Greystone Adult School DLAC Annual Report 2025

The California Department of Corrections and Rehabilitation's (CDCR) Office of Correctional Education (OCE) provides educational programs and services to incarcerated individuals in California's prisons. OCE's mission is to facilitate the successful reintegration of the individuals in our care back to their communities equipped with the tools to be drug-free, healthy, and employable members of society by providing education, treatment, rehabilitative, and restorative justice programs, all in a safe and humane environment. OCE offers a wide range of educational programs, including adult basic education, high school diploma, high school equivalency, vocational education, college programs, transitional education, and more. OCE serves over 100,000 incarcerated individuals, 37,000 of whom are enrolled in a formal course of study, at 31 accredited adult schools located within California's prisons. OCE's programs are designed to not only improve academic skills but also to provide vocational training and life skills necessary for successful reentry into society. OCE partners with other CDCR divisions and community organizations to provide a continuum of services to incarcerated individuals from admission to release.

Greystone Adult School at Folsom State Prison is one of the 31 accredited adult schools within CDCR/ OCE. It serves as the educational foundation for the 2600 incarcerated persons housed there. Approximately 1700 incarcerated persons regularly access education programming. Additionally, we offer physical education (PE), peer literacy mentors (PLMP), and library services to the whole population. We are divided into three campuses: Main Yard, Lower Yard, and Minimum Support Facility (MSF). Primarily Main Yard supports the majority of academic, post-secondary, PLMP, and library services. Lower Yard houses a variety of vocational programs like welding, auto, electrical, plumbing, building maintenance, computer related technology, and carpentry. MSF provides access to alternative education programs, post- secondary, PE and library services.

Meet The Team

The Greystone Adult School DLAC members represent educational technology leads from different programs levels. They are members of the site's Leadership Team and involved members of their content Professional Learning Community (PLC).

- Carlos Hernandez- CTE Instructor, CRT
- Rachel Kralyevich- Academic Instructor, ABE2
- Karen McKinney- Academic Instructor, ABE 1

- Jermaine Sullivan- Academic Instructor, GED
- Shannon Woods- Supervisor of Correctional Education Programs, Principal

IDEAL 101 and Site Plan Development

The IDEAL 101 program helped to guide our team discussions and site plans using a thoughtful process which led to a more successful and sustainable system. The program acted as an anchor and road map to create our site plan. The IDEAL 101 program focused primarily on distance learning. We discovered that much of the considerations crossed over to our blended learning need.

Our site plan is to create a blended learning environment and the successful roll out of our one-to-one laptop initiative. Though the IDEAL 101 program was not designed for the correctional institution and its many security nuances, we were able to adapt the process to fit the needs of our site and requirements. It also provided an opportunity for our DLAC Team to build their capacity and expertise in strategic technology planning, enhancing digital literacy, and supporting teachers throughout this process.

Accomplishments to date

a. CANVAS training will be done by the time of the presentation.
b. Site plan is created. We now have detailed goals.
c. Successful TDLS 2025 ARCAID presentation
d. Dedicated time to meet. It helps us to stay connected and gain a deeper understanding and detailed plan to achieve goals. It will help us to share our vision.
e. Our communication has been great. We have stayed on the same page and have met deadlines. All assignments and parts of the course are being met and finished with the help of all members.
f. Our group is synched well, and our communication strategies have allowed for all voices to be heard and shape the plan.

Training Sessions:

Team Building

Greystone Adult School has invested in many professional development opportunities and has a positive culture of team building. The DLAC training sessions provided protected time to truly collaborate, create our vision and plan, and operate in a fashion where leadership is shared and each team member is invested in contributing to the finished project. We have learned to work not only within the constraints of our CDCR/ OCE system but also within the broader adult education community.

Handling Conflict

Conflict in our team has been negligible, and we have been aware of the need to give each member time and grace where necessary. Without the constraints of conflict, we have been able to think about conflicts that may arise during the implementation phase of our site plan. There might be conflicts among both staff and students during the initial rollout and we have been thinking ahead to create a way to resolve these potential conflicts before they arise.

Communications Skills

Effective communication is essential for any team involved in strategic planning. Our team has utilized a combination of regularly scheduled in-person and virtual meetings, the Canvas learning management system, and our coach to significantly improve our communication skills. These meetings provided an opportunity for team members to ask questions, provide feedback, and identify potential roadblocks as we progressed through our site plans.

Using and Encouraging Strengths

Each person on our CDCR- Greystone Adult School DLAC team brings a different background, experience, and area of expertise. We have used this diversity to the benefit of our work in creating a flexible site plan that works for our site and the needs of our staff and students. Using the results of the Gallop Strength Finders Test, we identified each team members' strengths. We are fortunate to have those who see the big picture, those who are detail oriented, those with technical expertise and those who have the ability to ensure our work remains relevant and on task. Our team is truly a shared leadership team. It has five individuals who step up to lead or relinquish responsibility as the work and time demands. We have learned and developed strengths buried deeper in us and honored the growth of the individual and the team.

Challenges, barriers, and setbacks encountered

The challenges, barriers, and setbacks we have encountered have largely related to being a maverick in our field. We arrived with understanding the unique nature of CDCR in context to DLAC and balanced our approach to overcome challenges and work towards our goals.

Changes made

In April, it was confirmed that our one-to-one laptop delivery date had changed significantly. This caused us to quickly reexamine our site plan. Overall, it was determined that the site plan would still work with the new delivery schedule. We recognize that this may cause some conflict. To lessen the conflict, we have collaborated with local IT to have

a designated workspace within our school closer to student proximity. This will allow any technology issues that may arise to be addressed in a seamless manner. A shared office space was identified and made available. With the earlier delivery/ rollout date we began addressing issues that may arise with staff. We started creating a contact list of who to call for support and the use of digital navigators.

What's Next:

Our planned next steps include:

- CANVAS training for our site digital navigators
- Planning and implementing teacher CANVAS training
- Planning and implementing distribution procedures
- Planning and implementing student laptop, canvas, and academic procedures

Identified support:

- Scheduling multiple CANVAS trainings for each content level group
- Site IT (AISA) support in building capacity
- OCE- Dr. L. Ruvalcaba's, ongoing support with regards to assisting us in working with custody/AISAs to provide access to needed software, purchase and provide hardware to site

ADDITIONAL NEEDS FROM OTAN/ DLAC/ COACHES

OTAN/ DLAC/ COACHES have all been responsive to our requests and needs. We have identified continued assistance in teacher training and on-going PD for site experts/ digital navigators

Wrapping it up:

The first year of our DLAC journey has been one of discovery, team building, and inspiration. We have exceeded our expectations of creating a site plan and building a Canvas leadership team and are excited to support our staff and students in the one-to-one rollout of our laptops and the unprecedented blended learning model in a California prison. Our work encompassed:

- The Greystone Adult School DLAC team members and their roles, along with their work in creating a blended learning environment and a one-to-one laptop initiative.
- IDEAL 101 and the site plan development are discussed as helpful in achieving program and DLAC goals.

- Challenges encountered include a change in the one-to-one laptop delivery date, resulting in adjustments to the site plan.
- Planned next steps planned include CANVAS training for digital navigators and teachers, planning and implementing distribution procedures, and student procedures for laptops and CANVAS.

Being part of the DLAC Cohort #5, has helped us to build a solid site plan that sets us up for success and will enable our teachers and students to engage in the process of teaching and learning.