



**Pu'uhonua (Places of Sanctuary) Program:
Providing Incarcerated Community Members
& At-Promise Youth the Opportunity to Grow
through Higher Education**

Windward Community College

Pu'uhonua Program

Pu'uhonua:

- Place of Sanctuary/Refuge

Purpose:

- Empowering incarcerated community members and at-risk youth to grow through higher education opportunities
 - Olomana School
 - Hawai'i Youth Correctional Facility (HYCF)
 - Women's Community Correctional Center (WCCC)

Funding:

- Federally funded by the U.S. Department of Education Title III Grant
 - Currently in year 4 of 5 (2016-2021), possible 1-year no cost extension (Sept 2022)

Why Higher Education in Prison?

- Windward CC's Mission
- “Studies conducted over the last two decades almost unanimously indicate that higher education in prison programs reduces recidivism....”
 - The higher the degree, the lower the recidivism rate
 - It’s a disrupter of the cycle of poverty and incarceration
- Education is particularly impactful for incarcerated students, who face hurdles in successfully obtaining employment after release.
- This program serves to:
 - Expand skills and knowledge base
 - Allows students to grow in self-agency and realize more fully their potential

Source: Prison Studies Project - Teaching Research Outreach

Hawai'i Youth Correctional Facility (HYCF)

Best Practices:

- Engaged Faculty
- Mandatory Orientation
- Proactive, high-touch advising (Assigned Counselor)
 - weekly
- Success Coaches
 - Instructors paired hired success coach staff to provide additional support for students
- Cohorts of Learners
- Monthly meetings with facility/DOE partners

Academic Pathways:

- HS Diploma (dual-credit program)
- General or elective course offerings on path to complete an Associate's degree in Liberal Arts

Early College Model:

- **College Classes**
 - Same outcomes and content as on campus courses
 - Taught by college professors
- **Dual Enrollment**
 - Students receive both high school and college credit

Hawai'i Youth Correctional Facility (HYCF)

Data:

- Unduplicated headcount served
 - 43 students (as of Spr 2019)
 - 50 students (as of Fall 2019)
- Average GPA
 - 3.5 (as of Spr 2019)
- Success Rate (ABC)
 - 95% (as of Spr 2019)
- % NH Youth in Pu'uhonua at HYCF
 - 33% (as of Spr 2019)
 - 30% of gen youth in HI are NH
- Recidivism Rate
 - 10%
 - National Average is 76.6%
- Credits Earned
 - 85 credits (as of Spr 2019)
- High volume of students are first generation and qualify/receive free/reduced lunch

COURSE OFFERINGS THUS FAR

- Hawaii Youth Correctional Facility
 - MUS 121F: Beginning Slack Key Guitar
 - MUS 121Z: Beginning Ukulele
 - MUS 122Z: Intermediate Ukulele
 - THEA 221: Acting I
 - SP 151: Personal & Public Speech
- Currently working to increase course offerings

**Hands on and
Relevant courses which
align to student interests**

Ma ka hana ka 'ike.
In the doing is the learning.
“Through doing one learns.”

Success Coach Experience at HYCF

Students at HYCF are part of the school to prison pipeline reality, quite literally. Bright, young, at-risk youth who are quite simply at the hands of a merciless economy, fill my classrooms each day. My course curriculum? ELA. But it's beyond English. **I teach some of the most talented young philosophers, poets, artists, and social justice advocates!**

My students are unique in that they've made the most of their hardships; creative by nature, my students demand what each student should — a space to grow and dream and become whoever they want to be, equally.

The reality of it is not quite so equal. As students who attend the only correctional facility on our islands, our students come from a range of various multicultural, socioeconomic backgrounds — many of which from low-income communities.

As a teacher who shares a similar history as many of my students, I understand their need to develop emotional literacy and other transferable skills that go beyond the classroom. **My goal is to establish the confidence and skills they will need to not just survive, but thrive in a world they thought they didn't belong to; to rise from their past and make the most of the future they deserve.**

It has been by way of WCC's program that my teaching here was made possible and since my stay I have helped to develop and spearhead their recording studio and performing arts/media program with other colleagues! It is with the help of WCC and your efforts that students in HYCF are able to share some of the same opportunities for success as their peers in traditional settings!

--Ashley Shankles Nakanishi

Instructor's Experience at HYCF:

My three weeks instructing THEA 221 (Acting I) at HYCF was a wonderful opportunity to invoke the magic of theatre, and for a few hours a day allow these young students the opportunity to play, grow, create, and perhaps most importantly - to become the narrator of their own story once more. **The growth I saw in three weeks of work was tremendous. These fearless students brought a level of honesty and energy to their acting work [which is] hard to come by in a traditional classroom.** At the course's conclusion, they wowed an audience of guards, administrators and invited guests with a showcase of performances that included Shakespeare, improvs, their own devised scenes, and original spoken word poetry. **Theatre creates community, anywhere, under any circumstances.** Community saves those individuals struggling to hold on. We're proud that Alex Durrant and Ashley Nakanishi have continued this excellent work last year, and shall continue to offer this course this coming Summer as well. **They epitomize the utmost in service - working with those who need care and guidance the most among us.**

--Nick Logue (Theatre Professor)

Olomana School (OS)

Best Practices:

- Engaged Faculty
- Mandatory Orientation
- Proactive, high-touch advising (Assigned Counselor)
 - weekly
- Success Coaches
 - Instructors paired with High School teachers or success coach staff to provide additional support for students
- Cohorts of Learners

Academic Pathways:

- HS Diploma (dual-credit program)
- General or elective course offerings on path to complete an Associate's degree in Liberal Arts

Early College Model:

- **College Classes**
 - Same outcomes and content as on campus courses
 - Taught by college professors
- **Dual Enrollment**
 - Students receive both high school and college credit

Olomana School (OS)

Data:

- Unduplicated headcount served
 - 24 students (as of Spr 2019)
 - 29 students (as of Fall 2019)
- Average GPA
 - 3.1 (as of Spring 2019)
- Success Rate (ABC)
 - 90.2% (as of Spring 2019)
- Native Hawaiian %
 - 79%
- Credits Earned
 - 87 credits (as of Spring 2019)
- Majority of students are first generation, NH, and qualify/receive free/reduced lunch

Course Offerings Thus Far

Olomana School:

- HWST 135: Kalai La'au I
- HWST 136: Kalai La'au II
- IS 103: Introduction to College
- IS 105B: Career Decision Making
- IS 105C: Professional Employment Preparation

Woodwork class at Olomana School to help high school students transition into college

It's a class rooted in ancient Hawaiian values that has become a gateway for high school students transitioning into college.

Monday, March 5th 2018, 6:44 PM HST by Moanike'ala Nabarro



Women's Community Correctional Center (WCCC)

Best Practices:

- Engaged Faculty
- Mandatory Orientation
- Proactive, high-touch advising (Assigned Counselor)
 - 2x per semester (min)
 - Mapping out transitional, educational, and professional paths based on interests, but also factoring conviction/felony restrictions
- Tutoring/Supplemental Instruction (SI)
- Cohorts of Learners

Academic Pathway(s):

- Psycho-Social Developmental Studies (PSDS) Certificate
- Course offerings on path to complete Associate's degree in Liberal Arts
- WCC Faculty working on creating Community Health Worker (CHW) certificate
- **College Classes**
 - Same outcomes and content as on campus courses
 - Taught by college professors

Women's Community Correctional Center (WCCC)

Data:

- Unduplicated headcount served
 - 64 students (as of Spr 2019)
 - 71 students (as of Fall 2019)
- Average GPA
 - 3.6 (as of Spr 2019)
- Success Rate (ABC)
 - 88% (as of Spr 2019)
- % NH Students in Pu'uhonua at WCCC
 - Nearly 42% (as of Spr 2019)
 - 24% of gen pop in HI are NH
- Recidivism Rate in Program
 - 5%
 - National Average is 76.6%
- Credits Earned:
 - 277 Credits
- High volume of students are first generation
- Cert Graduates this Year-hopefully!

Course Offerings Thus Far

Women's Community Correctional Center:

- CHW 101: Community Health Worker Fundamental
- CHW 140: Introduction to Interviewing & Counseling
- IS 103: Introduction to College
- FAMR 230: Human Development
- MUS 121F: Beginning Slack Key Guitar
- PSY 100: Survey of Psychology
- PSY 224: Abnormal Psychology
- PSY 260: Clinical Psychology
 - First time - Summer 2020
- SOC 100: Survey of General Sociology
- SOC 218: Intro to Social Problems
- SOC 251: Intro to Marriage & the Family

Student Voices

“

My classes really inspired me to be more involved in my community as well as using “my voice” to do something to affect positive change.”

SOC 218 at WCCC

“

It's a lot of work but anything worth having is worth fighting for.”

FAMR 230 at WCCC

“

Thank you 4 this opportunity x 1 million”

IS 103 at WCCC

Instructor's Experience at WCCC:

I have been teaching WCC psychology and human development courses at WCCC since Fall 2017. One of the first things I noted was that the students WANT to be in class, they WANT to learn. EVERY student does their preparatory reading, EVERY student goes above and beyond the required curriculum, and EVERY student vigorously engages in class activities. The student population is a teacher's dream! It is like teaching graduate students! And it is not like they have "all the time in the world" or "nothing better to do." These women are BUSY with jobs at the facility and other programs they are required to complete before they can be released.

I have never felt unsafe; not once. Of course there are challenges, especially with reference to creating a curriculum for students with such limited resources. But challenges are nothing compared to the rewards of seeing these students succeed--many of whom have had limited opportunities in life. To see the light in their eyes when a sense of accomplishment and self-worth overcomes them, and to see a student create new goals for a future they didn't think possible before succeeding in COLLEGE! (something they never thought they could do), there is no greater reward! Since that very first semester, one thing became abundantly clear to me: teaching at the Women's' Community Correctional Center has been the single most rewarding experience of all my careers.

--Falisha Herbic, Psychology Lecturer, WCC

Keys to Success

- Design for the outcomes you want: best practices, student-centered
- Shared vision and understanding with all program staff, instructors, and partners (building strong partnerships, MOAs)
- Supportive faculty who can engage and adapt to the uniqueness of working with these populations
- Intentional planning of course offerings that align with the unique needs of our students/community
- Understanding the differences of each facility and their operations/processes/culture

Moving Forward

- **Grow the Program**
 - **Increase course offerings**
 - Short-term certificates
 - Working towards offering Math and English
- **Supporting Pell Grant Reinstatement (REAL ACT), Applying for Second Chance Pell Program**
 - Bipartisan support for education in prisons has grown
- **Funding Sources**
- **Expand**

SPECIAL MAHALO

- Our Students
- Instructors and Program Staff
- U.S. Department of Education (DOE) Title III Programs
- Dr. Ardis Eschenberg, Chancellor, Windward Community College
- Leighton Vila, Title III Evaluator
- Kehau Iwashita, Title III Coordinator
- Ha'aheo Pagan (Former Coordinator)

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Questions?

Mahalo nui loa!