch offices once again, in the new year
- d. CPEP TAs have started a few new student orgs
- e. We have recidivism data, thanks largely to Thatcher Barton's work (see handout)
- f. Budget review (see handout)
- g. CCC-relationship is understaffed on the CCC side

Discussion: Bob asked whether CPEP claims relationship to the four new undergraduate prison-related organizations. Bruce cautioned that claiming them may invite scrutiny by DOCCS, so we shouldn't do it lightly. Benay noted that 15 college credits automatically gives a person a GED. Christian suggested having an outside 3rd party work on the recidivism data for us, to standardize it and validate that this is independently confirmed data. He also thinks we should collect info on what jobs our students get, how much they earn, etc.

2. Long-term Planning Committee circulated a handout from their Summer meeting (see attachments) and called for expanded participation in the planning committee.
3. Rob/Jan reported on the Fundraiser Reception in NYC, Nov. 13, at Cornell Club. 500 invitations yielded 75 guests, a mix of former students, several former TAs/instructors ranging from '03 to '14; major and modest donors; NYC advisory committee members, Ithaca board members. Joe Margulies lectured, former students spoke. Total donations stand at \$26,666 with \$50,000 in outstanding pledges. Jan said the Development Ctte sees two objectives to every event: raising funds and building the CPEP community, and in her opinion, the Nov. 13 event was most successful in the latter sense.

Discussion: Christian offered to sponsor the videotaping of future events for use in publicity materials. Christian suggested we create a TA Advisory Ctte that could initiate social events to keep this young alum network lively. Someone raised the issue of what we are doing with our TAs in the future after they graduate.

4. Curriculum Committee: Rob reported that the curriculum is science-heavy next term, and this started a conversation about how to recruit grad/faculty instructors from various fields. Several members offered suggestions about how to beef up recruitment efforts throughout the academic year.

Discussion: Suggestions included: (1) Board faculty could invite Rob into classes. Rob lectured in Anna's class, which inspired several of her students to become TAs, for instance. (2) Rob (or board members) ask to address grad student weekly luncheon events in a 15-min. (or more) slot. Board

members can alert the office to these grad student groups. (3) Rob (or board members) ask to address luncheons convened by many programs on campus, for example, Center for Transformative Action (CTA) or Einaudi Center programs (EAP, SEAP, Peace Studies, etc.).

John raised the issue of making the curriculum relevant to student needs, which sparked comments that made it clear this requires a larger discussion than a regular board meeting can allow. Mary suggested a retreat meeting for this topic, and many nodded in agreement.

5. ACTION POINTS:

- a. Board members, please send Rob/Kyri/Nicole the names of any grad student groups you know of that meet on a regular basis. These will be targets for recruiting instructors.
- b. Development Ctte will make moves to launch a TA Advisory Ctte(s).
- c. Board members, consider inviting Rob into your class for a brief intro to CPEP; or consider doing this yourself.
- d. Development Ctte will follow up with Christian about videotaping offer.
- e. Rob will canvas the board for members interested in a retreat about making curriculum more relevant to the incarcerated student population.



Cornell University Prison Education Program

448 & 453 Day Hall | Ithaca, New York 14853

Advisory Board Meeting – Thursday, November 20, 2014 – 5:30-7:30pm
22 Plant Sciences Bldg.

- 1) *Agenda Item 1: Program Overview*
 - a) State of the Program (Rob)
 - b) Development Committee (Rob/Jan)
 - c) Curriculum Committee
 - d) Comment on Graduation (Benay?)
- 2) *Agenda Item 2: Engaged Cornell* (Judy)
- 3) *Agenda Item 3: CPEP Reentry Initiative* (Benay)



Images from the Nov. 13, 2014 fundraiser/reception at the Cornell Club in New York, clockwise from upper left: Records specialist Thatcher Barton and Guest Lecture Coordinator Tyi McCray (top left); the Roizen family including former CPEP TA Remy Weinstein (top right, Remy is second from right), speaker Joseph Margulies with panel of CPEP Alumni John Crutchfield, Shawn Williams, and Edward Bailey (bottom image, from left to right).

State of the Program Remarks (Rob)

CPEP accomplishments cited at the fundraiser:

- Our staff has grown:
 - Kyri Murdough – program coordinator for Auburn CF
 - Benay Rubenstein – graduation and reentry coordinator
 - Thatcher Barton – records coordinator (temp) 5 months
 - Tyi McCray – volunteer coordinator
- In 2014 we are hosting more events than ever before, culminating in the Graduation Ceremony at the Auburn Correctional Facility next month.
- We've returned to offering programming at Cayuga Correctional Facility, a second prison near Cornell's Ithaca campus, and one of our graduates is actually taking his final class there – he will be our first prison graduate outside of the Auburn prison.
- We moved to a larger office at Day Hall – right in the heart of campus with plenty of space for continued growth. Big credit to Judy for helping make this happen.
- We've been able to enrich the CPEP experience for campus students in our program, who now participate in four student organizations and several Cornell courses focused on criminal justice, prisons in particular, and the art of education.

Additions for the board meeting:

- We have a calculated recidivism rate – see page 1 of the packet.
- Our budget has grown considerably – see page 2 of the packet.

Challenges ahead:

- Fundraising
- Cayuga Community College partnership
- New Deputy Superintendent of Programs at Cayuga CF
- Desire to fund a re-entry initiative while keeping the core program going and the program solvent.

CPEP Recidivism Rate, 2008-2014

Prepared by Rob Scott, with records produced by Thatcher Barton.

A total of 479 individuals have enrolled in CPEP courses since records began in 2001. Of those, there are fifty-five individuals from before 2008 whose CPEP records are incomplete; their Departmental Identification Numbers (DINs) are unknown and thus their status is unknown. Recidivism calculations therefore begin with 2008 students, defined as those individuals who completed at least one course.

Completed ≥ 1 course since 2008: **319**

Completed ≥ 1 course since 2008, with parole: **101**

Completed ≥ 1 course since 2008, with parole, re-incarcerated: **9**

Recidivism rate: **9%**

The above group of 319 students includes four individuals without DINs on record. Of the eight who received parole before being re-incarcerated, six had only completed one course, and one had only completed two courses. Here is what the numbers look like if we exclude all individuals who did not complete at least three courses (9 credit hours):

Completed ≥ 3 courses since 2008: **140**

Completed ≥ 3 courses since 2008, with parole: **40**

Completed ≥ 3 courses since 2008, with parole, re-incarcerated: **3**

Recidivism rate: **7.5%**

In response to the more limited question, "What is the recidivism rate for those students who have completed your program?" (i.e. received a degree, then received parole,) the sample size is too small to be meaningful.

Completed AA degree since 2008: **30**

Completed AA degree since 2008, with parole: **1** (possibly 2 as of Dec. 2014)

Completed AA degree since 2008, with parole, re-incarcerated: **0**

Recidivism rate: **0%**

Of the thirty who are counted as completing their degree, eight have yet to be cleared by Cayuga Community College (expected Dec. 2014). The recidivism rate is virtually meaningless since the only person to receive a degree and also parole (Jermaine West) was released last month, and a second individual (Derek Slade) *might* receive parole in December.

CPEP Budget Overview

Expenditures

	<u>FY 2013-14</u>	<u>FY 2014-15</u>
Office Staff Salaries	\$108,714	\$182,151
Graduate Instructors	\$60,105	\$78,000
Books & Materials	\$25,568	\$30,500
Fundraising/Events	\$10,921	\$22,000 (includes graduation)
Total Travel Subsidies	\$8,154	\$7,600
Director Search	\$3,459	--
Digital Communication	\$1,428	\$2,000
Undergrad Events	\$395	\$1,700
Medical (TB tests)	\$60	\$1,050
TOTAL	\$218,804	\$325,001

Revenue

	<u>FY 2013-14</u>	<u>FY 2014-15</u>
Sunshine Lady Foundation	\$166,856	\$185,545
Gifts/Donors	\$204,423	\$68,691 (as of Nov. 20)
Nick Groos' Gift	--	\$50,000
DOCCS Grant	\$30,292	\$40,000
TOTAL	\$401,571	\$344,236

Previous Gifts \$62,455

Carry Forward **\$245,222** **\$19,235**

Course Descriptions - Spring 2015 Auburn Correctional Facility

YOGA (Monday 8:00 – 10:30AM)

Instructs students in cultivating the disciplines of a well-rounded yoga practice including physicals poses, breathing exercises, concentration, and deep relaxation.

MATH WORKSHOP – NON CREDIT (Monday 12:00 – 2:30PM)

INTRODUCTION TO NEUROSCIENCE (Monday 7:00 – 9:30PM)

An introduction to neuroscience: the structure and function of the nervous system of humans and other animals. Topics include an introduction to the biology of the nervous system, the cellular and molecular basis for cell signaling, basic neuro-anatomy, neural plasticity, vision, and other complex brain functions.

INTRODUCTION TO PHILOSOPHY – PHIL 101 (Monday 7:00 – 9:30PM)

Does God exist, or does the prevalence of evil make that impossible? What makes an action right or wrong? What does it mean for something to be true, and if it is true, how do we know it? What is the structure of time, and how does that impact our freedom? Philosophy is occupied with these sorts of fundamental questions about ourselves and the world. In this introductory class, students will survey the various branches of philosophy and learn the skills necessary to engage with them thoughtfully and effectively.

AUTOBIOGRAPHY & LITERATURE – ENG 101 (Tuesday 7:00PM – 9:30PM)

By exploring the relationship between literature and life (biography, autobiography, history) this course will introduce several major issues of literary criticism and will thereby consider the various purposes (ethical, testimonial, cultural, aesthetic) served by reading fiction, poetry, and drama today. This course not only aims to introduce students to the broad genre of life writing, as it stretches across dramatic, fictional, and poetic forms, but it also will teach students how to critically engage with these texts through the practice of organized, clear and argument-based writing.

THE POWER OF STORYTELLING: NARRATIVES IN FILM & LITERATURE – PSYCH 300 (Tuesday 7:00PM – 9:30PM)

Stories never fail to enthrall the audience, whether young or old. What precisely makes us so receptive to stories? It is only the power of the story to create new worlds that capture us with their novelty? Maybe we respond so spontaneously to stories because the human thought uses the story paradigm to understand real-world events. Moreover, unbeknownst to ourselves, we constantly create stories: whether we daydream, plan a future action, explain complex things through analogies, or simply gossip.

The Power of Storytelling seminar analyzes the content, structure, and cognitive function of narratives in literature and film media. The seminar addresses the questions above (and many other related issues) and proposes cognitive accounts for our narrative processing. Both the narrative structure and the narrative content – as we will see – are responsible for the irresistible appeal stories have to us all.

INTRODUCTION TO THE SUPREME COURT (Tuesday 7:00PM – 9:30PM)

This is a course in which students will learn about the Supreme Court of the United States – who is on it, what it does, and its most important cases. This is an entry-level course in Constitutional Law and Supreme Court Jurisprudence.

THE UNITED STATES, 1960-1980: KENNEDY TO REAGAN (Wed. 12:00PM – 2:30PM)

Upper Division Course from Dr. Polenberg

ENGLISH 102 (Wednesday 12:00PM – 2:30PM)

The theme of the course will be “literature of solitude.” Reading will be focused around literature with strong, complex characters who must, for some reason, face opposition and exile from their societies. These books are all part of the English literary tradition, but they come from many different times and places. Sometimes these tales end happily; sometimes they do not. Regardless, they draw us in as readers because we see ourselves, and our struggles, in the mirrors they hold up to us. We will also discuss how literature corresponds with history, art, and philosophy to recreate the places we have been, and to anticipate the places we are going.

INTRODUCTION TO PHYSICS AND PHYSICAL THINKING (Wed. 7:00PM – 9:30PM)

Introduction into the basic laws and theories of physics: kinematics, laws of motion, work and energy, momentum and collision, and circular and rotational motion.

ALGEBRA & GEOMETRY (Wed. 7:00PM – 9:30PM)

Designed for students who have already completed a math workshop or who have demonstrated very basic knowledge of algebra. Reviews basic algebraic concepts and progresses to cover intermediate to advanced topics in algebra and geometry. Emphasis will be placed on using these concepts to solve real-world problems; particularly ones the students are likely to encounter in future careers.

ENGLISH 101: LANGUAGE AS EXPLORATION AND SURVIVAL (Wed 7–9:30PM)

This freshman composition course includes reading expository prose, poetry and short stories, writing expository themes and a research paper.

STRUCTURAL & CULTURAL DIMENSIONS TO THE ENVIRONMENT: HUMANS, NATURE AND CLIMATE CHANGE (Thursday 7:00PM – 9:30PM)

We live in an era of profound environmental crises. Not only must we grapple with long standing questions about the nature of humans and the environment, which include considerations of natural conservation, “preservation,” and industrialization, but we must also grapple with new environmental and ecological challenges, namely the immediate and cumulative effects of climate change. This course is a survey course meant to inform you about the key social debates in environmentalism. We will confront the question about what is meant by “the environment” and “nature” and move into what are called “structural” and “social cultural” explanations for social and environmental change. This course is fundamentally grounded in environmental sociology, but takes into account central arguments in the fields of political ecology, history, and debates in the popular press.

BILINGUALISM & COGNITION (Thursday 7:00PM – 9:30PM)

Bilingualism is a prevalent phenomenon in today’s world, with more than half of the world’s population using more than one language on a daily basis. Bilingual speakers are not only able to select from any one of their two languages, but some can also switch back and forth effectively between their languages when communicating with other bilinguals. Previous negative stereotypes bilingualism impeding language and cognitive development has not been proven wrong, and a growing body of behavioral and neuroimaging research has provided evidence for the positive effects of bilingualism on cognitive outcomes across the lifespan – from infants to elderly lifelong bilinguals. What are some of the bilingual cognitive advantages, and what are the mechanisms behind this advantage? This interdisciplinary seminar provides an overview of current research on the bilingual cognitive advantage from perspectives of developmental, cognitive, neuroscience and sociolinguistics. The main focus of this class is on the cognitive implications of bilingualism in terms of executive control, and this will be examined across the lifespan.

MINDFULNESS & MEDITATION (Thursday 7:00PM – 9:30PM)

You will be exploring a number of concepts about good mental and physical health. You will learn exercises and meditation techniques that have been shown to benefit the immune system, decrease stress, strengthen the cardio-vascular system, help to maintain muscular- skeletal flexibility and strength and increase the flow of positive mood hormones and neurotransmitters in the brain.

Course Descriptions - Spring 2015 Cayuga Correctional Facility

WRITING WORKSHOP: LANGUAGE AS EXPLORATION AND SURVIVAL (Tuesday: 6:30PM – 9:30PM)

This freshman composition course includes reading expository prose, poetry and short stories, writing expository themes and a research paper.

INTRODUCTION TO SOCIAL PSYCHOLOGY (Tuesday 6:30 - 9:30PM)

Social psychology is the scientific study of the feelings, thoughts and behaviors of individuals in real and imagined social situations. It involves understanding how people influence—and are influenced by—others around them. For example, social psychological questions include (but are not limited to): What determines who we become friends with? How does our culture, gender and genetics affect the people we become? How good are we at telling truth from lies? What are the best methods to be persuasive? Why do people stereotype? In this course we will discuss various social psychological theories and their real-world implications to motivation, attitude formation and change, leadership, group dynamics, roles, social norms and collective behavior. This class is designed to provide students with an understanding of core concepts in social behavior. We will cover both classic and more contemporary theories of social thinking behavior.

INTRODUCTION TO GENETICS (Wednesday 6:30PM – 9:30PM)

The course will focus on teaching the fundamental concepts of genetics and provide the foundation for understanding the scientific basis for the application of genetics, including forensics, plant/animal breeding, gene mapping, biotechnology and personalized genomics. Three class hours, one day weekly.

THE EPIC IN WESTERN LITERARY TRADITION (Wednesday 6:30PM – 9:30PM)

Introduces students to major works in Western Literary tradition with a focus on epic literature. This will hone students reading comprehension, analytical, and writing skills while encouraging them to critically engage with people and cultures different from their own. This course provides an introduction to college writing, literary analysis and European Literatures. Students will practice developing and arguing ideas according to the standards of academic writing.

Cornell Prison Education Project

Cornell Prison Education Program

Auburn C.F. Program

Spring 2015

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:00am - 10:30am	Yoga Jan 26 - May 12 Michael Troy				
12:00pm-2:30pm			Recent American History HIST Jan 28 - May 14 Richard Polenberg Jennifer Lambert		
	NCR Math Workshop Jan 26 - May 12 Kevin McDermott Erica Augenstein		English 102 ENG 102 Jan 28 - May 14 Mandy Lowell Karen Patricio		Study Hall Jan 30 - May 16 Jan Zeserson Laura Komer Hilary Yu Aubrie James Clemence Bernard
7:00pm—9:30pm	Intro to Neuroscience Jan 26 - May 12 Joseph DiPritro Sam Doernberg Paige Warfield	Writing: Autobiography & Literature ENG Jan 27 - May 13 Stephen Thomspson Anika Sethy Anitra Persaud	Intro to Physics Jan 28 - May 14 Yariv Yanay Anay Hindupur Reed Geisler	Environmental Sociology Jan 29 - May 15 Andrew Curley Tyler Lurie-Spicer Garrison Lovely	
	Intro to Philosophy PHIL 101 Jan 26 - May 12 Fran Fairbairn Katie Smith Rachel Harmon Rebecca Gilovich	Upper Level Psychology PSYC Jan 27 - May 13 Catalina Iricinschi Noa Wesley Nicholas Raskin	Algebra & Geometry MATH Jan 28 - May14 Jessica Duke Laurel Darragh Owen Lee-Park	Bilingualism & Cognition PSYC Jan 29 - May 15 Carissa Kang Seth Peyla Ashleigh Rousseau	
		Law & The Supreme Court Jan 27 - May13 Zoey Jones Caitlin Lucey Shruti Rajgarhia Isabel Feldman	English 101 ENG 101 Jan 28 - May 14 Alex Chertok Nadia Shebaro Maaz Ahsan	Meditation & Mindfulness Jan 29 - May 15 Nancy Koschmann	

**Cayuga Correctional Facility
Cornell Prison Education Project
Spring 2015 Course Listing**

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
12:10- 3:00PM				
6:30 - 9:30PM		Writing Workshop NCR-01 Jan 27 - May 12 Alex Chertok Riley Yuan??	Western Literature ENG Jan 28 - May 13 Rachel Grabowski Dina Khatib??	
		Psychology PSYCH1101 Jan 27 - May 12 Shai Davidai Shea O'Hill??	Intro to Genetics PLBR 2500 Jan 28 - May 13 Anna Levina Christine Diepenbrock Lynn Veenstra Dhyan Palanichamy	

6/17/14 MINUTES, LONG TERM PLANNING COMMITTEE
Co-chairs: Benay Rubenstein and Nancy Koschmann

Nancy Koschmann's
Handout

The Long Term Planning Committee met on June 17, with Pete Wetherbee, Steve Hamilton, Jan Zeserson representing the Development Committee, Benay Rubenstein and Nancy Koschmann present. We did not meet again because of time spent on fundraising and arrangements for graduation, and because of retiring members, did not have a full committee. We have, however, continued to communicate by email and phone.

We determined that, although there were a number of items on the agenda, our primary focus should be on strategies for creating and encouraging a sense of community among the members of CPEP, especially including Board members, instructors, TA's, and office administrative staff (Rob, Nicole, Kyri and others who might be added).

Recently, encouraged originally by the Governor's call for prison education programs and then fueled by an increased understanding that developing funding sources is imperative, the executive director and several members of the Planning Committee and the Development committee began to have frequent and regular communications about long term planning options, such as extracurricular offerings, and possible funding sources. More recently, this committee and the administration have been discussing the possibility of a re-entry program. Working closely on these topics has created a strong sense of community among this subgroup, and we realized that if we could extend this sense of cooperation and community, of joint purpose, and excitement over new ideas to the whole of CPEP (all committees, volunteers, instructors, TAs and others), the organization would become more vital, creative and focused. With this goal in mind, we offer the following recommendations and look forward to a wider conversation and your feedback concerning these ideas.

1. First, we recommend more regular and robust communication among ALL members of CPEP. In the past we have had several lists for different subgroups (lecturers, TA's, Board members, various committees) and the result has been a lack of common and up-to-date knowledge. Instead of providing information and creating a sense of shared purpose, it has divided the community into groups and possibly has limited a useful sharing of talents.

The newsletter begun by Rob is certainly a good step toward building a community, but while it is an excellent source of information, it lacks the intimacy of a list serve and does not inform about meetings, committee minutes and such. The website is underutilized, to be sure, but again it serves a more public function; what is needed is more "internal" communication. Our suggestions are below.

2. We suggest a monthly event to which all members of the CPEP are invited. In some instances these events could also serve a wider purpose of introducing the program to the wider Ithaca community; this would be helpful perhaps for development purposes. For instance, Benay produced several short films that CPEP members would be interested in seeing; Rob has already initiated an occasional lecture series on campus and keeps us informed of related events. A picnic, or a dinner at someone's house, or a shared discussion on a topic, book or article could be other possibilities. One concrete suggestion would be to show an hour film (perhaps *Mumia* or one of Benay's works) and have a dish to pass supper on January 18 at Nancy Koschmann's home for all members of the community, including new instructors and TAs.

Even if “only” seven or ten people came, it would provide an opportunity to know each other better, share ideas, and feel a sense of common purpose.

3. The various subgroups would continue to have their own gatherings, such as TA meetings and discussion, committee meetings, small planning groups, and so forth. These would, however, be publically announced, along hopefully with their results/conclusions/minute-like reports in the all-CPEP communications. The larger events suggested above would allow some crossover of subgroups.
4. At least twice during the semester, all instructors (paid and voluntary) and TA's, plus any board members who would like to be included, would meet to discuss issues of teaching, grading, student concerns and other issues. This would be more or less the equivalent of a “faculty meeting”, and would help to keep instructors and TAs who may not see each other because they teach at different times abreast of current issues and concerns. We suggest such a meeting soon after classes begin, perhaps in mid February, and another about two thirds of the way through.
5. CPEP hosts monthly lectures at the prison, yet the instructors, TAs and others are not included in the audience. There are two major drawbacks to this new development – new in the sense that in the recent past everyone was invited to the lectures: a) Instructors are not able to weave into their lectures and discussion the information conveyed in the lectures; this means that the educational value of these lectures is very much compromised and b) an opportunity to build an academic community, where everyone comes to together and students see instructors are lectures, is lost.
4. Overall, we would hope to encourage feedback and conversation about various topics that occur in committees or at Board meetings, or even about issues brought up by members. Our model is that of a community in which we all are invested, and in which we feel a sense of pride, ownership and responsibility. Many of our members are volunteers, and volunteership theory stresses the importance of face-to-face interactions and a sense of inclusion on the part of the volunteer. Since we hope to maintain relationships with our volunteers and semi-volunteers (graduate student instructors who receive a nominal stipend) and even see them as potential contributors to the program, we believe that our suggestions along this line are extremely important.

It was suggested earlier that along with the three standing committees that are already in existence (Long Term Planning, Development, and Curriculum), a fourth, the Communication Committee, be added. It seems that this might be an excellent time to do so.

In the spirit of community, we sent out an early, less complete version of these minutes to the entire CPEP community in early summer. We don't have a “Like Us” button to hit, but we do hope that you think about these ideas and get back to us.

November 20, 2014

CPEP Reentry Initiative/Cornell Reentry Initiative (CRI)

Benay Rubenstein's
Handout

A small-scale, highly collaborative CPEP project providing pre-release and post-release academic counseling to prepare individuals for college enrollment and academic success after release.

What is reentry? Just imagine living a life propped up by all of the external structure that prison imposes. Not just for a few days, but for years. Just imagine that structure suddenly disappearing as a student walks out the gate. In the best of all worlds, a new inner strength is there – yet it is tender – and the world that our students move into is not the world they left behind. This time of transition after release is called “Reentry”.

Reentry support is a natural extension of CPEP’s academic program. Without practical help, support, mentoring and friendship during this vulnerable and often frustrating time – when critical choices about every aspect of life are being made – it is easy to rely on old, unhealthy patterns that lead right back to prison.

The challenge of college access after-prison: Under the best of circumstances, transitioning from prison to college after release is a complex and daunting process, particularly for first generation college students. This is compounded by the lack of pre-release academic counseling/support and no access to computers, phones and other tools easily available to traditional college applicants.

CRI’s commitment includes:

- Tracking/ documentation of all CPEP students, and compiling narratives that tell the stories of the CPEP community
- Starting to work with students a year prior to release
- Working with students transferring to Downstate prison degree programs
- Creating ways for CPEP alumni to remain involved with CPEP. Building Upstate Reentry Network (Ithaca, Syracuse, Rochester, Buffalo) and establishing links to regional, state, and private sectors.
- **Outreach:** If staff and funding allows:
 - Offer reentry education services to local Tompkins County men and women in reentry
 - Nazareth and Hobart and Smith Incarcerated students
 - Hudson Link students returning to Finger Lakes NY area.

CPEP Reentry Initiative (CRI)

- Participation will be voluntary

Locations:

- 1) Cayuga CF: Reentry Workshop (sponsored by DOCCS) will include guests from cities where students in class will be released. Will also work with students one-on-one.
- 2) Auburn CF: Work with students one-on-one.

Services:

I. Pre-Release (starting one year prior to release):

CRI will provide one-on-one counseling to help soon-to-be-released individuals develop a comprehensive and realistic release plan with education as a core component of reentry.

Areas addressed:

1. Basics that must be in place prior to release and prior to college enrollment. This includes housing, employment, physical and mental health needs, family reintegration, and involvement with a support community.
2. Referrals to reentry services in home community (Upstate or NYC area)
3. Assistance with the college application process/personal essays, financial aid forms, outstanding student loans, gathering of academic transcripts and other application requirements.

II. Post-Release -

Students and CRI will sign a letter of agreement prior to release. CRI lists services/support provided and Student will agree to show up, stay in touch and send updates.

1. Regular check-in with CRI (phone, email, in-person) to evaluate and adjust reentry plans, discuss challenges, develop next steps and keep academic goals alive.
2. Stipend for Cell Phone/Computer
3. Mentors to work with student to gain competency on cell phone and computer
5. Assist student in accessing local support services (housing, employment, health, etc.)
7. Work with students to continue college enrollment process and establish timeline
8. Address challenges associated with applications to SUNY institutions which queries about criminal history - we will review the student's criminal history record to ensure that the individual is aware of his/her criminal record, identify inaccuracies and assist in the correction of criminal history records, counsel individuals about their rights and responsibilities in disclosing a criminal record, and how to address their criminal history record during the admissions process.

9. Work closely with SUNY admissions to ensure fair consideration of admission.
10. Students returning to Upstate areas after prison to become "ambassadors" at selected SUNY two and four-year colleges, helping to "educate the educators" through their successful academic endeavors and personal deportment – easing the way for future students.
11. Work closely with Parole Officers to ensure a smooth transition to post-release college education.
12. Pay college application fees (average cost is \$60 per college at SUNY). CRI will work to have these fees waived, when possible
13. Offer stipends of \$500/semester for the first semester enrolled and for each subsequent semester that the student a) maintains a 2.5.0 or higher GPA and b) participates in agreed upon community "giveback". These funds will help to pay for computers and technical equipment, books, travel expenses, etc. On an organizational level, these much-needed scholarships create a natural way to stay in touch with students on a regular bases and collect valuable data about their progress.
14. Continue academic mentoring throughout student's enrollment through mentors, phone, email and personal counseling sessions when needed. In particular, review academic course load prior to the beginning of a new semester.