

# **Gateways for Incarcerated Youth Alumni Survey:**

**A Survey of Former Students from the Gateways Evergreen  
College Class, 1997-98 through 2009-10**

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## Authors' Note

This study was conducted by four Masters of Public Administrative students at The Evergreen State College. John Lanning, Cindy Meyer, and Emily Sladek developed the research methodology, literature review, and survey design with Laura Coghlan serving as an advisor to the project during summer and fall quarters 2011. During the analyzing and reporting stages, Coghlan joined the research team as a student. Coghlan and Sladek completed the administration cycle and interpreted and wrote the final comprehensive report on the survey's results. Because of Lanning and Meyer's crucial involvement during the design and administration phases of the project, and since they contributed to some of the background sections on Gateways, they are included as co-authors.

Also, in order to present a transparent analysis of the data, Coghlan and Sladek offered explanations of how their personal biases may affect the interpretation and presentation of data. Sladek has been involved with Gateways for seven years; she has been a College Class student, part-time, temporary staff member, and volunteer. Her experience with the program has allowed for the interpretation of data to be placed into the larger policies and procedures context of Gateways. Collaborating with Coghlan and the other teammates, Sladek's personal perspectives in designing the study and relaying credible descriptions of the data were held to account. Biases towards the program were further balanced out by providing a mixture of qualitative and quantitative data. Coghlan previously worked with the founding faculty and several Gateways staff members on demographic data analysis to support a grant application to develop a program evaluation plan. Her knowledge of the program was based on her role as an academic administrator at The Evergreen State College, not from the perspective of a direct participant in the program.

## Abstract

Gateways for Incarcerated Youth (Gateways) is a culturally responsive educational initiative that works in partnership with the Juvenile Rehabilitation Administration (JRA) and The Evergreen State College (Evergreen) in Washington State. Gateways students experience success in education through peer learning relationships between people from different backgrounds, popular education techniques, real-world classroom environments, and enrollment for college credit. The intended outcomes of Gateways activities are to promote self-empowerment; cultural identity; and social, life, and academic skills. Gateways programming and goals support the national research on reducing recidivism and the goals and objectives of JRA and Evergreen. Alumni of the Gateways College Class, both the incarcerated youth and college students, were surveyed and results demonstrate that students' understanding of self, others, and systems are transformed, and their actions within their communities exhibit those changed beliefs.

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## Executive Summary

Over the last thirteen years, at least 541 Evergreen Olympia undergraduate students have been identified as taking Gateways for college credit. This includes both Evergreen students who were incarcerated during their participation in the class and other non-incarcerated students.

- 103 former Gateways students responded to the alumni survey, which was a 23% response rate for the eligible and locatable sample. (The survey was mostly representative of the population.)
- 5 formerly incarcerated youth took the survey. (60 formerly incarcerated youth were eligible to take the survey; which represents only 8% of this population.)
- 94% said “Yes”, Gateways changed their lives.
- Gateways was life changing for its learning environment that emphasizes peer learning with students from different backgrounds, applying theory into action in a real-world classroom setting, and using popular education to make deeper connections between one’s personal experiences and knowledge to that of their classmates, local community, and world.
- 78% of Gateways alumni are contributing to their communities through employment or volunteer service. With Gateways helping most alumni (71%) a lot or much in preparing for their current community work.
- 54% are employed as social/community service workers or educators, two times the number of Evergreen students-at-large who work in these roles.
- 43% of Gateways alumni who have completed four-year degrees have gone on to graduate school.
- Of the incarcerated youth, all have earned their High School Diploma/G.E.D., and 4 of the 5 have taken post-secondary classes.
- Gateways is disproportionately attracting Evergreen students of color, out-of-state students, and queer students.
- 37% of all former Gateways students (30% of non-incarcerated students) are students of color, compared to 17% of Olympia undergraduates.
- 30% of the non-incarcerated former Gateways students were enrolled as non-resident students, compared to the 25% of Olympia undergraduates.
- 30% of the Gateways survey respondents identify as gay, lesbian, bisexual, transgender, queer or questioning, compared to 23% of all Olympia undergraduates.

Gateways provides opportunities to link theory and practice for students interested in social service, advocacy, education, critical theory, and criminal justice. Based on alumni feedback, the program also influences some students to choose such career directions. Common to K-12 public education system, and the WA Department of Social and Health Services have set strategic goals and objectives to hire a more culturally competent and diverse workforce. Gateways is preparing its alumni to have a better appreciation for, and ability to work with, people from different backgrounds. The alumni are more diverse and highly likely to either work or volunteer in social services or education. Gateways and its alumni are fulfilling a recognized need and serving their communities.

## Background

Research indicates that intervention programs play an essential role in reducing the rates of juvenile delinquency (Lipsey, Wilson, & Cothorn, 2000). In accordance with their organizational missions, the Juvenile Rehabilitation Administration (JRA) and The Evergreen State College (Evergreen) engage incarcerated youth and college students in an educational and cultural programming intervention known as Gateways for Incarcerated Youth (Gateways). Gateways was initiated on the Evergreen campus in 1996, and has operated continuously since inception. Because juvenile justice in Washington State is administered by JRA, Gateways has a unique partnership with both JRA and Evergreen. Along with students and alumni of Gateways, JRA and Evergreen serve as the main advocates and financial supporters for the program. The research study explores whether Gateways style of intervention, which provides peer support between Evergreen non-incarcerated and incarcerated students, improves academic skills, educational attainment, and life/social skills. The central research question of this study is: How do Gateways Alumni, whether they were non-incarcerated or incarcerated students, perceive their experiences in the Gateways College Class, as related to programmatic goals?

The Gateways College Class (which has also been referred to as the Gateways Seminar) is offered as an embedded part of a full-time academic program on Evergreen's Olympia campus and co-enrolls youth who are incarcerated in juvenile facilities in a credit-bearing seminar. The survey was designed to assess the learning that former students attribute to their experience in the program, to explore the impact of the program on its participants, to solicit recommendations for improvement, and to assess the outcomes of participants in terms of their subsequent education, community work, and employment.

### Gateways College Class as a Model of State Agency Partnership

Evergreen's Gateways program describes its mission in the following terms:

"Gateways for Incarcerated Youth encourages the self-empowerment of incarcerated youth through youth driven cultural awareness and strength-based educational programming" (Gateways for Incarcerated Youth, *About*).

The program holds five key values which guide its work:

"The 5 Pillars of Gateways

1. Self-Empowerment of Youth
2. Promoting Cultural Identity
3. Youth Development
4. Education
5. Community Collaboration" (Gateways for Incarcerated Youth, *About*).

While Gateways has expanded to include a variety of different programmatic activities over the years, (including Cultural Evenings programming, Cultural Identity Groups, Academic Tutoring, and Diversity Classes), the focus of this assessment is the Gateways College Class. The College Class provides an opportunity for students enrolled in a full-time academic program to engage in a learning community seminar

with young men incarcerated at JRA's Green Hill Training School or Maple Lane School. Both schools are maximum-security institutions that house young men from 13-21 years of age who have been adjudicated. Currently, in JRA over 45 percent of youth are minorities, over twice the proportion of youth of color among the state's population. Most of these youth come from low-income communities and have significant cognitive, chemical dependency, mental health and behavior disorders that have impacted their ability to succeed academically (Department of Social and Health Services, *Facts and Figures*).

The incarcerated youth who participate in the class are enrolled as Evergreen students, and they earn college credit for their work in the seminar. Gateways describes the program as follows:

"Evergreen students travel to the institution to work as co-learners with Green Hill and Maple Lane students on a weekly basis during fall, winter, and spring quarters. Students read and discuss a common college level text, write response papers, and engage in a positive peer relationship" (Gateways for Incarcerated Youth, *Programs*).

To gain acceptance into the Gateways College Class, all students must complete an application and successfully interview with the Evergreen faculty that teach the class. Evergreen non-incarcerated students must pass a WA Department of Social and Health Services background check. Typically, Evergreen incarcerated students have completed or nearly completed high school graduation or GED qualifications. After successfully completing one quarter of the College Class, Evergreen incarcerated students receive two college credits per quarter. By earning higher education credit, Evergreen incarcerated students receive a real-world tangible output beyond exposure and experience with higher academics.

## **Gateways Pedagogy: Popular Education and Peer Learning to Increase College Access**

The main philosophical paradigm of Gateways is Participatory Research/Popular Education. The Gateways Student Handbook describes it as follows:

"Participatory research is fun, interactive and cooperative. This philosophy emphasizes that we are not the experts, and it values that people learn in different ways. We all bring knowledge to share and build upon communally. We each know a part. It's in the process of sharing and discussing these pieces that we gain understanding of a problem's root and through which possible solutions can emerge. This methodology is born of the philosophies of such thinkers as Myles Horton and Paulo Freire" (Gateways for Incarcerated Youth, 2010).

The methodological connections and similarities between participatory research and popular education are important to define. The research paradigm of Participatory Action Research is, "Participants in the social situation ideally become empowered to frame research relevant to their needs, as they define those needs" (Babbie, 2010, p. 313). Both popular education and participatory research are subject/person centric; the primary belief is that by focusing on the development of the individual, solutions appropriate to persons, culture, and community will be discovered and implemented.

Gateways particular approach of popular education is reminiscent of participatory research because it focuses on individual development. As Gilda Haas describes, "Popular education rests in the belief that

education can serve the interests of oppressed people; that they can name their problems themselves; and that they are the most capable of designing solutions to address them” (Haas, 1996). Gateways methodology draws from both the participatory research and popular educational paradigms to achieve its mission.

Arguably, developing the individual is the main goal of education. “Evergreen’s particular definition of high quality education [is]...we want our graduates to understand themselves in relation to their knowledge, and their knowledge in relation to the world” (Constancy and Change: A Self-Study Report, 1989). There is a common theme between popular education, participatory research, and Gateways goals and objectives which parallel these Evergreen educational philosophies.

Following is an excerpt from the program description for the current iteration of the full-time Evergreen Gateways program for academic year 2010-11.

### **Gateways: Popular Education, the Arts, and Activism**

“This program offers Evergreen students the opportunity to be peer learners with incarcerated young men in a maximum-security institution. Students will address issues of diversity, equality and critical thinking, along with other issues that are chosen by the young men who are incarcerated. At the same time, the Evergreen students will deepen their understanding of the theory and practice of popular education. Students in this program will have the opportunity to reflect on how they themselves learn as well as how others learn, as they gain experience in the facilitation of discussions and workshops. Students will work on designing, implementing and assessing the workshops. In the process of collectively shaping the Gateways seminar, students will also learn how to organize productive meetings and work through conflict” (The Evergreen State College, 2011, *Gateways: Popular education, the arts, and activism*).

By creating peer learning environments where the co-learners are from diverse backgrounds and encouraged to share personal experiences, students become more engaged in classroom activities because academic learning is directly related to their lives. Peer learning across differences and building community through relationships that seek to understand and support one’s deepest sense of self is what enables Gateways to meet its programmatic goals of educational engagement, increased academic skill building, and, for incarcerated youth, access to college.

### **Budget Reductions and the Need for Evidence-Based Programs**

The program has faced a series of challenges in recent years that have raised questions about its long-term viability. The threats consist of rotating faculty, limited staffing and resources, weak assessment practices, and the need for evidence of program effectiveness. In these times of economic recession, the programmatic impacts need to be better communicated to funders and partners.

The founding faculty member retired from the Evergreen, and thus new faculty members have had to step up to the challenge of continuing the program. A new group of faculty have risen to the occasion, but since they rotate in and out of the program, the consistency of leadership and long-term commitment has

diminished somewhat. The administrative environment for work in social justice activities, especially those that require maintaining relationships with partner agencies, have grown substantially over the past fourteen years. In these times, funders and partners require evidence of program effectiveness.

The capacity and willingness of a very small staff and rotating faculty leadership to develop and implement effective administration and evaluation techniques is quite limited. For example, a number of different surveys, checklists, and other evaluation techniques have been attempted at various points in the life of the program; however, there was not a strong correlation between the measures being collected and the stated mission of the program. Data that were collected were not always synthesized for assessment and program improvement purposes. Furthermore, the existence of a lot of different program evaluation tools which overlap, are cumbersome, and do not lead to meaningful reflection is not a recipe for effective assessment practice. Staff resources are limited, so streamlining the tracking of participants and creating sustainable and relevant programmatic assessment tools will help the program iterate its effectiveness and possibly prevent burnout of its supporters.

More recently, challenges in terms of stable funding due to the failing state and national economies have demanded deep budget cuts for public agencies, including Evergreen, WA Department of Corrections, and the WA Department of Social and Health Services – Juvenile Rehabilitation Administration, and the economic downturn has also tightened available funding from philanthropic donors and granting agencies. Generally, funding is reserved for programs with evidence-based outcomes, or those with the most impact for the dollars invested (Lipsey, Howell, Kelly, Chapman, and Carver, 2010; Clayton, 2008). The program's challenges in terms of implementing a manageable, ongoing program evaluation strategy have become a stumbling block to some grant foundation opportunities. For those persons like our research team, who continue to believe that this is important work that is worth doing, it is time to identify a means of deep reflection on the program model of delivery and administration that can sustain its future endeavors.

## Survey Methodology

A broad survey of program alumni had not been conducted previously, and it was the hope of the research team that results might serve as a useful catalyst for strategic dialogue about the future of the program. The MPA team chose a survey to collect data to assess the impact of the Gateways program on its participants and to identify strengths and areas for improvement of the program. The exploratory survey of Gateways alumni sought to assess specific outcomes (education, employment, community work), learning growth attributed to the program, narrative descriptions of the impact of the program on the lives of alumni, recommendations to improve the program, level of preparation for future endeavors, and additional demographics not otherwise available. A combination of closed-ended questions (rating scales and categorical response) and open-ended narrative response fields were used to enhance the comparability of results in some domains (learning growth, preparation, and demographics), while allowing alumni to respond in their own words in other critical areas of interest. The survey encouraged Gateways alumni to reflect on

their experiences in the program, offer feedback to strengthen the program for future students, and to consider the impact of the Gateways College Class on their lives.

The targeted participants were 541 Gateways alumni who were enrolled for Evergreen college credit in the various iterations of the Gateways College Class from its inception in academic year 1997-98 through 2009-10. Thus, the alumni population included both students who were incarcerated at the time of their enrollment and those who were not. The research team developed one survey instrument for both formerly-incarcerated and non-incarcerated Evergreen students. Since one of the goals of Gateways is to offer incarcerated students the opportunity to see themselves as equal peer-learners who are capable of success in academia, it was important that the strategy to assess that learning experience did not develop an aspect of otherness that contradicted this important tenet of the program’s philosophy. As was reported in *Through the Eyes of the Judged*, designing assessments that are inclusive of all the participants' backgrounds allows for Gateways evaluation methods to match its teaching and learning methodology (Guilloud, 2001).

Survey questions were designed based on review of Gateways program objectives, the Five Foci of Learning at Evergreen, national research initiatives, and examples of other Evergreen Alumni and student experience surveys. The survey sought information and outcomes in the domains of academic skills, independent living skills, support networks, social skills, and establishing positive life goals. The Masters of Public Administration survey design team mapped the various iterations of indicators of success to the intended survey dimensions in the following table. The survey was vetted by a few Gateways alumni, including a formerly incarcerated youth and Gateways faculty and staff members.

<b>Common Indicators of Success</b>				
<b>National Research</b>	<b>JRA Goals/ Objectives</b>	<b>The Five Foci of Evergreen</b>	<b>Gateways Goals/ Objectives</b>	<b>Common Elements</b>
Academic skills	Promote and Support Education	Interdisciplinary Study	Educational Programming	<b>Academic Skills</b>
Independent Living Skills	Develop Employability Skills	Linking Theory with Practical Applications		<b>Independent Living Skills</b>
Support	Mentoring; Provide Culturally Competent and Equitable Services and Workforce	Collaborative Learning	Community Collaboration	<b>Support Network</b>
Social and Emotional Learning	Evidence-Based Mental Health Treatment	Learning Across Significant Differences	Cultural Empowerment	<b>Social Skills</b>
Engagement and Challenge	Engage Targeted Communities in Prevention of Disproportionate Minority Contact	Personal Engagement in Learning	Envision a Positive Future	<b>Positive Life Goals</b>

## Sample Selection

Evergreen’s Office of Institutional Research and Assessment identified the initial survey population based on enrollment in one of the Gateways Academic Programs that had been identified by Gateways Program staff as including the Gateways College Class credit-bearing seminar with co-enrolled incarcerated youth. Based on constraints of time to obtain a full-scale Human Subject Approval for high-risk populations (minors or those in state custody) and the reality that it was not feasible or appropriate for this research team to initiate inter-agency cooperative data-sharing agreements, the Human Subjects Approval obtained for the survey project required the exclusion of any former students who were under age eighteen or believed to still be incarcerated.

The list of the Gateways academic programs whose alumni were selected for the sample population is provided in the next table. It is noteworthy that there have been eleven different names for the program in its first thirteen years, and occasionally this matter caused confusion for prospective participants when they were invited to participate. At time of the launch of the survey, no Gateways program had been identified for academic year 2001-02; however, late in the administration process, it was discovered that two faculty taught a program called *The Politics of Sin and Punishment* that included a subset of students who participated in the Gateways Seminar with incarcerated youth. Unfortunately, it was too late in the survey administration process to be able to reconfigure the sample to include the students who were retroactively identified by one of the faculty members who reviewed her own narrative evaluations to identify participants. There were eight Gateways program students identified in AY 2001-02, two of whom are now deceased; thus, six potential eligible sample participants were not included in the Gateways Alumni Survey administration.

### Gateways Programs Offered AY 1997-98 through 2009-10

Academic Year	Fall Quarter	Winter Quarter	Spring Quarter
1997-98	Culture and Behavior	Culture and Behavior	Participatory Research
1998-99	Regeneration	Regeneration	Regeneration
1999-00	Quickening of Nations	Quickening of Nations	Quickening of Nations
2000-01	Indigenous Peoples	Indigenous Peoples	Indigenous Peoples
2001-02	Politics of Sin and Punishment <i>(alumni not contacted)</i>	Politics of Sin and Punishment <i>(alumni not contacted)</i>	Politics of Sin and Punishment <i>(alumni not contacted)</i>
2002-03	Culture and Participatory Research	none	none
2003-04	Culture and Participatory Research	none	none
2004-05	Culture and Participatory Research	Gateways Seminar	Gateways Seminar
2005-06	Political Economy and Social Change	Political Economy and Social Change; Gateways Seminar	Gateways Seminar
2006-07	Political Economy and Social Movements; Gateways Seminar	Political Economy and Social Movements; Gateways Seminar	Gateways Seminar
2007-08	Gateways Seminar	Gateways Seminar	Gateways Seminar
2008-09	Gateways: Popular Education	Gateways: Popular Education	Gateways: Popular Education
2009-10	Gateways: Popular Education	Gateways: Popular Education	Gateways: Popular Education

## Administration Process

Research design necessitated the use of multiple distribution channels: web version (Survey Monkey) announced via personalized email, paper versions sent via U.S. Postal Service, and a few instances of hand delivery. Prospective alumni respondents were assigned unique sample identification numbers, so specific response rates and representativeness of results could be determined and additional administrative demographics about the population could be analyzed along with survey responses.

Once an individual had completed the survey or indicated their intention not to participate, they received no further reminders. Emails and paper mailings that were returned undeliverable were researched and resent if newer or alternate contact information was located; resending happened on a rolling basis throughout the administration period. New mailing addresses were primarily obtained via the U.S. Postal Service, since the Office of Institutional Research and Assessment uses Return Service Requested envelopes; alternate email addresses were located through Evergreen's student administrative database and through requesting individual contact information from program alumni who were located on Facebook by one of the project staff. Prospective participants were offered the option of being interviewed over the telephone if they preferred to complete the survey in that manner, and two participants chose this option. The next table shows the timeline for project invitations and reminders over the ten-week survey administration period.

### Survey Administration Timeline

Activity	Activity Date
Web survey launched and initial email invitation sent	Jan. 26, 2011
1 <sup>st</sup> paper mail-out to non-respondents	Feb. 4, 2011
E-mail reminder 1	Feb. 9, 2011
E-mail reminder 2	Mar. 5, 2011
E-mail reminder 3	Mar. 22, 2011
Survey administration closed	Mar. 29, 2011

## Response rate

The details of how the sample was obtained from the initial eligible alumni population are provided in the following table. The overall response rate of the locatable sample was 23%. Five of the 60 eligible formerly incarcerated students responded to the survey, which means that results only represent 8% of those eligible to participate; these students were more likely to be unlocatable due to no valid current address or email information. Ninety-eight of the 443 eligible non-incarcerated former students responded to the survey, thus the results represent 22% of those in the initial eligible sample.

<b>Total Gateways Evergreen Academic Program Alumni Academic Years 1997/98 to 2009/10</b>	<b>541</b>
Ineligible for contact due to current incarceration or under age 18	34
Deceased	4
<b>Eligible Sample Size</b>	<b>503</b>
Number with no known address and/or e-mail <i>(Note: Survey contact was attempted, but all mail and e-mail contacts returned undeliverable; unable to locate current contact information.)</i>	59
<b>Final Sample Size</b>	<b>444</b>
Refusal	1
<b>Paper Survey Respondents</b>	<b>30</b>
<b>Web Survey Respondents</b>	<b>73</b>
No Response	340
<b>Total Respondents</b>	<b>103</b>
<b>Total Response Rate of Locatable Sample</b>	<b>23%</b>

The response rate is lower than is typical for Evergreen alumni surveys. A fairly short administration period may have negatively affected participation. Another reason may rest in a program data tracking idiosyncrasy discovered during the administration process. Project staff were notified by five former students who received invitations to take the survey, that despite being enrolled in one of the listed Gateways academic programs, they had not, in fact, participated in Gateways. In some programs, which had been reported to the researchers as Gateways programs, only a subset of enrolled students participated in Gateways seminars with incarcerated youth. It is very likely that there were other potential survey candidates contacted who simply ignored the survey request rather than contacting the researchers to let them know that the survey did not apply to them. If those students had been removed from the original sample based on better program tracking processes, the eligible sample would likely have been a bit smaller, and thus the response rate might have been a bit higher.

## Representativeness

The eligible sample was analyzed to explore whether there were differences between those who responded to the survey compared to those who chose not to respond or were unable to be located. Respondents did not differ from non-respondents in terms of race/ethnicity, sex, first-generation status, residency, or number of years of participation in Gateways ( $p \leq .05$ ). There were two significant differences revealed by the analysis. Alumni who were living below federal poverty level when they were enrolled at Evergreen were more likely to complete a survey ( $p = .05$ ), and former JRA youth students were less likely to participate ( $p = .007$ ). Responses came from Gateways alumni who participated from 97/98 through 09/10; however, those who had participated more recently were more likely to complete a survey. About 10% of the earlier cohorts from 1997 through 2000 are represented in the results, whereas 25-38% of cohorts 02-09 responded. (See Appendix A for more detail).

## Gateways Contribution to Learning

Alumni were asked a series of questions about the level to which their experience in Gateways improved their abilities. They rated improvement on a five-point scale where 1=not at all, 2=a little, 3=somewhat, 4=much, and 5=a lot. Although the survey design team selected the items to correspond to specific dimensions of learning intended to represent different objectives of the Gateways program, the order of items blended the dimensions together so individual items believed to address a specific dimension did not appear in the list as a cluster. The abilities are presented in the following table in the order they were asked on the survey.

Gateways has improved my ability to:		Not at All (1)	A Little (2)	Some-what (3)	Much (4)	A Lot (5)	Mean	Median	Skipped question (N)
	Write	23%	20%	<b>27%</b>	18%	12%	2.76	3.00	3
	Read about different subjects	10%	11%	25%	<b>29%</b>	26%	3.50	4.00	2
	Define and solve problems	7%	15%	20%	<b>33%</b>	26%	3.55	4.00	2
	Express myself in creative or artistic ways	8%	15%	<b>27%</b>	23%	<b>27%</b>	3.46	3.50	3
	Help me feel more interested in learning	8%	6%	17%	27%	<b>43%</b>	3.90	4.00	2
	Find resources to meet my goals	13%	12%	<b>30%</b>	15%	<b>30%</b>	3.37	3.00	3
	Recognize and moderate feelings	15%	16%	<b>31%</b>	20%	19%	3.12	3.00	2
	Ask others for help when needed	14%	20%	<b>28%</b>	26%	13%	3.04	3.00	2
	Manage multiple tasks and priorities	13%	19%	24%	<b>25%</b>	20%	3.20	3.00	2
	Effectively use language to communicate ideas despite differences	6%	6%	14%	32%	<b>43%</b>	3.99	4.00	2
	Recognize and respect the ideas and beliefs of others	5%	6%	14%	27%	<b>48%</b>	4.07	4.00	3
	Set job/career goals	16%	19%	18%	19%	<b>29%</b>	3.27	3.00	1
	Speak in groups	9%	9%	25%	22%	<b>35%</b>	3.65	4.00	3
	Work with others to solve problems or discuss complex issues	4%	7%	19%	32%	<b>39%</b>	3.94	4.00	2
	Think about how my actions affect others	6%	9%	13%	28%	<b>45%</b>	3.96	4.00	2

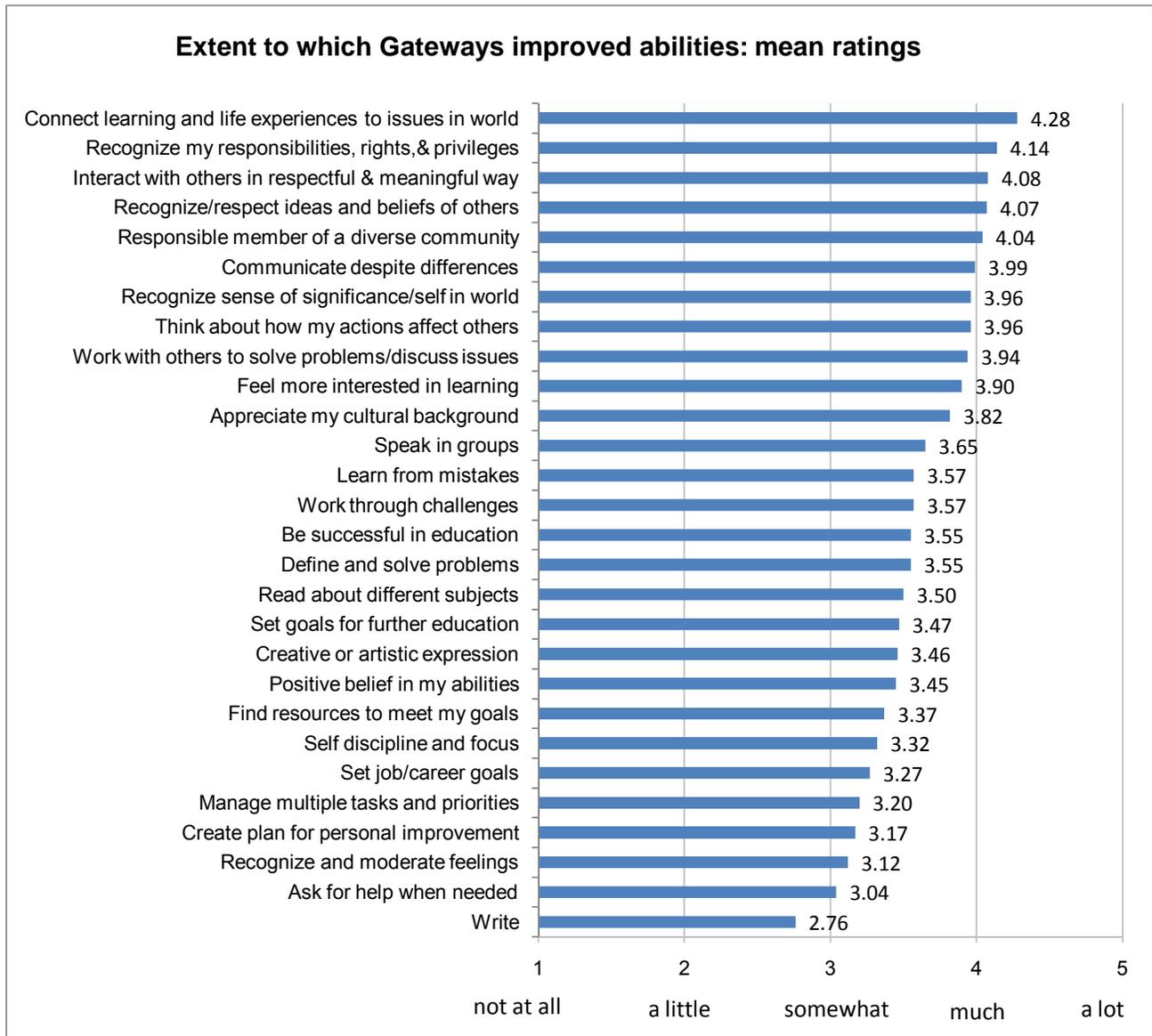
Gateways has improved my ability to:		Not at		Some-		A Lot (5)	Mean	Median	Skipped question (N)
		All (1)	A Little (2)	what (3)	Much (4)				
	Function as a responsible member of a diverse community	6%	5%	11%	36%	<b>43%</b>	4.04	4.00	2
	Connect my learning and life experiences to problems and issues in my local community and world	5%	5%	5%	28%	<b>58%</b>	4.28	5.00	1
	Recognize my responsibilities, rights, and privileges	4%	5%	14%	28%	<b>49%</b>	4.14	4.00	1
	Interact with others in a respectful and meaningful way	4%	6%	16%	27%	<b>48%</b>	4.08	4.00	2
	Recognize a sense of significance/what I have to offer is important to others and the world	5%	7%	18%	28%	<b>42%</b>	3.96	4.00	1
	Set goals for further education	13%	14%	18%	26%	<b>30%</b>	3.47	4.00	1
	Work through challenges	6%	14%	23%	<b>32%</b>	26%	3.57	4.00	2
	Self discipline and focus	11%	14%	<b>28%</b>	<b>28%</b>	20%	3.32	3.00	2
	Create a plan for personal improvement	14%	19%	20%	<b>32%</b>	16%	3.17	3.00	2
	Learn from mistakes	7%	11%	26%	<b>31%</b>	26%	3.57	4.00	2
	Develop a positive attitude/belief in my abilities	8%	16%	23%	<b>31%</b>	23%	3.45	4.00	2
	Be successful in education	9%	16%	17%	<b>29%</b>	<b>29%</b>	3.55	4.00	1
	Appreciate my own cultural background knowledge and experiences	6%	12%	17%	26%	<b>40%</b>	3.82	4.00	1

*Note: The mini-charts above are provided to give one a sense of how the responses are distributed among the choices: "Not at All," "A Little," "Somewhat," "Much," and "A Lot." The Y-axes of all charts on this page are set to a maximum of 45% in order to increase the visibility of smaller percentages.*

The next chart presents the 28 learning growth items ranked in order from highest to lowest average rating in order to illustrate the areas relative to each other in terms of the level of improvement attributed to the Gateways program by its alumni.

Of the list of 28 abilities, alumni attributed the most improvement in their ability to connect their learning and life experiences to problems and issues in the local community and world; this area had the highest average rating (4.28) and was the only one with a median rating of 5.0, which was the highest point of the scale. Other abilities whose average ratings placed them in the top five included: recognize my responsibilities, rights, and privileges; interact with others in a respectful and meaningful way; recognize and respect the ideas and beliefs of others; and function as a responsible member of a diverse community.

The lowest level of improvement was in writing, which was the only area where the average rating fell below the mid-point of “somewhat” on the scale. Other learning areas with the lowest mean ratings of improvement included: ask others for help when needed; recognize and moderate feelings; create a plan for personal improvement; and manage multiple tasks and priorities. While this cluster of abilities received the lowest ratings of improvement, the reason for the rating is not clear. Some students may have experienced greater or lesser emphasis on a particular skill area as faculty revised content and instructional methods or new faculty rotated into the program during its various iterations. Areas in which students felt they already excelled or those that are less important to them might receive lower ratings of improvement.



## How Gateways Changes Lives

Eighty-five alumni answered the questions, “Did Gateways change your life? If so, how?” Most all respondents, (94%) said, “Yes, my life was changed by Gateways.” For those whose lives were changed, they were asked how. Their responses are coded into the following categories presented in the table.

<b>Coded Themes</b>	<b>Frequency</b>	<b>Percent of Respondents*</b>
Reflections on Gateways Program (Activities/Approach/Faculty)	44	55%
Changed Values and Beliefs about Self	41	51%
Changed Values and Beliefs about Others	41	51%
Changed Values and Beliefs about Systems	30	38%
Change Behavior: Career Choice	29	36%
Change Behavior: Other Areas of Activism	19	24%
Good and Bad Responses	5	6%
Negative Responses	5	6%

*\* Responses do not add up to 100% as they could have been coded in more than one category.*

Alumni cited experiences in Gateways unique learning environment that changed their beliefs and attitudes and behavior. Over half (55%) of alumni spoke highly of Gateways in general and said that they still reflect on the program years after their involvement. Most alumni (81%) identified one or more dimension of change in values and beliefs (self, others, and/or systems), and almost half of respondents (48%) described changed actions or behaviors (career direction and/or other behaviors). For example this is what one alum said:

“I consider Gateways to have had a profound impact on my life. I constantly refer back to the days of planning workshops with my fellow students, running these workshops with the young men a part of the Gateways program, reading "A People's History..." and having discussions. I believe that the model of education provided in the Gateways program engages students and prompts understanding that our own personal lives are weaved into the systems that we are a part of. Our home system, our cultural system, our school system, our neighborhood system, our state system, our country system, our global system, all have profound effects on who we are and why. On top of this, Gateways helps students to understand that they don't have to fall victim to these systems, but can actually change them to better suit our needs and wants, whether personal or for our communities, and no matter how small or large. My favorite part of Gateways is when we had visiting educators who were activists in their communities come and talk to all of us, share their story, and share their motivation and enthusiasm to create change in our communities. I think Gateways has made me a more active member of my community, has encouraged me to understand that different perspectives are not only valuable but essential to create change, and that it is more important for a community of people to work together toward tolerance and understanding than to not listen to each other, or worse ignore the problems of others because we don't consider it to be a problem of our own. These lessons from Gateways remind me of two things: Frederick Douglas' Narrative of An American Slave and an Africa proverb. I was most struck by a statement by Frederick Douglas that stated during the period of slavery even slave owners were slaves because they were enslaved by the idea that they were more human than someone else. And the African proverb I am reminded of states: If you want to go quickly, go alone. But if you want to go far, go together. To me, Gateways encompasses these two lessons in profound and life-changing ways.”

**Positive changes in attitudes and beliefs** were divided into perceptions of self, others, and systems. The following alumni quote exemplifies all three of these dimensions of change:

“Yes, Gateways very significantly impacted my life. It changed the way I understand myself and the world and community I live in a profound way. It positively affected the way I understand, value, relate to, and empathize with others. It was a real world lesson in history, systems of power, the interconnectedness of everything. It also inspired me and put me on a different learning and career path.”

**Increases in self-esteem and self-awareness** were experienced by forty-one respondents. Twenty-four alumni spoke of how they are more willing to share themselves with others because of the increased sense of self in the world, self-knowledge and insight into what motivates them. Fifteen attribute Gateways with instilling a greater sense of responsibility and confidence, which has enabled them to be more self-actualized and expressive. Eight focused on how Gateways increased their self-awareness of their personal biases and privilege. Four credit Gateways with improving their ability to overcome obstacles and persevere. In contrast one participant spoke of Gateways contributing to a decrease in self-esteem.

Gateways was a catalyst for **valuing others more** among forty-one alumni. Twenty-six spoke about how Gateways enabled them not to give up on people and to respect others and other peoples' views. Twenty-five alumni said their perceptions were changed because they worked with people unlike themselves and learned about more diverse life experiences. By working with people different than themselves, six participants developed a better sense of how prejudice creates inequality. Six made the connection that by understanding and valuing difference they know how to support others more. One reported that his/her perception of staff who work with incarcerated youth changed from uncaring to playing a pivotal role in the youths' development.

Gateways **changed alumni perceptions and understanding of systems** with thirty comments noting increased awareness and understanding of systems and institutions. Twenty-four alumni indicated an increased understanding of systems, such as prison and prisoner issues, including juvenile incarceration facilities (N=14), political/economic/social (N=11), and educational (N=7). Responses indicated changes in participants' perceptions and understanding of local, state, country and global systems. Nine alumni remarked on the inequalities that exist within systems and communities as failing more youth and minorities. Seven participants spoke of how systems affect perception of self and others, and learning about systems contributed to an increased knowledge of how to change them. Three spoke of having an increased value of the important role of educational and social systems.

Gateways has **changed alumni behavior**. Forty-seven alumni experienced more clarity in future career and/or life goals. Twenty-nine respondents explained that Gateways directly **impacted their career choice and future direction**; notably, fifteen of these cited Gateways as the reason they are in their current professions. In fact, twelve alumni said Gateways helped them realize they wanted to be either a social worker or an educator. Moreover, twelve specifically described working with (or planning to work with)

incarcerated, gang-involved, and/or at-risk youth either through teaching, social service, or community organizing. Thirteen said Gateways was the catalyst for setting future life goals. Four said Gateways helped them set goals to reach higher education.

Although Gateways may or may not be the direct impetus for the lives they now lead, nineteen alumni spoke of how they **continue to use the Gateways pedagogy and philosophies**, including popular education, empowerment, “non-hierarchical learning spaces,” and lessons learned from working in Gateways. One alum mentioned that it has helped her be a better parent. The skills that the alumni named actively using include communication techniques, multicultural counseling, co-learning, and free-writing.

Expressions of **appreciation for Gateways learning style and faculty** were made by forty-four alumni. Beyond general gratitude for the program, twenty-five respondents identified Gateways as being a pivotal educational experience. They used words like “powerful,” “great,” and “absolutely.” Several people remarked that they reflect on the experience for years after their initial involvement. Twenty-two comments focused on Gateways pedagogy and learning style in how it connects theory and practice, creates positive learning communities, and provides a challenging, yet transformative, structure through critical praxis and popular education. Ten talked about the skills they learned from working in the program: appreciation of history, resolution, writing and communication techniques.

“I remember telling Carol [Minugh, Gateways founding faculty] that I could have easily spent all four years of undergraduate in Gateways. There are so many subjects that find their nexus in the class. We studied culture from insider and outsider perspectives; we studied various kinds of culture from ethnicity and racial to queer identities. We studied state institutional policies and racial disproportionality. We got to study group dynamics, multi-cultural education and develop lesson plans.” (Gateways Alum)

**Faculty were praised** in eight comments. Alumni cited either Carol Minugh or Tony Zaragoza as greatly influencing their lives and learning. One named a Juvenile Rehabilitation Administration staff member as a “life-long mentor.”

Five answered the question of, “how did Gateways change your life?” by indicating that Gateways was both a good and bad experience or not necessarily life changing, but valuable. All of these comments were counted as “yes” responses, analyzed and included in findings. An example of an affirmation of the program, but not the wording of the survey question, was,

“I'm not sure if “changed my life” is the right answer. I feel that Gateways definitely opened my life up to a new way of seeing education, institutions and community. It was the first time I'd felt connected to any community at Evergreen and the lessons I've learned and friendships I've made have both made a huge impact and continue to stick with me over a year later” (Gateways Alum).

Five alumni answered “no” to the question, indicating that their lives were not changed by their experience.

# Alumni Recommendations

Sixty alumni (58%) made recommendations about what they would change about Gateways. Their suggestions were coded and are presented below.

Coded Themes	Frequency	Percent of Respondents*
Instructional	45	75%
Administration & Management	34	57%
Expansion	18	30%
Funding Capacity	6	10%

*\*Responses do not add up to 100% as they could have been coded in more than one category.*

The greatest number of alumni (N=45) provided recommendations on academic content, faculty expectations of students, and/or the style of classroom activities. These **instructional changes** could be implemented directly by faculty.

Further topics alumni recommended for study include the following: media, artistic expression/music, writing, the juvenile justice system, daily experience of being incarcerated and prison issues (including learning about the differences in female incarceration), methods of prevention, politics/current world events, community organizing strategies, facilitation, adolescent development, vipassana meditation, yoga, fundraising and non-profit administration, and popular education. Seven students from multiple years of the program recommended increasing the academic rigor. One thought there were too many books to read.

In addition to covering some topics more thoroughly, alumni also mentioned increasing specific instructional activities: reading material, role playing activities, developing lesson plans, outside presenters, and going on field trips. Changes that alumni would make to the educational dynamics focused on how topics for class were chosen, primarily that there should be more youth-driven decisions. Three participants thought there was too much class time spent on personal matters. Three spoke of the program needing more structure. However, three remarked on the benefit of sharing personal experiences and wanted more opportunities within the Gateways curriculum to do so. Even though Gateways has developed into a full-time academic program with a dedicated weekly time to debrief, a few students are still requesting more time to share notes and ideas.

Thirty-six alumni recommend **changes to the administration and management** of Gateways. Management refers to decisions that need to be made by the Gateways organization and, perhaps, at the Evergreen institutional level. Six alumni asked that the time they spend at the Juvenile Rehabilitation Administration (JRA) facilities increase. One asked for more collaboration with other Evergreen programs. Alumni also commented on barriers to enrolling in the program because of the days and times the program met or being ineligible because of their class standing.

“The year after my program, it became part of a Core program that I was not able to gain access to as I was not a freshman. I focused on still trying to get in to and pursue working with the Gateways program, and when I was not able to, ended up in classes that were well below my top choices” (Gateways Alum).

As a side note, since this student's involvement, freshman are no longer permitted to enroll in the full-time program, and students who wish to continue their involvement in the program often setup individual learning contracts (ILC) and/or internships with JRA and/or Gateways. Suggestions for changes in credit load and type of credit awarded affirm keeping it as full-time program to give more depth and context to working with incarcerated youth. One person suggested that it become a certified social work program.

Comments from three alumni having to do with the rotation of faculty noted that "Gateways seems to change a great deal dependent upon which professor(s) take it on," "It's hard to retain an functional institutional memory and relationships when new people are constantly just becoming familiar with Gateways' administration work", and "I would allow the program to have two professors without having the full-student per professor mandate – it is important that the administration recognizes that the young men in the prisons are also students of the professor." Statements by a few of the students who asked for more academic rigor suggested that rotating faculty may lessen faculty burnout, and therefore improve the classroom learning environment.

Alumni recommended improving policies around **how Evergreen students are interviewed to enroll in the program and who participates**. Fifteen respondents focused on who participates in the program according to one's ability to be a supportive peer learner, including talking about issues of race and gender and criminal background. Six respondents spanning the timeline of the College Class remarked on needing more resources to deal with sexism in the program or the potential for inappropriate relationships and a less focused learning environment, because women participate in the program. The potential exists for negative relationships to be formed between the incarcerated youth and college-age students. While Gateways has implemented policies for appropriate dress-code for both male and female Evergreen students and limited how female-bodied students can participate in the Academic Mentoring Program, it is interesting that regardless of these changes, issues are still arising around unsuitable relationships. One said that more women should be allowed to participate in the Academic Mentoring Program. Three respondents asked that the classroom makeup be more diverse. One white student felt stereotyped by classmates of color. Two had general comments about experiencing tension in the classroom because of the behavior of another student. Two asked that more students with a criminal history be allowed to participate in the program.

To better select what students enroll in the program, seven alumni suggested changes to the interviewing or orientation processes of Gateways. "Screen the students in the Gateways program better. For example, the Evergreen students need to understand the do's and don'ts about incarcerated youth. Evergreen students need to follow guidelines of the institutions" (Gateways Alum). Enrollment decisions need to account for students' abilities, willingness, and humbleness to work on social justice issues and oppression in a collaborative and racially and gender-identity diverse environment. "Maybe starting off the academic year with an anti-oppression training to give everyone at least a common framework from which to be approaching the intense topic of social oppression" (Gateways Alum). For some background, beginning in Fall quarter 2005, Evergreen and incarcerated students have had to be accepted into the College Class

through an interview process. Orientation to the program consists of students being required to read and seminar on the Gateways Student Handbook and having JRA staff lead a training and question and answer section for Evergreen students. This is important to preparing students to understand the rules and regulations of working with incarcerated youth. One alum recommended better data-tracking so the results of the program were better understood.

**Changes that are beyond the immediate resources of the Gateways staff and faculty** which would require more interagency collaboration were advocated by eighteen respondents. Alumni saw the need to expand current Gateways programming to more JRA facilities and group homes as well as increasing support for prevention and college access by providing more transitional and post-incarceration services.

Statements that Gateways needs **more funding** were made by six alumni. One alum sums up the need for both the incarcerated youth and Gateways program to have more support:

“I would cast a magic spell to ensure that all the young men emerge from Green Hill and Maple Lane fully capable to manifest their potential. Said spell would also remedy over reliance on a small number of people to keep the organization functioning and funded.”

Although there are funding and administrative barriers to expanding the program, over half of the alumni advocated for a need for the continuation and expansion of Gateways through developing more programs, collaborating with more Evergreen programs, spending more time at the institutions and having increased funding.

## Synthesis of How Gateways Changed Students and How Students Would Change Gateways

This section makes inferences about the two preceding qualitative questions. When interpreting how students would change Gateways, forty-three respondents provided no detail on specific changes that they would make; only 58% of the alumni made recommendations. The reasons for the lack of response may be due to the positive impact Gateways has had on alumni's lives, and they perceived no programmatic changes needing to be made. The most common suggestions alumni made were changes to instructional content, who is allowed to enroll in the College Class, and the organizational structure for capacity building and expansion.

To explore the relationship between how students were changed by their experiences and their recommendations for the program, the main themes of the narrative response questions were analyzed. Over half of those who felt their lives had been changed by Gateways reflected positively on aspects of the program's learning structure, yet the dominant category of recommendations for the program were also related to instructional approach and learning environment. While many students clearly attributed significant change to the program's approach, some students described having difficulty with it. They used words, such as feeling a sense of challenge, struggle, and disorientation; with one alum describing it as

“being thrown into a fire.” The structure of the program that engages students outside their comfort zones maybe what impels it to be a transformative learning environment for most alumni. This is exemplified by one former student:

“This was probably one of the most meaningful experiences in my education, and in my life for that matter. Never once have I felt like so much of a community as I did with the group of people in my Gateways class. I learned so much it is hard to put into words. I learned about the extreme power dynamics in this country and across the world. I learned about the many institutions and policies that put profit over people, and I learned about the many ways in which struggles can be and are united. I learned about my own privilege and the ways in which I use that. This class helped to reinforce my views that every person is valuable and meaningful and has knowledge to share despite their previous or current actions. This class enabled me, for once, to bring my whole self into the classroom (into academia) and not be afraid to do so. This class showed me what it meant to be inclusive and supportive, to respect, appreciate, and try to understand differences between people. This class changed the way I view "education" and schooling. In so many ways Gateways has changed my life, it is a program I will speak highly of for the rest of my life. Even when things were hard, we were learning. It was all a part of the process - taking action, reflecting, reworking, changing, taking action, reflecting, reworking, changing, taking action - the learning process.”

The implementation of recommendations will need to account for how to prepare students to expect a level of discomfort and discern between positive growth struggles and harmful risks and challenges.

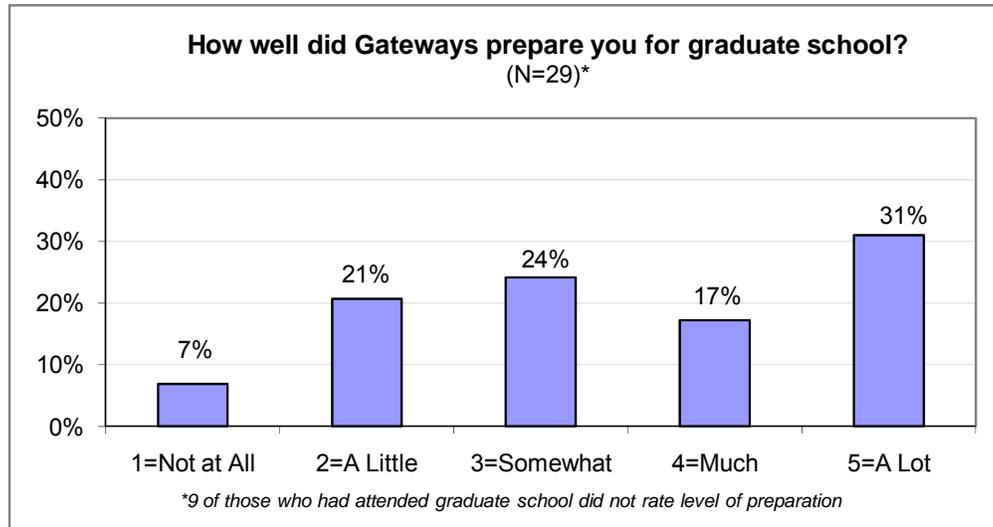
The two main points that changed lives were the Gateways pedagogy and the peer learning with people different from themselves. These dynamics allowed alumni to question their own values, perceptions of others and society, and they led to a better understanding of how to act as well as actual behavior change. Within each of the subsections of changes to attitudes and beliefs of self, others, and systems, statements reflected that Gateways enabled alumni to recognize inequality and how to make decisions that reduce/eliminate discrimination. Participants identified how they are responsible for either perpetuating the cycle of oppression or becoming more conscious actors that can create a more just society. From these changes beliefs, we are seeing clear evidence that it is changing their behavior.

## Subsequent Educational Outcomes

Alumni of the Gateways College Class were asked to indicate which types of additional schooling they had completed since their Gateways experience. Key findings included the following:

- 94% had completed some additional college classes and/or earned a college degree after Gateways.
- Of those of who have completed a four-year degree, 43% are either currently in graduate school or have completed a graduate degree.
- All 5 of the former JRA student respondents completed High School/GED subsequent to Gateways participation.
- 4 of the 5 former JRA respondents have completed additional college coursework, and one has earned a bachelor's degree.

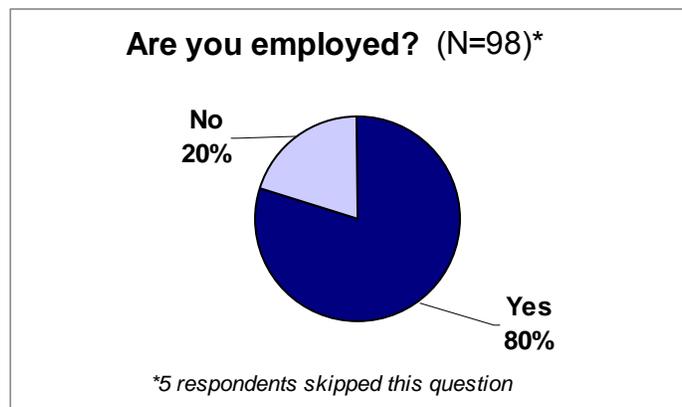
The thirty-eight former Gateways students (43%) who have attended or completed graduate school were asked to rate how well Gateways prepared them. 48% felt their experience had prepared them “much” or “a lot” for graduate school, which were the two highest ratings on the scale. 28% reported that Gateways had prepared them only “a little” or “not at all.”



Since the alumni in the survey participated in Gateways across a timespan of thirteen years, they also completed their baccalaureate degrees over a wide range of years. Due to the varied amount of time since earning their undergraduate degrees, there is no easy comparison to overall Evergreen undergraduate alumni outcomes. However, the rate of 43% of Gateways alumni moving on to graduate school seems fairly comparable to overall Evergreen undergraduate outcomes, since the Gateways percentage falls between the 24% of Evergreen alumni who attend graduate school within one year and the 51% who do so within five years.

## Employment

Alumni of the Gateways program were asked about their current employment, and 80% replied that they were currently employed.



Those who were employed were asked to describe their employment. Their written comments were coded into categories that align with the U.S. Bureau of Labor Statistics’ Standard Occupational

Classification system. This system captures the type of work, but not necessarily the industry or type of organization in which the job exists. For example, “Management” includes managers of social service agencies, businesses, or non-profit agencies. The following table presents the percentage of employed alumni in each type of job; however, the total of all the categories does not add up to 100%, since nine alumni are working more than one job.

**Current Type of Employment of Gateways Alumni**

<b>Standard Occupational Classification</b>	<b>Frequency</b>	<b>Percent of those employed</b>
Community and Social Service	25	32%
Education/Training/Library	18	23%
Management	6	8%
Personal Care and Services	6	8%
Food Preparation/Serving	5	6%
Business and Financial Operations	3	4%
Media and Communications	3	4%
Sales	3	4%
Office/Administrative Support	2	3%
Building and Grounds Maintenance	1	1%
Healthcare Support	1	1%
Legal Occupations	1	1%
Life Science	1	1%
unknown/no job detail provided	12	15%

In order to understand how the table above is affected by those with more than one job, the following table presents the employment category combinations for the nine alumni with multiple jobs. After unduplicating to account for the one person who has two jobs in both Community/Social Service and Education, **42 of the employed alumni (54%) are employed as educators or social service workers.**

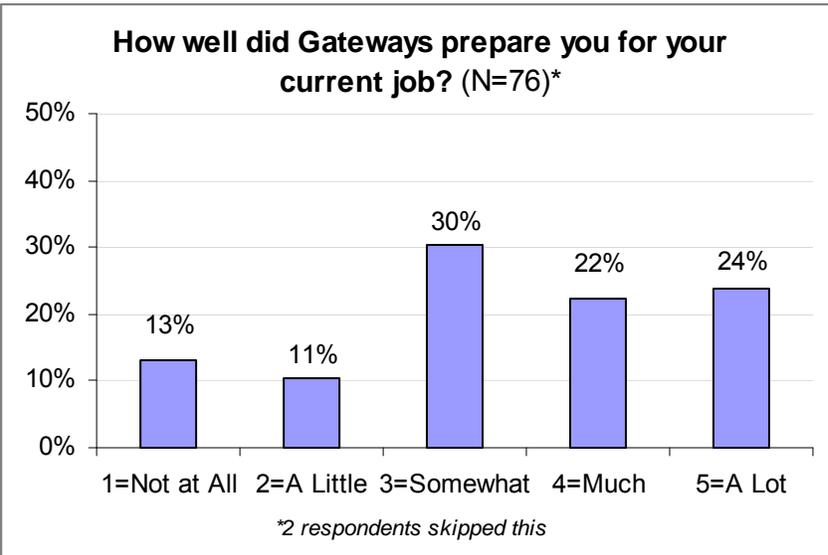
**Job Category Detail for Alumni with More Than One Job**

<b>SOC code for 1st job</b>	<b>SOC code for 2nd job</b>
<b>Education/Training/Library</b>	<b>Community and Social Service</b>
Education/Training/Library	Personal Care and Services
Education/Training/Library	Personal Care and Services
Education/Training/Library	Personal Care and Services
Building and Grounds Maintenance	Personal Care and Services
Management	Personal Care and Services
Food Preparation/Serving	Personal Care and Services
Management	Business and Financial Operations
Food Preparation/Serving	Life Science

Of the alumni whose jobs are not specifically coded as Social/Community work or Education, (e.g. those working in legal, management, media, or administrative positions), many still hold positions that exist within the education or social service sector. For instance, one is a manager of a social service department; another is the director of a non-profit for women and their families who have given up children for adoption,

and one respondent is a writer for a state agency that works with special needs youth. Regardless of their Standard Occupational Category, forty alumni elaborated in their descriptions working with or advocating for people from marginalized communities (e.g. youth, women, people of color, criminals, crime victims, immigrants/refugees, or people with special needs, living in poverty, or with addiction). Of the twenty-eight respondents who work with youth, eighteen of them are serving at-risk youth, including inner-city youth, foster kids, and children of domestic violence custody cases. Past Gateways participants are working in all sectors of the economy including public agencies, non-profit organizations, public and private partnerships, Tribal government, and self-employment. Five alumni identified as currently working for AmeriCorps and Teach for America.

The employed alumni were also asked to rate how well the program prepared them for their job. The distribution of their ratings on a five-point scale are presented in the chart. Thirty-five of those who were employed (46%) felt that Gateways had prepared them “much” or “a lot,” which were the two highest ratings. The mean rating was 3.3, and the median was 3.0.



As with the education outcomes, it is difficult to directly compare employment outcomes to overall Evergreen outcomes due to the varying time frames of the Gateways sample. However, some context is available from the one-year and five-year Evergreen Alumni surveys. The rate of employment is quite comparable to alumni overall. In terms of type of work, Gateways alumni are twice as likely as the overall Evergreen undergraduate alumni population to work in Community and Social Services. Education and Social Services tend to be dominant types of employment for Evergreen graduates generally, yet these categories combined represent 22-25% of Evergreen alumni jobs overall, whereas 54% of Gateways alumni work in these fields. Gateways alumni are less likely to be in office support positions and life sciences than the general population, and the proportion in management is essentially identical.

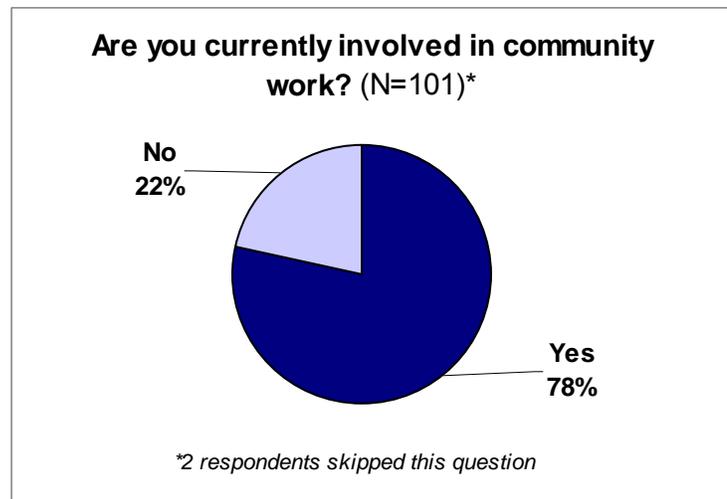
## Selected Employment Types of Gateways Alumni Compared to Evergreen Alumni Overall

	Gateways alumni	Evergreen alumni (1 year after graduation)	Evergreen alumni (5 years after graduation)
<b>Employed overall</b>	<b>80%</b>	<b>82%</b>	<b>82%</b>
Community & Social Service	32%	15%	12%
Education/Library	23%	10%	20%
Management	8%	8%	7%
Office/Administrative Support	3%	13%	5%
Life Science	1%	8%	4%

(Office of Institutional Research and Assessment, 2005 & 2011)

## Community Work

Alumni were asked whether they were currently involved in community work and, if so, to describe the type of community work they were doing. Among the 101 responders, **78% indicated they were currently involved in community work**. Of those, 90% provided a description of the type of work they were doing. Descriptions were reviewed and categorized in order to present them in summary form and are shown in the next table.



## General Fields of Community Work

Type of Community Work Activity (N=79)	% of Alumni Who Engaged in each Community Work Activity	
	N	%
<b>Social Services, Justice Advocacy and Action, Public Health</b> By far the largest community work category, alumni served as AmeriCorps members, mental health, academic and employment counselors, birth attendants and women's reproductive health, advocate for inter-city communities, fundraiser for Native communities, and as part of a support system for incarcerated, at-risk and homeless youth and adults.	45	57%
<b>Youth Organizations/Education</b> Alumni worked as tutors, English and math teachers, and free schools workshop leaders. Alumni are participating in youth sports programs, homework clubs, literacy non-profits, and college retention and youth empowerment organizations. Several are still working with Gateways.	31	39%
<b>Arts/Music/Media/Culture</b> Alumni worked in libraries and museums and on documentary films, storytelling, cultural events, hip hop campaigns, and poetry.	10	13%
<b>Ecological/Environmental and Animal Advocacy and Action</b> Alumni worked with animals and ecological restoration.	2	3%
<b>Politics/Civic Office/Community Leadership</b>	1	1%
<b>Community Sustainability</b>	1	1%
<b>Other or Not Specified</b>	4	5%

\* Responses do not add up to 100% as they could have been coded in more than one category.

Regardless of the type of community work alumni were working in, they are working with similar populations. For example, they might be working for an arts organization, but also reveal that the organization has a specific mission to serve youth of color.

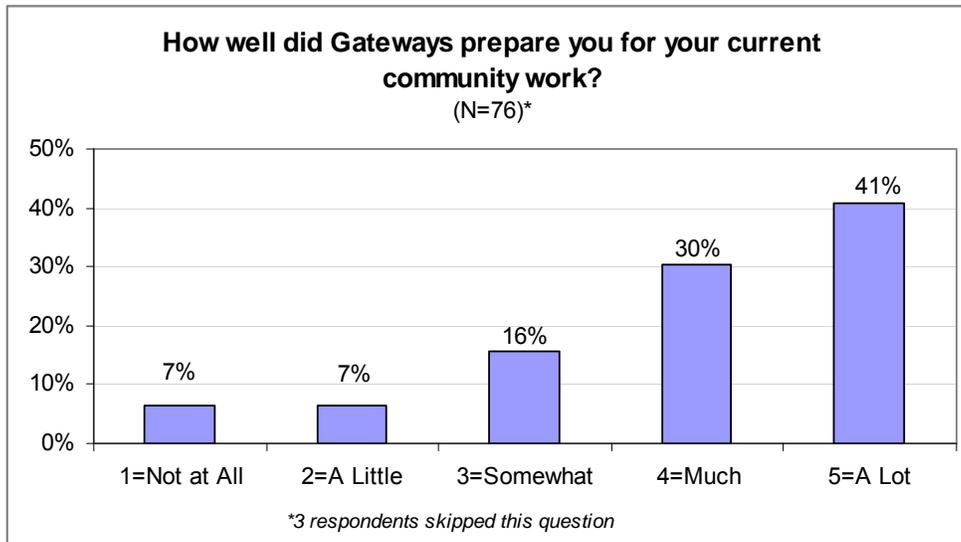
## Community Work Populations

Many of the alumni (77%) described their community work in relation to a specific marginalized population. Populations identified by Gateways alumni appear below:

Type of Population (N=61)	% of Alumni Who Engaged in Community Work by Population	
	N	%*
Youth including At-Risk, Foster, Inner-City	37	47%
Poverty: Low-income, Housing, Food Bank	16	20%
People of Color, including Minority Ethnicities	14	18%
Criminal Behavior and Addiction	13	16%
Women	10	13%
Immigrants, Refugees, Internationals	8	10%
Special Needs, Mental Health, Elderly, Disability	7	9%
Violence Prevention, Work with Victims	4	5%
Gay, Lesbian, Bisexual, Transgender, Queer	2	3%

\* Responses do not add up to 100% as they could have been coded in more than one category.

There is no direct comparison between the Gateways "community work" question (since it blends volunteer and paid types of community work) and the Evergreen alumni "volunteer work" question, but as a point of reference, 36% Evergreen alumni are engaged in volunteer activities one year after graduation (Office of Institutional Research and Assessment, 2011, p.18); 48% of Evergreen alumni are engaged in volunteer activities five years after graduation (Office of Institutional Research and Assessment, 2005, p.11). Regardless of the absence of a direct comparison, it is clear that more than three-quarters of Gateways alumni are contributing to their communities through employment or volunteer service.



Gateways prepared most alumni (71%) much or a lot for community work. The community work section confirms the importance of Gateways supporting alumni in their current community service. More than three-quarters of alumni (78%) are involved in community work. The highest types of community activities are with social services, youth organizations, and education; alumni are working with youth, low-income people, and racial/ethnic minorities. The chosen community work that alumni are doing mirror the type and populations served by the Gateways program. The similarities reinforce the strong correlation that participation in Gateways has a lasting influence on behaviors.

## Survey Demographics

The alumni survey also collected a series of additional demographic information that was otherwise not available to the research team. This section of the report presents those additional demographic items, and where appropriate provides a comparison to overall undergraduate student body of Evergreen's Olympia campus.

32% of the survey respondents revealed that they were of non-traditional age (defined as 24 or older) during their Gateways program enrollment. At least based on this set of respondents, Gateways

alumni are quite comparable to Evergreen Olympia undergraduates, 33% of whom were of non-traditional age based on Fall 2009 enrollment data.

<b>Age during Gateways participation</b>	<b>N=103</b>	<b>%</b>
<18-20	31	29%
21-23	39	38%
24 or older	33	32%

*Note: students who indicated that they crossed over two different age ranges during participation were coded according to age when they began their participation.*

Respondents varied in terms of how long they were involved in the Gateways program, with 26% staying involved beyond a single academic year.

<b>How long were you involved in Gateways?</b>	<b>N=103</b>	<b>%</b>
one quarter	31	30%
two quarters	28	27%
three quarters	17	17%
more than three quarters	27	26%

The Gateways for Incarcerated Youth program consists of other activities beyond the College Class/Academic Program, and alumni were asked whether they had also participated in other types of Gateways program activities. It was most common for these alumni to have also participated in the Gateways Diversity Class, which makes sense given that activity is also often included in program activities for those students enrolled in the full-time academic program.

<b>In addition to the College Class, what other Gateways programs you were involved in:</b>	<b>N=103</b>	<b>%</b>
Diversity Class	48	47%
Independent Study/Internship	28	27%
Cultural Identity Groups	27	26%
Challenge (Academic Mentoring) Program	25	24%
Online College Class	3	3%

Although sex data is available through Evergreen’s administrative student tracking system, gender identity is not. 3% of the respondents indicated “other” gender, which is comparable to the 2% of Olympia undergraduates who so identify when asked on student surveys.

<b>With which gender do you identify?</b>	<b>N=103</b>	<b>%</b>
Female	65	63%
Male	35	34%
Other	3	3%

The survey asked if alumni identified as gay, lesbian, bisexual, transgender, or queer, and 30% of the respondents who chose to answer this question indicated they identify as GLBTQ or are unsure/questioning (N=29), which is higher than the 23% of all Olympia undergraduates who so identify per student experience survey data.

<b>Do you identify as gay, lesbian, bisexual, transgender, or queer?</b>	<b>N=103</b>	<b>%</b>
No	69	67%
Yes	26	25%
Unsure or Questioning	3	3%
Prefer not to respond	5	5%

Alumni respondents could choose to indicate their racial/ethnic background in a format that permitted them to indicate as many different categories as they felt applied to them. Since many of these students participated in Gateways prior to the transition to collecting multiple race/ethnic categories by the Evergreen, this survey data provides a richer sense of self-identified racial/ethnic background than the administrative data available. Based on the survey results, 80% identified a single-race or ethnic category, 15% identified as multi-racial/multi-ethnic, and 6% chose not to provide this demographic information.

#### **Survey-reported Racial/Ethnic Background**

African-American	8
American Indian/Alaskan Native	3
Asian	5
Hispanic/Latino	8
Pacific Islander/Native Hawaiian	0
White	58
Asian & White	3
African-American & White	1
American Indian & Hispanic	2
American Indian & White	2
American Indian & Hispanic & White	1
Hispanic & White	2
Pacific Islander & White	1
White & Jewish	1
Other Mixed Race, not specified	2
Prefer not to respond	6
<b>Total</b>	<b>103</b>

## **Comparison of Gateways Program Students to General Olympia Undergraduates**

Appendix A provides an extensive set of demographic comparisons for Evergreen Olympia undergraduates, Gateways alumni (regardless of their survey eligibility), and Gateways survey respondents. During analysis of these populations based on any demographics available through Evergreen student tracking system, a few interesting differences emerged regarding which of Evergreen's students choose to enroll in Gateways compared to the overall undergraduate population. The Gateways program is disproportionately serving women, non-residents, and students of color compared to the overall Olympia undergraduate population. The Gateways program is disproportionately enrolling the following groups:

- Women: 56% of all former Gateways students (67% of non-incarcerated students) are women, compared to 53% of Olympia undergraduates.
- Out-of-state students: 30% of the non-incarcerated former Gateways students were enrolled as non-resident students, compared to the 25% of Olympia undergraduates.
- Students of color: 37% of all former Gateways students (30% of non-incarcerated students) are students of color, compared to 17% of Olympia undergraduates.

## Conclusion

Gateways has transformed attitudes, values and beliefs in students' perceptions of themselves, others, and societal structures, helped them recognize future goals and commitments, and played a supportive role in actualizing them. We are seeing clear evidence that the experience of participating in Gateways is changing the behavior and community philosophy of the program's alumni. Over half of employed alumni (54%) are working as social/community service workers or educators. More than three-quarters (78%) of Gateways alumni are contributing to their communities through employment or volunteer service; with Gateways helping most alumni (71%) "much" or "a lot" in preparing for their current community work. Specifically, the behavior change is one that instills and/or affirms a commitment to education and social services, and moreover a dedication to working with disadvantaged and minority populations. This research study supports implications that the Gateways pedagogy and the peer-learner relationship between Evergreen students and incarcerated youth is a valuable intervention towards creating enduring positive outcomes in the lives of students. While diversity learning goals are a key strength of the program based on both qualitative and quantitative feedback, the program might consider strengthening its work on writing and goal-setting objectives.

Gateways offers critical insights into how state compulsory education, higher education and incarceration facilities can better share resources especially during the continuing budgetary reductions to increase college access and retention, particularly among minority students. Common to national and state trends, the WA Office of the Superintendent for Public Instruction, the K-12 public education system, and the WA Department of Social and Health Services have set strategic goals and objectives to hire a more culturally competent and diverse workforce. Gateways prepares its alumni to have a better appreciation for and ability to work with people from different backgrounds. The diverse alumni are highly likely to either work or volunteer in social services or education. Gateways and its alumni are fulfilling a recognized need and serving their communities.

Gateways is an important illustration of the philosophy of Evergreen, in terms of each its Five Foci of Learning: personal engagement, working across significant differences, linking theory and practice, interdisciplinary learning, and collaborative learning. Student demand for the program is high. Therefore, the successes of the program need to be continued and subsequent recommendations are meant merely to support the program's strengths. While this style of popular education – applied learning in a maximum-

security institution and peer learning between people of different backgrounds – is a programmatic strength, one recommendation might be to better prepare students for this learning approach:

“If I was to change Gateways I would change the introduction to popular education. Instead of using a popular education model immediately I think being eased into it more slowly would have proved possibly more beneficial for the group as a whole. I feel the lack of guidance at the beginning was frustrating, especially coming out from a very traditional education model. I believe the professor handled the confusion and frustration well, yet I think this frustration added to later tension our class struggled with. I love popular education models and liked the process of discovery” (Gateways Alum).

As well as struggling with the class structure, students were also personally and academically impacted by difference in the classroom. Most indicated that the peer relationships and learning from people unlike themselves was what “changed their life.” Of the few students that critiqued Gateways on the way it approaches difference in the classroom, most mentioned needing more support and resources around conflict resolution, especially with racial and gender-identity issues. Applicable ideas offered by the alumni were anti-oppression training, better screening techniques when accepting students into the program, learning more about incarceration, race, gender, etc., and having more time to discuss and share experiences, especially in a way that involved more incarcerated youth.

Also, this study team has further suggestions for improving the administrative survivability and sustainability of the program that do not necessarily derive solely from the survey results. The administrative structure of the program needs to guard against the threats of faculty burnout and institutional memory loss from the rotation of leadership. A better defined faculty and administration structure will allow Gateways to better serve incarcerated youth and other Evergreen students. Recommendations to consider are:

- The potential for a second faculty member to teach in the program, so the rotating structure would span over two years, which would also increase the enrollment capacity of the program.
- Establish procedures that can be administered in a rotating structure. Duties must be reasonable and sustainable so that ongoing assessment plans facilitate future fundraising and expansion efforts.
- Clarify and distinguish faculty tasks from administrative tasks and then ensure that the administrative support staff and faculty have the time and capacity necessary to perform their respective duties.
- The Gateways College Class and its full-time program equivalent should include “Gateways” in their titles, in order to be more identifiable to prospective students and future program evaluators.

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## APPENDIX A: Comparison Demographics

### Comparison Demographics of Evergreen Undergraduates, Gateways Alumni, and Survey Respondents: Headcounts

	Olympia undergrads (Fall 2009)	Total Gateways College Class Alumni	All Non-JRA Gateways College Class Alumni	All JRA Gateways College Class Alumni	All Eligible* Alumni in Sample	Gateways Survey Respondents	
<b>Total Headcount</b>	<b>4280</b>	<b>541</b>	<b>446</b>	<b>95</b>	<b>503</b>	<b>103</b>	
male	2010	240	147	93	203	34	
female	2270	301	299	2	300	69	
<b>Race/Ethnicity</b>							
African-American	168	67	35	32	57	10	
Asian/Pacific Islander	230	33	27	6	30	9	
Hispanic/Latino	216	42	30	12	44	10	
Native American/Alaskan Native	124	56	41	15	43	5	
White	3031	275	250	25	265	53	
Not Indicated	511	68	63	5	64	16	
<b>Subtotal Students of Color</b>	<b>738</b>	<b>198</b>	<b>133</b>	<b>65</b>	<b>174</b>	<b>34</b>	
Disability Reported	284	28	28	0	27	6	
First-generation Baccalaureate	1098	113	112	1	112	21	
<b>Residency during Enrollment</b>							
WA resident students	3114	407	312	95	369	73	
Out-of-state students	1166	134	134	0	134	30	
<b>Number of years enrolled in Gateways</b>							
One		498	413	85	462	95	
Two or more		43	33	10	41	8	
Incarcerated at JRA during enrollment		95	0	95	60	5	
<b>Cohort Year</b> (First academic year enrolled in Gateways)							<b>% of eligible cohort that responded</b>
97/98		54	54	0	53	5	9%
98/99		60	50	10	56	6	11%
99/00		76	66	10	71	7	10%
00/01		62	54	8	56	6	11%
02/03		16	16	0	16	4	25%
03/04		35	30	5	32	11	34%
04/05		46	30	16	42	10	24%
05/06		34	27	7	32	12	38%
06/07		57	44	13	50	12	24%
07/08		20	19	1	20	5	25%
08/09		29	27	2	29	11	38%
09/10		52	29	23	46	14	30%
<b>Has Completed BA/BS from Evergreen</b>		352	350	2	350	83	
<b>Still Enrolled at Evergreen Fall 2010</b>		31	29	2	31	12	
<b>Below Federal Poverty</b> (avail. since 2001, run for Gateways alumni admitted fall 2001 to current)	1486	79	79	0	79	29	

\*Eligible alumni exclude those who were deceased, incarcerated, or under age 18 at the time of the survey (January 2011).

## Comparison Demographics of Evergreen Undergraduates, Gateways Alumni, and Survey Respondents: Percent of Each Population Column

	Olympia undergrads (Fall 2009)	Total Gateways College Class Alumni	All Non-JRA Gateways College Class Alumni	All JRA Gateways College Class Alumni	All Eligible* Alumni in Sample	Gateways Survey Respondents
<b>Total Headcount</b>	<b>4280</b>	<b>541</b>	<b>446</b>	<b>95</b>	<b>503</b>	<b>103</b>
male	47%	44%	33%	98%	40%	33%
female	53%	56%	67%	2%	60%	67%
<b>Race/Ethnicity</b>						
African-American	4%	12%	8%	34%	11%	10%
Asian/Pacific Islander	5%	6%	6%	6%	6%	9%
Hispanic/Latino	5%	8%	7%	13%	9%	10%
Native American/Alaskan Native	3%	10%	9%	16%	9%	5%
White	71%	51%	56%	26%	53%	51%
Not Indicated	12%	13%	14%	5%	13%	16%
<b>Subtotal Students of Color</b>	<b>17%</b>	<b>37%</b>	<b>30%</b>	<b>68%</b>	<b>35%</b>	<b>33%</b>
<b>Disability Reported</b>	7%	5%	6%	0%	5%	6%
<b>First-generation Baccalaureate</b>	26%	21%	25%	1%	22%	20%
<b>Residency during Enrollment</b>						
WA resident students	73%	75%	70%	100%	73%	71%
Out-of-state students	27%	25%	30%	0%	27%	29%
<b>Number of years enrolled in Gateways</b>						
One		92%	93%	89%	92%	92%
Two or more		8%	7%	11%	8%	8%
<b>Incarcerated at JRA during enrollment</b>		<b>18%</b>	<b>0%</b>	<b>100%</b>	<b>12%</b>	<b>5%</b>
<b>Cohort Year</b> (First academic year enrolled in Gateways)						
97/98		10%	12%	0%	11%	5%
98/99		11%	11%	11%	11%	6%
99/00		14%	15%	11%	14%	7%
00/01		11%	12%	8%	11%	6%
02/03		3%	4%	0%	3%	4%
03/04		6%	7%	5%	6%	11%
04/05		9%	7%	17%	8%	10%
05/06		6%	6%	7%	6%	12%
06/07		11%	10%	14%	10%	12%
07/08		4%	4%	1%	4%	5%
08/09		5%	6%	2%	6%	11%
09/10		10%	7%	24%	9%	14%
<b>Has Completed BA/BS from Evergreen</b>		65%	78%	2%	70%	81%
<b>Still Enrolled at Evergreen Fall 2010</b>		6%	7%	2%	6%	12%
<b>Below Federal Poverty</b> (avail. since 2001, run for Gateways alumni admitted fall 2001 to current)	35%	28%	37%	0%	31%	39%

\*Eligible alumni exclude those who were deceased, incarcerated, or under age 18 at the time of the survey (January 2011).

## APPENDIX B: List of Gateways Alumni Survey Items

### Gateways has improved my ability to:

Rating scale (1=not at all, 2=a little, 3=somewhat, 4=much, 5=a lot)

- Write
- Read about different subjects
- Define and solve problems
- Express myself in creative or artistic ways
- Help me feel more interested in learning
- Find resources to meet my goals
- Recognize and moderate feelings
- Ask others for help when needed
- Manage multiple tasks and priorities
- Effectively use language to communicate ideas despite differences
- Recognize and respect the ideas and beliefs of others
- Set job/career goals
- Speak in groups
- Work with others to solve problems or discuss complex issues
- Think about how my actions affect others
- Function as a responsible member of a diverse community
- Connect my learning and life experiences to problems and issues in my local community and world
- Set goals for further education
- Work through challenges
- Self discipline and focus
- Create a plan for personal improvement
- Learn from mistakes
- Develop a positive attitude/belief in my abilities
- Be successful in education
- Appreciate my own cultural background knowledge and experiences

### Did Gateways change your life, if so how?

### What would you change about Gateways?

In addition to Evergreen College Class, please check the other Gateways programs you were involved in:

- Diversity Class
- Challenge Program
- Cultural Identity Groups
- Online College Class
- Independent Study/Internship

### How long were you involved with Gateways?

(1 quarter, 2 quarters, 3 quarters, or more than 3 quarters)

### Check any schools attended since Gateways.

- GED/High School classes
- GED/High School degree
- Some college-level classes
- A two-year degree
- A four-year degree
- Some graduate school
- Graduate school degree
- Other (please describe)

### If type of school completed, how well did Gateways prepare you?

Rating scale (1=not at all, 2=a little, 3=somewhat, 4=much, 5=a lot)

### Are you currently involved in community work? (yes/no)

If yes, please describe:

### If yes, how well did Gateways prepare you for your current community work?

Rating scale (1=not at all, 2=a little, 3=somewhat, 4=much, 5=a lot)

### Are you employed? (yes/no)

If yes, please describe:

### If employed, how well did Gateways prepare you for your current job?

Rating scale (1=not at all, 2=a little, 3=somewhat, 4=much, 5=a lot)

### Age during Gateways participation:

(younger than 18, 18-20, 21-23, 24 or older)

### Racial/ethnic background

check as many as apply to you:

- African-American
- American Indian/Alaska Native
- Asian
- Hispanic/Latino/Latina American
- Native Hawaiian or other Pacific Islander
- White/Caucasian
- Other (please specify)
- Prefer not to respond

### With which gender do you identify?

(female, male, other)

### Do you identify as gay, lesbian, bisexual, transgender, or queer?

(no, yes, unsure or questioning, prefer not to respond)