

Working Paper • June 2021

Facilitating a Higher Education in Prison Research Infrastructure

Meagan Wilson, Rayane Alamuddin, Julia Karon, Michael
Fried, and Emily Norweg



A black circle containing the text "Higher Education in Prison Research" in yellow, stacked vertically.

**Higher
Education in
Prison
Research**

We are a group of researchers and analysts from Ithaka S+R, a nonprofit service committed to expanding access to higher education and improving student learning outcomes. Ithaka S+R is part of ITHAKA. For more information about Higher Education in Prison Research, please visit our project website at higheredinprisonresearch.org/.

Copyright 2021 ITHAKA. This work is licensed under a Creative Commons Attribution 4.0 International License. To view a copy of the license, please see creativecommons.org/licenses/by/4.0.

We are interested in disseminating this working paper as widely as possible. Please contact us with any questions about using the report at hepr@ithaka.org.

This project was made possible with the support of The Andrew W. Mellon Foundation.

1. Introduction

Higher education in prison (HEP) is at a critical juncture. Just the past five years have seen the launch of the Second Chance Pell pilot program, a strong and growing cohort of college- and university-affiliated HEP programs, and sharpened national focus on the intersection of systemic racism, mass incarceration, and the pursuit of educational equity.¹ As the compelling examples of individual and societal benefits from HEP have accumulated, they reinforced the decades-long campaign to restore Pell Grants for incarcerated students, culminating in the passage of the Pell Grant Restoration Act in December 2020. And so we stand on the cusp of expanding HEP to hundreds of thousands of the nation's 2.1 million incarcerated adults, and the realization of the incredible opportunity that provides for them, their families and communities, and the nation.

With HEP and related legislation poised to continue to grow, it is more important than ever to ensure that all stakeholders have appropriate insight into program characteristics, access, efficacy, and equity. Unfortunately, we are starting behind the curve. Unlike other sectors of higher education, HEP does not have systematic data collection and public reporting, an organized network of researchers and funders of research, or a quality assurance framework. Bolstering this research and data infrastructure would help to guide everyone involved in HEP: policymakers deciding how to legislate, philanthropists deciding which programs to fund, department of corrections (DOC) staff deciding how to implement such programming, faculty deciding how to design and deliver course content, college leadership deciding on the degrees their programs will award, researchers looking to build robust and rigorous research agendas, and students deciding whether and how to pursue postsecondary coursework.

Higher Education in Prison Research is a project managed by Ithaka S+R and funded by The Andrew W. Mellon Foundation with the goal of helping the field accelerate the collection, dissemination, and utilization of research about postsecondary prison programs and their students. It aims to build consensus among a diverse array of stakeholders involved in postsecondary education in prisons—including program practitioners, government policymakers, college administrators, corrections professionals, academic researchers, scholarly publications, private philanthropy, and, most importantly, HEP students themselves—around building on extant developments in the field to establish shared rigorous

Project goals

Higher Education in Prison Research is led by a team of researchers from diverse educational and professional backgrounds who believe in facilitating the development of resources and connections among stakeholders—from educators and students to researchers and policymakers—to improve how we study higher education in prison (HEP).

We envision building a dynamic community of practice centered around the creation of a robust, ethical, and sustainable HEP research infrastructure (RI). Our goal is to see HEP expand and grow as a field in its own right. That task requires collaboration, and our work around this project hopes to facilitate resource sharing and conversation.

research processes and practice standards. In other words, this project aims to facilitate the development of an HEP research infrastructure (RI) in the US, a concept we flesh out in more detail in the next sections. Our ultimate goal is to support HEP programs, practices, and policies that provide high-quality and equitable postsecondary education to a greater number of incarcerated people—and to improve their outcomes while incarcerated and, when applicable, following release.

This working paper is an integral part of the project. Available here as a standalone text, it is also hosted on a dedicated, public digital space: higheredinprisonresearch.org/paper/working. Designed to function as a dynamic working document and starting point for communal discussion, both the online and analog modes of the working paper invite the HEP community at large to engage with, interrogate, and provide feedback on information, ideas, and suggestions we propose as facilitators in this space. This includes our framing of the issue at hand, our description of the state of HEP research, and our suggested strategies for collaborating around advancing an HEP research infrastructure to promote equitable access to quality programming and subsequent student success.

We hope you will interact with the working paper’s discussion prompts—whether online through the digital space or as embedded within this document—to voice your critical reception. All public reactions will contribute to shaping the next phases of our project.ⁱ We also encourage readers to sign up for project alerts, which will keep those interested in our work apprised of different efforts throughout the project cycle, including webinars and workgroup sessions, and to widely share both the project’s digital space and this working paper with peers and colleagues.ⁱⁱ

What is your history with higher education in prison (HEP)?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/introduction/#prompt1. You can also browse others’ responses to this and other working paper prompts by visiting higheredinprisonresearch.org/responses.

One last note before we orient the reader to the different sections of this working paper: In accord with other scholarly discussions involving individuals in the carceral space, we employ person-centered language throughout this paper and view incarceration as a condition rather than as a permanent characteristic.² As such, with the understanding that this paper is focused on higher education in the prison context, we refer to students and learners behind bars from here on out as just that—students and learners.

ⁱ For more information about the project, please visit our “About” page at higheredinprisonresearch.org/about or refer to the “Acknowledgements” section at the end of this document.

ⁱⁱ Readers are encouraged to join our mailing list and send general feedback through our “Contact” page at higheredinprisonresearch.org/contact.

2. Framework for Understanding Research Infrastructures

Higher Education in Prison Research is a project that aims to facilitate the development of a Higher Education in Prison (HEP) research infrastructure in the US. This working paper aims to lay a foundation and serve as a starting point for engaging the HEP community around this goal and next steps to that end. Before we outline the need for an HEP research infrastructure and survey the present or developing elements of one, we present a framework for the concept of a research infrastructure.

The term “infrastructure” is often associated with very large sets of buildings and equipment required to conduct human activities, such as roads, bridges, ports, and communications networks.³ Infrastructures allow and enable these activities to go on effectively and efficiently even though different aspects of the infrastructure are controlled by different stakeholders.

A *research infrastructure* (RI) serves to enable and accelerate rigorous, sustained, and ethical scientific inquiry in a particular field or discipline.

A *research infrastructure* (RI) is the network of stakeholders and their collective operations, which are required to coordinate research activities effectively and efficiently.⁴ It is the set of social, technical, human, and material resources developed for and drawn on by the various stakeholders operating within a particular community of inquiry—both those conducting research and those using its findings. An RI serves to enable and accelerate rigorous, sustained, and ethical scientific inquiry in a particular field or discipline. For domains examining human participants, an RI can be especially useful for coordinating research in ways that will ultimately help better serve that population, for example by establishing practices and standards that prioritize the study and promotion of high-quality interventions and equitable outcomes for participants.

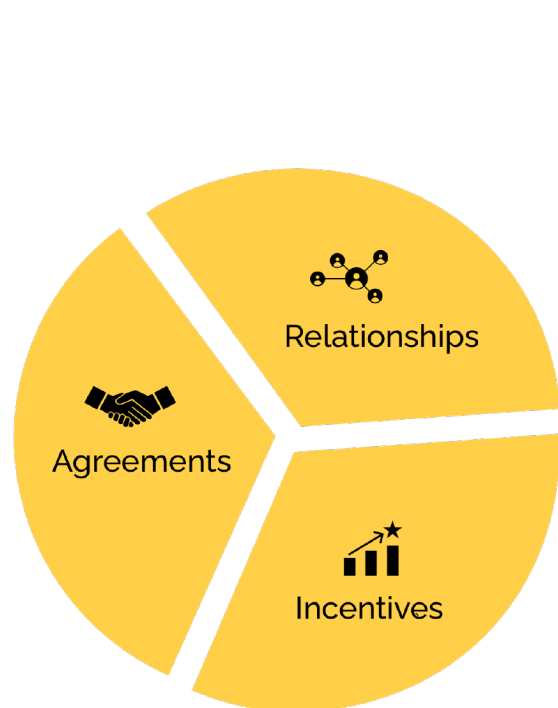
A robust, ethical, and sustainable RI involves a complex network of structures, resources, and services that work together to refine, grow, and then maintain the research activity over time. The specific make-up and goals of an RI, and how it develops and evolves, depend on the nature of the field at hand, as well as its needs at a given time and the research it requires accordingly. An RI’s constituents continually adapt their practices and processes as their field matures—an exercise made possible by the very work an RI catalyzes.ⁱⁱⁱ Often, RIs either form organically within a specific area of inquiry or are constructed by special intervention;⁵ for

ⁱⁱⁱ The field of social work, for example, offers a compelling and well-documented instance of how a field developed an RI based on its existing structure and needs, with the explicit intention of accelerating and disseminating research to the benefit of the populations it intends to serve as well as that of the field at large. See “Create a Coordinating Body to Formally Implement an HEP RI” and Joan Levy Zlotnik and Barbara E. Solt, “Developing Research Infrastructure: The Institute for the Advancement of Social Work Research,” *Social Work Research* 32.4, (2008): 201-207, [jstor.org/stable/42659690?seq=1](https://www.jstor.org/stable/42659690?seq=1).

many areas of inquiry, it requires a little bit of both. Regardless of how it is formed, its sustainability is key—that its constituents continue to maintain, grow, and adapt it in ways that serve its evolving goals.

Typically, an RI is facilitated by both special intervention as well as organic developments within a specific area of inquiry. While the individual elements within any given RI ecosystem vary greatly across different communities, thinking of an RI in terms of a dynamic, interconnected, and interdependent network of **relationships, agreements, and incentives** provides a framework for understanding how it operates (see the graphic below).

Conceptual RI Framework with Generalized Examples



Relationships

The domain of public health research connects public individuals to doctors, government agencies, researchers, and policymakers. Even though most members of these groups have no direct interaction with each other, they collectively contribute to understanding and improving health outcomes for large populations of people through coordinated research, public policy, and practice.

Agreements

One of the foundational principles of contemporary research involving people is the idea of informed consent. In large part due to federal regulations and deep discussions about ethics, almost all research involving people begins with providing participants with standard and detailed information about what the research process entails, how participation is optional, and what risks (if any) participants may incur.

Incentives

In the US public education system, data collection on student achievement is often tied to incentives at the federal, state, and/or local level. Under the Elementary and Secondary Education Act, schools classified as "Title I" receive extra funding. In exchange, they must also demonstrate evidence of a variety of improvements, including in learning outcomes.

Each field of inquiry builds its relationships, agreements, and incentives around its own particular research goals and disciplinary needs. Though our framework groups the various parts of an RI into three distinct components, in practice these components are highly interdependent.^{iv} Below, we briefly outline the most central and relevant elements within each component to help readers build a foundational schema for an RI. In subsequent sections of

^{iv} For instance, specific stakeholders often perform several functions within the RI and therefore occupy more than one category. Also, developments within one component are often contingent upon and influence others; for example, incentive structures may dictate the types of agreements and relationships that get built and actively utilized.

this working paper, we further flesh out where and how such elements may exist in the context of HEP in specific—or how they may be used for future development of an RI for postsecondary education in prison.

Relationships

An RI creates a self-generated community of practice made up of individuals and organizations that work in concert to shape, support, and facilitate research in a given area of inquiry. These entities rely on their formal and informal relationships to connect and coordinate with one another and may collectively (through mutual trust and respect) develop and share guidelines, frameworks, and standards. For example, professional associations in a certain field may bring together content and practice experts to formulate standards for conducting research and rely on its members to disseminate those standards more broadly. The relationships that make up a well-functioning RI help to create, implement, and evaluate all aspects of the research process using their shared understanding of the field. They also centralize, host, and promote the research and its outputs in forms and formats that are used by others in the RI. In practice, this can involve communities that are tasked with translating research findings into actionable steps, digital spaces where key stakeholders can interact to discuss and promote relevant research, or formal connections between governments and entities they regulate. The affiliated stakeholders use their existing and developing relationships to push the field to question and revisit existing practices, bring different stakeholders together to maintain coherence and integrate research in applied practice, and help secure buy-in, validation, and support from internal and external individuals or groups.

A self-sustaining research infrastructure creates and provides a variety of incentives for all stakeholders involved, and continuously reevaluates the impact of the incentives on both the research and its outcomes.

Agreements

An RI establishes and regulates the ways in which the research community in a given field conducts its work. In many cases, these standards of practice involve accepted modes of inquiry, shared understandings of rigor, and the ethical principles that should guide research. When an RI has been established within a given discipline, internalization of these standards becomes part of the training, initiation, and gatekeeping processes for those entering the field. Professional development that covers standardized measurement instruments and research design as well as ethical guidelines for data collection, storage, and analysis could become the norm for a field with a developed RI. Similarly, the application of these agreements around practices, methodologies, and ethics serves as a marker of membership in that specific community of inquiry. Further, agreements within the research and practice community govern the dissemination and consumption of research products, including where and how findings are released or data shared, the criteria used to evaluate the quality of the research,

and how the work and its participants are described. Two examples of this are common understandings around scholarly journal quality and impact as well as widely accepted standards for methodological rigor.

Incentives

As part of becoming self-sustaining, an RI both creates and provides a variety of incentives for all stakeholders involved, and continuously reevaluates the impact of the incentives on both the research and its outcomes. Agencies and institutions with resources and influence must adequately reward the research community's relationships and agreements in order to encourage the continued advancement of the field. Incentives also facilitate and guide the movement of material and social resources throughout an RI—an essential part of what coheres its various stakeholders to one another that is critical to its acceptance and sustainability.

Oftentimes these incentives are financial. Funding organizations, for example, seek to fulfill aspects of their mission by providing resources to research efforts aligned to a philanthropic or social cause. These organizations can incentivize researchers to examine otherwise unexplored phenomena and adhere to specific practice standards or guidelines developed by the field at large. Other incentives are structured around professional prestige and ambition. Individual researchers and research centers seek answers to questions, and in many cases, the esteem, recognition, and professional opportunities that come from providing those answers. Incentives such as credit in a tenure application for academic researchers, for example, encourage the conduct and dissemination of field-specific research according to set standards. Conversely, some incentives can move a field in counterproductive or even problematic ways, even if inadvertently. For example, certain tenure requirements may discourage researchers from pursuing lines of research or methodologies that are critical for a given field. Similarly, while a government entity's funding requirement for proof of an intervention's positive return on investment (ROI) can prioritize evaluation efforts in useful ways, it can also cement narrow success measures that privilege the needs of stakeholders other than the direct intended beneficiaries of the intervention. A successful RI can help mitigate the issue of perverse incentives by reassessing, restructuring, and bolstering incentive structures that are aligned with its core goals and better serve its community's core missions.

Take our poll

We encourage you to submit your feedback online at higheredinprisonresearch.org/section/framework/#prompt2

After casting your vote, you can explore real-time results of this and other polls hosted on the project's digital space.

Acknowledging that the three components of a research infrastructure (RI) are deeply interconnected, which do you think is the most important when developing an emergent RI?

Relationships Agreements Incentives

3. Rationale for Prioritizing a Higher Education in Prison Research Infrastructure

Presently, higher education in prison (HEP) is at a critical turning point. Legislation is quickly being introduced to help increase access to postsecondary coursework for incarcerated adults. State and federal policies are being adopted and extended to expand HEP programming. These are needed interventions that can greatly support the success of these programs and their students, but the paucity of adequate information on programs and their students' outcomes, and of the structures and processes to guide such data collection at a national level, is a major obstacle for delivering on the promise of recent and expected developments in the field. That more and better research is needed to guide HEP is true for all stakeholders in and around HEP, and particularly for students themselves who are arguably the stakeholders with the most at stake.

In your current role or past experience, what kind of information about HEP do you wish you could access? If you have performed or plan to perform HEP research, what is the focus of that work?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/rationale/#prompt3

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Building a research infrastructure (RI) for the field of HEP presents challenges because it is heavily interdisciplinary, intentionally siloed, and extremely nuanced. To even refer to HEP as a “field” is something this working paper necessarily takes for granted, and we use it to refer to the diverse array of students, teachers, program administrators, government employees, corrections staff, policymakers, researchers, academic publishers, and organizations (among other entities) that work to administer, study, and advocate for postsecondary prison education. The various entities within HEP operate under a wide range of different conditions and expectations, have different social and political goals, and at times are beholden to specific but varying legislative requirements.^v Different stakeholder groups also see HEP through their own particular functional lenses, and HEP is simultaneously viewed, among other things, as a

^v For example, state facilities and their programs often have the burden of both federal requirements (for funding) as well as their state's unique requirements (for funding and overall facility management).

rehabilitative practice^{vi} and as a social justice cause.^{vii} This amalgamation, however, is not always agreed upon by those operating within the sphere of HEP.^{viii}

Furthermore, as a growing field, HEP is unencumbered by disciplinary boundaries. However, a lack of clear definition has also led to challenges in effective interdisciplinary communication and caused additional distance between different groups of researchers. For instance, scholars from a diverse array of academic departments—such as education, psychology, public policy, sociology, history, and criminology—publish peer-reviewed studies on HEP in academic journals—the most common type of publication assessing HEP programs.^{ix} Each of these journals and their corresponding learned societies conduct research using their own discipline-specific standards and practices. Similarly, research is regularly developed and disseminated within the isolated confines of individual HEP programs or correctional facilities, following varying traditions, standards, and practices. These disparate efforts across core research groups make it such that, for much of HEP’s history, empirical studies have been circulated within the niche channels attached to authors’ home departments or the individual programs’ direct stakeholders. Unaffiliated researchers and organizations are thus often unaware of these studies and their findings—let alone able to draw and build on them. Additionally, the jargon and tools used in these different outputs can be inaccessible to those outside of the communities producing them.

Do you believe it is important to develop an RI for HEP? Why or why not?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/rationale/#prompt4.

You can also browse others' responses to this and other working paper prompts by visiting higheredinprisonresearch.org/responses.

^{vi} Where the goal for “postsecondary correctional education” (PSCE) is “to advance inmates’ educational attainment levels to improve their opportunities for employment following release from prison and reduce their odds of recidivating.” See Lois M. Davis, Robert Bozick, Jennifer Steele, and Cathryn Chappell, “Practice Profile: Postsecondary Correctional Education (PSCE),” *National Institute of Justice: Crime Solutions*, 2014, crimesolutions.ojp.gov/ratedpractices/23#pd.

^{vii} Under the philosophy that “all people, regardless of their location or circumstance, should have access to quality higher education.” See “Why We Do This Work,” *Alliance for Higher Education*, higheredinprison.org/about.

^{viii} Perhaps the largest contention is that correctional education is part of higher education. See Erin L. Castro and Mary Rachel Gould “What is Higher Education in Prison? Introduction to Radical Departures: Ruminations on the Purposes of Higher Education in Prison,” *Critical Education* 9.10 (2018): 3, ices.library.ubc.ca/index.php/criticaled/article/view/186439.

^{ix} We identified, reviewed, and coded eligible studies to help us better understand the HEP research landscape and are delighted to now present it as a resource for the field. Inclusion is not an endorsement of a study, its content, or its findings, as they have not been vetted for quality or any other indicator outside of basic qualifying information. See “Database,” *Higher Education in Prison Research*, higheredinprisonresearch.org/database.

An HEP RI can help bridge these divides. It has the potential to establish a common sandbox in which all researchers and relevant stakeholders are invited to play, despite their dissimilar background and training, and to empower cross-disciplinary collaboration. It can establish guidelines, norms, and structures for creating a larger and more diverse pool of researchers—including incarcerated researchers—to engage in sustained and collaborative inquiry based on ethical and rigorous research practices. It also provides novel channels for disseminating research studies outside of traditional disciplinary boundaries—broadening accessibility to a myriad of HEP stakeholders—which in turn equips the greater HEP community with an increasingly comprehensive and sophisticated body of evidence for delivering high-impact, high-quality postsecondary education to learners. (For a more in-depth discussion on this point, see the “Opportunities for Expanding a Higher Education in Prison Research Infrastructure” section of this paper.) An HEP RI may also help to interpret, reconcile, and implement different requirements for program qualification and reporting imposed by legislation at the state and federal level. Fortunately, as we work toward the facilitation of a robust, ethical, and sustainable HEP RI, we need not build it from scratch. Rather than *creating* an HEP RI from square one, we envision this endeavor as expanding and improving upon extant elements already in operation.

4. Elements for Building a Higher Education in Prison Research Infrastructure

The framework for understanding a research infrastructure (RI) outlined earlier in this working paper is designed to help us think at a high level about the interconnected network of relationships, agreements, and incentives that propel and sustain an RI. This section of the working paper applies that framework to elucidate the relationships, agreements, and incentives already in motion within the field of higher education in prison (HEP) in the US. While the field faces notable challenges, it nevertheless has a productive history and has experienced notable growth in the last decade, resulting in numerous elements of an HEP RI that may be drawn, expanded, and built upon in the pursuit of a distinct, unified, and sustainable RI. We gathered this information from desk research and literature from the field, direct input from a number of experts, and initial findings from our on-going systematic analysis of a database of empirical research studies evaluating HEP programs.⁶

It is important to note that this preliminary attempt to map the current elements of an HEP RI is inherently incomplete. For this reason, the entities and processes we describe next are illustrative of present elements of an HEP RI rather than comprehensive. Similarly, we are not endorsing any particular set of practices by including it in our overview. Rather, we present a descriptive snapshot of the landscape in order to help HEP stakeholders assess extant relationships, agreements, and incentives that might facilitate or further inform the formation of a field-generated RI. And last, the three overarching components of our conceptual RI framework are not clearly bounded categories into which elements of the HEP research community can be neatly assigned. Our framework’s concepts are necessarily connected:

Relationships can foster incentives, incentives can force agreements, and agreements can form relationships.

Relationships

Formal and informal relationships within and across different individual stakeholders, organizations, HEP programs, and funding or regulating governmental entities (among others) serve to connect and coordinate research-related efforts across the community. Relationships can also be used to develop and share resources, regulate practices, and push the field to question and revisit existing structures, processes, and relationships.

The relationships between HEP staff and corrections personnel are not only critical to how an HEP program is able to run inside, they are fundamental for conducting research about programs and students.

Relationships such as individual partnerships between programs and Departments of Corrections (DOCs), professional organizations within the HEP space, and existing research collaboratives provide the foundation for the relationships required for an RI for the HEP community. Cross-disciplinary collaboration, networks of professionals working within and across states and regions, and even journals for disseminating field-specific research have already been established in certain contexts and can be used as a starting point from which the field can design a fully-fledged RI. This section will highlight a few examples of extant relationships that currently facilitate research across the field of HEP.

Individual Partnerships

As many practitioners in HEP continually stress, relationships are paramount to their work.^x Unlike other learning environments, prisons are heavily regulated settings with security measures that affect every aspect of HEP—from instructor entry to approved materials to classroom space and students' ability to attend class. The relationships between HEP staff and corrections personnel are not only critical to how HEP programs are able to run, they are fundamental for conducting research about programs and students; these relationships can also be seen as one of the primary tensions in the field. For example, many state DOCs own the longitudinal data needed to perform any type of aggregate analysis on HEP and its outcomes. These agencies also oversee the approval processes for allowing original research to be conducted upon their jurisdictional prison sites,⁷ including the institutional review boards (IRBs) necessary for granting permission to perform research activities like rigorous program

^x "All programs are dependent on their collaborative relationships with both the DOC and the specific prison where they work." In Tanya Erzen, Mary R. Gould, and Jody Lewen, "Equity and Excellence in Practice: A Guide for Higher Education in Prison," *Alliance for Higher Education in Prison*, 2019, 14, higheredinprison.org/publications/equity-and-excellence-in-practice-report.

evaluations.^{xi} Some programs have been able to develop relationships with state DOCs that encourage empirical research. For example, Denison University's Inside-Out Prison Exchange Program leveraged their relationship with the Ohio Department of Rehabilitation and Correction and its Southeastern Correctional Institution to create a memorandum of understanding (MOU) specifying Denison's right to "conduct evaluations specific to measuring the impact the courses have on students" and guaranteeing that the university will "work closely with prison administrators" to that end. The MOU specifies that the university may assess course impact on participating students' behavior in prison as well as possible outcomes for students after their release.⁸ Some researchers, such as John Nally from the Indiana DOC, have developed similar partnerships with other state-level organizations that facilitate empirical research on HEP.⁹ Developing similar relationships and being able to navigate the complexities and tensions that arise between programs and DOCs will be critical to advancing HEP research nationwide.

Professional Networks

Established professional organizations within HEP also serve as relationships upon which the field might build a self-sustaining RI, especially those whose missions are focused in part on the advancement of evaluation and data initiatives for the field at large. For instance, the Correctional Education Association (CEA) has undertaken various activities that contribute to an RI, including establishing accreditation processes to evaluate individual prisons and publishing an academic journal. The Alliance for Higher Education in Prison (the Alliance) has also founded its own open-access, peer-reviewed journal and has contributed substantially to research in the field by conducting and publishing a comprehensive survey of HEP programs operating in the US and working to encourage cross-disciplinary collaboration. The Institutional Research Corrections Network focuses on research agendas and data sharing for state-level corrections researchers. The specific mission, approach, and work of each of these three organizations further illustrate what and how professional networks can contribute to the formation of a sustainable HEP RI and are presented below.

Correctional Education Association

The Correctional Education Association (CEA) was established in 1930 to provide "leadership, direction, and services to correctional educators and institutional correctional education programs around the world."¹⁰ As part of this mission, it has established several activities that fall under the umbrella of an RI, including the establishment of a Standards Commission that accredits individual prison programs through a self-governed evaluation process conducted by "certified CEA auditors who observe programs, interview staff and students, and review policies and procedures and documentation of implementation."^{xii} It has also organized "an

^{xi} This adds an extra barrier to research, as studies might require both a university and DOC IRB. See Guy Gardner, "The Relationship of Higher Education Programs on Recidivism Delivered Through a North Carolina Community College in a Correctional Setting," *North Carolina State Theses and Dissertations*, 2004, 56-57. repository.lib.ncsu.edu/handle/1840.16/4006.

^{xii} Our research did not uncover what specific elements are assessed during this prison site-specific accreditation process, or whether evaluation of HEP programs factor into it. See "Standards Commission," Correctional Education Association, ceanational.org/standards-commission.

informal affiliation” of state and federal directors of correctional education, which “provides peer networking opportunities for persons responsible for the administration of educational programs in state prison systems, in state juvenile justice system schools, in federal correctional facilities and in schools within large jails/detention centers” in order to “more effectively assure that high quality educational opportunities are abundantly available to persons in correctional or juvenile confinement in the United States of America.”¹¹ While CEA members who participate in these activities or attend one of its annual national and regional conferences might discuss strategies for driving evidence-based HEP practices, perhaps the Association’s most pertinent initiative in supporting an HEP RI is its management of the *Journal of Correctional Education (JCE)*. *JCE* is a peer-reviewed academic journal that publishes “historical and academic research, best practices for educators in the field, and insights on current issues and legislative priorities.” Though it publishes research on a multitude of educational programs for incarcerated learners, our initial research indicates that it is currently the scholarly journal most likely to publish rigorous evaluations on HEP.¹²

Alliance for Higher Education in Prison

The Alliance for Higher Education in Prison (the Alliance) is a recently established national network that also serves as an extant relationship upon which an HEP RI can grow. Focusing exclusively on HEP—rather than all educational programs within the carceral setting—the Alliance strives to foster “cross-disciplinary collaboration, networking, and resource sharing” and to produce knowledge about the field by “generating reliable data and metrics that demonstrate the need, importance, and value of quality in-prison higher education programs.”¹³ To further empirical research on postsecondary prison education, the Alliance conducted a comprehensive survey of HEP programs operating in the US and used responses to build the National Directory of Higher Education in Prison Programs.¹⁴ In December 2020, the Alliance published the initial results from this initiative in a summary report;¹⁵ created a searchable dashboard that invites users to interact with its research findings;¹⁶ built a document library containing dozens of resources to aid in program implementation and evaluation;¹⁷ and included a process for sharing the full dataset with independent researchers.¹⁸ As HEP programming continues to expand its reach within US prisons, the Alliance recognizes the field’s need to similarly expand its body of research literature. The Alliance is currently establishing a peer-reviewed and open access academic journal to that end: *Journal of Higher Education in Prison (JHEP)*. *JHEP* accepts “original manuscripts that will advance the empirical, theoretical, and methodological understanding of education and learning in the context of prisons, jails, detention centers and other facilities of confinement” and welcomes submissions “from of a wide range of perspectives, topics, contexts, and methods, including interdisciplinary, legal, interpretive, critical, historical, evaluative, analytic, and empirical analyses.”¹⁹

Institutional Corrections Research Network

The Institutional Corrections Research Network (ICRN) is an affiliation of researchers who work for state and federal correctional agencies across the country, many of whom are responsible for supplying data to the US Bureau of Justice Statistics’ National Corrections Reporting Program (NCRP).²⁰ Once a year, this community gathers for the Annual ICRN/NCRP

Data Providers Meeting, with the goal of providing “recommendations for a national research agenda and to assist the corrections field in further developing infrastructure to have high-quality data and share it through national partnerships” and “bringing together agency-based researchers to discuss issues and share insights on research conducted within agencies that operate correctional institutions.”²¹ Though research by these practitioners can span several areas of inquiry, educational evaluations have recently been featured; the last meeting, for example, closed with a session titled “A Review of Educational Strategies and their Impacts.”²² With titles like “Director of Planning, Research, and Statistics,” “Executive Director, Data Analytics,” and “Evaluation Unit Manager,” ICRN / NCRP specialists have the potential to serve as invaluable partners for those wishing to carry out empirical research studies on HEP.²³ In fact, many members of this network are the DOC personnel charged with reviewing and approving external research and data requests. While the latter might paint these professionals as informational gatekeepers, their divisions housed within state and federal correctional agencies bear missions and perform activities directly aligned to the goals of this project, such as that of Idaho DOC’s Evaluation and Compliance Unit— “[providing] actionable information to decision makers to evaluate current practices to ensure the delivery of high quality, evidence-based programming”²⁴—and that of Wisconsin DOC’s Research and Policy Unit—“developing standards for data measurement and reporting...to implement evidence-based practices through data-driven policy development and research.”²⁵

Research Collaboratives

Relationships bolstering an HEP RI needn’t consist solely of site-specific partnerships, large professional networks, or formally chartered organizations. Rather, smaller research collaboratives in the field can drive the research enterprise and, as experienced experts in HEP research, often partner with larger coalitions and government agencies to help them perform rigorous empirical studies. The Research Collaborative on Higher Education at the University of Utah, for example, works in collaboration with programs across the nation “to transform the landscape of higher education in prison through empirical research and collaboration toward more equitable and quality experiences for incarcerated students.”²⁶ To this end, the Collaborative was a key research partner for the Alliance’s previously discussed National Directory of Higher Education in Prison Programs, collaborating to compile a primary dataset for the project. Another example of a research collaborative is an affinity group assembled as part of the STEM Opportunities in Prison Settings (STEM-OPS) collective impact alliance, a five-year project that gathers STEM educators around improving postsecondary STEM

Reflecting on your experience—within the field of HEP or in other practice areas—what **relationships** have proven effective (or ineffective) in advancing research, and what made them successful (or unsuccessful)?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/elements/#prompt5.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

education in prison. The group operates within the larger project STEM-OPS and focuses on sharing data and workshoping ethical research practices across thematic topics and regions.²⁷

Agreements

Because HEP is a heterogeneous community, agreements around research priorities and design have tended to occur in silos. Nonetheless, the field of HEP has made some small strides to define methodological standards, metrics guidelines, and ethics protocols involved in research on HEP programs and their students, which we describe below. For instance, the narrow reliance on recidivism as a key measure for assessing “what works” in prison programs has prompted efforts to propose new norms around research methodology and the development of metrics frameworks to guide the field towards assessing program quality in novel and more comprehensive ways. Additionally, federal regulations such as the Common Rule (as discussed below) provide guidance around conducting human subjects research in HEP and form the basis for establishing the ethical principles contained in an RI. Such agreements can serve as the basis for or inform a future set of practices, methodologies, and ethics that are universally adopted across the field of HEP.

Methodological Standards

The available literature of empirical studies in the field has most commonly employed criminology metrics and methodologies. The standard has been to study HEP as one in an array of in-prison “treatment programs.” In order to compare the putative success of HEP to that of other interventions—such as counseling and drug and alcohol therapies—HEP has been almost exclusively evaluated using the same metrics and methods of these other types of initiatives. As such, researchers have used reduced recidivism rates as the chief outcome metric by which to judge HEP’s impact and efficacy,²⁸ even if its exact definition differs by study,^{xiii} and its primacy as a metric for measuring program effectiveness has become contested.^{xiv} The prevalence of recidivism as an outcome metric has engendered a series of associated practices in postsecondary prison education research around methodological rigor. As more and more studies published positive findings on in-prison education’s effect on reducing recidivism rates,²⁹ scholars began challenging this body of literature by critiquing

^{xiii} These definitions differ among state DOCs. Sometimes recidivism measures re-arrest, sometimes re-sentencing, and sometimes re-incarceration—each over various timeframes.

^{xiv} Not returning to prison is undoubtedly a desirable outcome both for the formerly incarcerated individual and for society writ-large, but focusing on recidivism alone can preclude the many other benefits of education behind bars. It can also minimize the collateral consequences of conviction on students’ post-release outcomes that cannot be addressed by educational programs. There is a growing body of work addressing the problem with recidivism as a key HEP metric. See for example: Mary Rachel Gould, “Rethinking Our Metrics: Research in the Field of Higher Education in Prison,” *The Prison Journal* 98.4 (2018): 387–404, journals.sagepub.com/doi/10.1177/0032885518776375; Robert Scott, “The Concept of Reducing Recidivism via College-in-Prison: Thoughts on Data Collection,” *Critical Education* 9.18 (2018), ices.library.ubc.ca/index.php/criticaled/article/view/186303; Erin L. Castro, “Racism, the Language of Reduced Recidivism, and Higher Education in Prison: Toward an Anti-Racist Praxis,” *Critical Education* 9.17 (2018), ices.library.ubc.ca/index.php/criticaled/article/view/186357; and Emily Pelletier and Douglas Evans, “Beyond Recidivism: Positive Outcomes from Higher Education Programs in Prisons,” *Journal of Correctional Education* 70.2 (2019): 49–68, jstor.org/stable/26864182?seq=1.

their susceptibility to selection bias.³⁰ These researchers argued that incarcerated people who are motivated to apply and enroll in such programming might already possess experiences, backgrounds, and/or other unobserved characteristics that prepare them for success while confined or post-release. In response, the field began adopting quasi-experimental methods such as propensity score matching for controlling for selection bias in their analyses of the impact of educational program participation on recidivism. Now, this method is standard practice for quantitative in-prison education evaluations.^{xv}

Metrics Guidelines

As HEP programming grows and the field debates how to best measure its different impacts on different groups of students, there is a fertile opportunity for creating new guidelines for improving and standardizing what metrics researchers use and how they are collected. Stakeholders in the field have already begun proposing such guidelines. For instance, the Institute for Higher Education Policy (IHEP) introduced the Higher Education in Prison Key Performance Indicator Framework (HEP KPIs) in 2020 “in response to the expressed need from both practitioners and policymakers for better data on current HEP programming.”³¹ Adapting metrics already developed to help the greater sector of higher education apply data-driven approaches to improve equitable student success, including ensuring that data are disaggregated by various relevant demographic identity markers, the HEP KPIs were tailored to meet the unique needs of HEP learners. These 41 discrete impact measures fall under four outcome categories: student success (i.e., GPA, retention, recidivism rate); academic quality (i.e., learning outcomes, faculty qualifications, student motivation); civic engagement (i.e., political awareness, diversity attitudes, interpersonal skills); and soft skill development (i.e., adaptability, empathy, creativity). Importantly, the HEP KPIs were developed in consultation with HEP-enrolled students “to ensure that [their] perspectives were represented in assessing program impact.”³²

In February 2021, Jamii Sisterhood—a relational network that “provides professional development in equity, cultural competency, and race relations to education professionals”³³—announced Project Freedom—a “launching pad for the field-wide, deliberate, and intentional increase of the representation of Black and LatinX persons engaged

^{xv} By accounting for a number of factors that predict treatment receipt in a sample, this statistical method allows researchers to compare outcomes between two groups with more confidence. It also allows for group comparisons post-facto—and when it is not possible or advisable to knowingly withhold college education from otherwise qualified and motivated individuals—in order to create a study comparison group. See for example: Miles D. Harer, “Recidivism Among Federal Prisoners Released in 1987,” *Journal of Correctional Education* 46.3 (1995): 98-128, [jstor.org/stable/23291861](https://www.jstor.org/stable/23291861); Linda G. Smith, “Pennsylvania Department of Corrections Education Outcome Study,” *Pennsylvania Commission on Crime and Delinquency*, 2005, oip.gov/ncjrs/virtual-library/abstracts/pennsylvania-department-corrections-education-outcome-study; Laura Winterfield, Mark Coggeshall, Michelle Burke-Storer, Vanessa Correa, and Simon Tidd, “The Effects of Postsecondary Correctional Education: Final Report,” *Urban Institute Justice Policy Center*, 2009, files.eric.ed.gov/fulltext/ED508247.pdf; and Kim and Clark, “The Effect of Prison-Based College Education Programs on Recidivism,” 196–204. Quantitative researchers interested in this methodological history and its improvements over time should consult Elizabeth K. Drake and Danielle Fumia, “Evolution of Correctional Education Evaluations and Directions for Future Research” *American Society of Criminology* 16.2 (2017): 551-555, onlinelibrary.wiley.com/doi/abs/10.1111/1745-9133.12291.

in higher education in prison.”³⁴ As part of the project’s strategic plan to help Historically Black Colleges and Universities (HBCUs) and other Minority-Serving Institutions (MSIs) build and grow HEP programs, Project Freedom will create an HEP Quality Index to “investigate the various axes that research indicates are helpful as we consider quality higher education.”³⁵ The index will build upon the HEP KPIs built by IHEP, as well as the evidence-based work performed by The Research Collaborative on Higher Education in Prison and other researchers in the field. Jamii will also guide Project Freedom participants as they put the Quality Index into practice by helping them build tailored dashboards for analyzing data collected around student outcomes and other valuable measures around program quality. This endeavor uses a participatory action research (PAR) approach in which students are embedded into the research design, data collection, and data analysis processes; students will also be involved in the writing of subsequent research manuscripts.

Ethics Protocols

Title 45, part 46 of the US Department of Health and Human Services’ Code of Federal Regulations (CFR) provides guidance for conducting research involving human subjects and is divided into four subparts. First codified in 1991 and referred to colloquially as the Common Rule, 45 CFR 46 contains baseline ethics protocols for protecting all human research subjects, which are mandated by almost all national research institutions (including colleges and universities) and were significantly updated in 2018. Subpart C of this regulation—“Additional Protections Pertaining to Biomedical and Behavioral Research Involving Prisoners as Subjects”³⁶—requires supplemental safeguards for protecting incarcerated people, a population that has been historically exploited through unethical research due to their physical constraint (which impedes the ability to make truly uncoerced decisions for participation). Importantly, Subpart C not only requires IRB approval of research with incarcerated participants, it also mandates that at least one IRB member “be a prisoner, or a prisoner representative with appropriate background and experience to serve in that capacity.”³⁷ While regulations and governance around IRB processes can create obstacles to HEP research, as we discussed in a later section, these enforced standard protocols have been paramount in guiding the practices of researchers to protect incarcerated individuals and learners.

Reflecting on your experience—within the field of HEP or in other practice areas—what **agreements** have proven effective (or ineffective) in advancing research, and what made them successful (or unsuccessful)?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/elements/#prompt6.

You can also browse others’ responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Incentives

Incentives, financial and otherwise, are necessary to uphold and maintain the agreements and relationships established under an RI. Funding opportunities or pioneering research initiatives, for instance, have the potential to motivate and inspire various stakeholders to come together to collect and share data, evaluate best practices, and consider measures of student outcomes. Currently, many types of stakeholders include some form of incentive to evaluate the programming provided and adhere to protocols and guidelines established by various organizations. For example, university sponsors have incorporated program evaluation into funding structures, ensuring the continued assessment of program quality. Government legislation, like the Higher Education Act of 1965 and its corresponding amendments in the FAFSA Simplification Act of 2020, has built-in requirements for evaluation as well as data collection and analysis.³⁸ Private philanthropic organizations also contribute to the reinforcement of existing agreements and relationships in the field through their priority setting and funding allocation, and serve as key partners in developing a fully-fledged HEP RI. It is important to note, that as with any field, existing incentives may motivate or uphold counterproductive or downright problematic structures and processes in powerful ways. We discuss some such examples from the HEP field in a later section of this paper.

it is crucial to consider the impact that universities, with all their resources, can have in establishing, measuring, and collecting information about HEP student outcomes

Incentives do not have to, and do not always, operate independently of one another. Most notably, many HEP programs are funded through a mix of public and private sources. The Bard Prison Initiative (BPI), for example, began as a small, university-sponsored program in 1999, but now receives a mix of funding from both public and private sources.³⁹ Similarly, the City University of New York (CUNY) is a public institution whose Institute for Justice and Opportunity (formerly the Prisoner Reentry Institute) also receives funding from philanthropic organizations.⁴⁰ The additional resources provided by multiple funders is particularly important for the majority of HEP efforts that are based in community colleges.⁴¹ Having more than one source of funding can also be beneficial by bringing stakeholders together to agree on and measure desired student outcomes. At the same time, blended funding has the potential to bind programs to varying and even contradictory research standards—a challenge that an RI can address by building consensus around standards across stakeholders. We describe three core incentivizing entities and stakeholders next, while acknowledging their potential interconnectedness and recognizing the many other entities and processes that directly and indirectly influence HEP research.

University Sponsors

HEP programs often rely on varying degrees of financial, programming, and faculty support from colleges and universities. While many of these programs carry the name of a sponsoring university, often the programs themselves are set up as nonprofits that manage program logistics and engage faculty and/or coursework from additional educational institutions, such

as neighboring community colleges. For example, the Princeton University Prison Teaching Initiative brings Princeton graduate students, postdocs, and faculty to eight New Jersey correctional facilities to offer credit-bearing postsecondary instruction, but three separate academic institutions actually confer that credit, and students who graduate from the Initiative do so without a Princeton degree.^{xvi} While more data is needed to determine the number of programs that receive funding primarily from universities—as opposed to aid from federal and state grants or philanthropic organizations—it is crucial to consider the impact that universities, with all their resources, can have in establishing, measuring, and collecting information about HEP student outcomes.

One of the longest-standing examples of a university-sponsored program is the Boston University Prison Education Program (PEP),⁴² which graduated its first class in 1977. Programs like the PEP served as models for other universities interested in launching HEP initiatives in the wake of the 1994 Crime Bill, which slashed Pell grant funding for incarcerated individuals. Faculty volunteers launched Cornell University's Prison Education Program (CPEP) in the late 1990s in an effort to mitigate the paucity of HEP opportunities that existed at the time.⁴³ Other programs, like the Bard Prison Initiative (BPI), the Freedom Education Project Puget Sound (FEPPS), the Georgetown Prison Scholars Program, the Justice Education Initiative at the Claremont Colleges, the Northwestern Prison Education Program (NPEP), the University of California Los Angeles Prison Education Program, the Washington University Prison Education Project (PEP), and Wesleyan Center for Prison Education (CPE), among others, represent more recent efforts by academic institutions to bring higher education to incarcerated individuals on the premise of expanding access to higher education.⁴⁴

University-sponsored HEP efforts have the potential to emphasize continuity in standards between their main campuses and their prison classrooms. Ideally, imagining carceral spaces as extensions of colleges and universities, rather than as separate entities, would lead to programs that have consistent funding, strong faculty buy-in, and high academic standards. The benefits of HEP university sponsorships also create research opportunities, and collaborating and sharing this information with other HEP stakeholders opens the potential for successful replication of these rigorous and often highly touted programs.⁴⁵

Government Appropriations

Some federal and state laws, policies, or initiatives require or incentivize the collection and analysis of data on incarcerated learners through mandatory reporting requirements. Perhaps the most influential initiative at the federal level, Second Chance Pell, initially promised to include evaluation as a requirement for funding, but the US Department of Education's Evaluation Report was limited in scope.⁴⁶ There is an opportunity to include this in the implementation of this policy in upcoming years to incentivize research on program quality

^{xvi} These three institutions are Raritan Valley Community College (public two-year), Mercer County Community College (public two-year), and Rutgers University School of Criminal Justice (public four-year). See the Princeton University Prison Teaching Initiative's self-reported program information on the National Directory of Higher Education in Prison Programs, higheredinprison.org/national-directory/program-profile?came_from=List%20View&search=program%22Prison%20Teaching%20Initiative%22.

and success. The Federal Bureau of Justice Statistics' (BJS) survey of incarcerated adults also incentivizes the collection of educational data on incarcerated adults that can support research efforts. At the state level, for instance, California has required its community colleges receiving state funding to perform empirical research on all programming provided, which has resulted in a number of publications on the progress of the initiative and its impact on students. More information on these examples of government-driven incentives is presented in the sections below.

Second Chance Pell

The Higher Education of Act (1965) created need-based, federal financial aid in the form of the Federal Pell Grant. This type of funding opened access to higher education to students all across the United States, including in carceral spaces, allowing HEP programs to proliferate in quantity throughout the latter half of the twentieth century. In 1994, the federal government passed the Violent Crime Control and Law Enforcement Act (more commonly known as “the Crime Bill”), eliminating incarcerated students from Pell Grant eligibility. The year the Crime Bill passed, an estimated 25,000 individuals behind bars received \$35 million in Pell Grants—which was less than one percent of the total amount of Pell aid allotted to students across the country in 1994.⁴⁷ HEP had grown so reliant on Pell Grants since 1965 that the impact of the Crime Bill led to the dissolution of many existing programs. One study found that of the estimated 772 programs that existed in the early 1990s, only eight HEP programs survived into the late 1990s.⁴⁸ Without federal aid, many states made the decision to cut back on their funding for HEP initiatives as well.

The announcement of the experimental Second Chance Pell (SCP) Pilot program in 2015 was therefore an important moment for HEP, as was its renewal in the spring of 2020. By December that year, Congress voted to permanently restore Pell Grants to incarcerated individuals, paving the way for renewed HEP opportunities.

SCP catalyzed new and expanded HEP programs operating in US prisons. In doing so, it created much-needed pathways for thousands of students who previously did not have the necessary financial means or available onsite programming to pursue higher education. The program was a mainstream media darling, and such exposure drove public awareness, which arguably paved the way for the recent Pell ban lift. SCP's public scrutiny—and reflecting on the limited information on the quality of programs that proliferated before the 1994 Crime Bill—has also incentivized the HEP community to rally around the need for better empirical research that focuses on quality, accepted norms, accountability, and best practices.⁴⁹

Federal Bureau of Justice Statistics

The Bureau of Justice Statistics (BJS) collects educational attainment, motivation, and learning needs data on incarcerated adults through its Survey of Prison Inmates (SPI) program, which is “part of a series of data gathering efforts undertaken to assist policymakers.”⁵⁰ Performed roughly every five years since 1974, SPI questionnaires capture incarcerated adults' educational levels upon entering a correctional facility; the amount and type of educational programming they received during incarceration; their reported reasons for pursuing and/or no longer participating in different types of educational programs; and their diagnoses of

different types of learning disabilities.⁵¹ Researchers can use this information to analyze educational data across an extensive array of other demographic, socioeconomic, and behavioral characteristics, and all eight datasets are freely available to researchers in a variety of file formats (i.e. .csv, .dta for use in Stata).⁵²

California Senate Bill 1391

California passed SB1391 in 2014, which allowed state community colleges to not only establish face-to-face degree-granting courses in prison, but also to be compensated for enrolled students in the same manner as those on campus: through full-time equivalent student (FTE) general apportionment funding. Importantly, this legislation requires any individual colleges receiving this funding to perform empirical research on their HEP programming in partnership with CA DOC and the greater CA CC system: “The Department of Corrections and Rehabilitation, in collaboration with the Office of the Chancellor of the California Community Colleges, shall develop metrics for evaluations of the efficacy and success of the programs developed through the interagency agreement established pursuant to this section, conduct the evaluations, and report findings from the evaluations to the Legislature and the Governor on or before July 31, 2018.”⁵³ The data collection and analysis requirements spurred by SB1391 incentivized some recipients of this funding to publish their student and program outcomes online. Cerro Coso Community College, for example, has created interactive dashboards that enable researchers to visualize various performance metrics, such as course enrollment counts, course retention rates, and course completion rates. Users can filter by a wide array of student-level variables—such as students’ gender, race, age, declared major, and prison campus (CCCC provides HEP at two CA correctional facilities)—as well as programmatic features—such as academic year, department, course number, and faculty type (full-time or adjunct)—to compare how different programmatic elements impact different student subgroups’ educational outcomes. These state-incentivized dashboards also invite users to perform the same performance analyses among non-incarcerated students. Such apples-to-apples comparisons, made in real time and supported by compelling data visualizations, persuasively argue CCCC’s HEP program efficacy: in almost every success metric, students outperform their non-incarcerated peers.⁵⁴

What other federal or state incentives might help to facilitate an HEP RI?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/elements/#prompt7.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Private Philanthropy

Private philanthropic organizations have played a central role in supporting and expanding college-in-prison programs across the nation and are increasingly contributing to incentivizing accompanying research and evaluation studies to promote evidence and best

practices for the field. We provide brief examples below of how some private philanthropies have supported HEP research endeavors.

The Andrew W. Mellon Foundation has been a key philanthropic actor for HEP since 2015, investing millions in grants to help extend and expand higher education to incarcerated individuals all across the country. Grants focused on growing existing HEP initiatives, like the Education Justice Project (EJP) at the University of Illinois,⁵⁵ also include a key evaluation component that allows affiliated researchers to study program outcomes as well as the mechanics by which college-in-prison may benefit students. The foundation is also cooperating with various other foundations to support data collection efforts and the resultant dissemination of best practices for teaching students. (As noted above, this project is funded by the Mellon Foundation.)

In 2019, Ascendium Education Group launched a \$5 million initiative called “Optimizing Delivery Systems for Higher Education in Prison: Postsecondary Pathways for Re-Entry Transition.”⁵⁶ Ascendium has committed itself to a multi-pronged approach to supporting HEP by bolstering data collection and evaluation, supporting and launching new HEP initiatives, and increasing students’ access to materials.⁵⁷ As part of this initiative, Ascendium has funded the Second Chance Educational Alliance to conduct an evaluation of their efforts for state sites.⁵⁸ Ascendium also funded The Alliance for Higher Education in Prison (the Alliance)’s National Directory of Higher Education in Prison Programs (in partnership with the Research Collaborative on Higher Education in Prison and the Goldman School of Public Policy at the University of California, Berkeley) by providing them with a two-year research grant to undertake the project.⁵⁹ The Laughing Gull Foundation launched its higher education in prison program in 2015 with the goal of increasing students’ access to credit-bearing college courses, particularly across the American South.⁶⁰ In 2020, it provided a grant to the Jamii Sisterhood in support of Project Freedom, described earlier in this paper, which includes a core research component to create an HEP Quality Index.

Finally, Lumina Foundation, which announced its commitment to expanding HEP opportunities in its 2017 to 2020 Strategic Plan, provided funding for the 2020 Council of State Governments (CSG) Justice Center study on access to education behind bars.⁶¹ Other philanthropic organizations that have been critical in supporting HEP efforts include the Art for Justice Fund, the ECMC Foundation, the Ford Foundation, the Hewlett Foundation, the Rosenberg Foundation, the Spencer Foundation, and the Sunshine Lady Foundation.⁶²

Reflecting on your experience—within the field of HEP or in other practice areas—what **incentives** have proven effective (or ineffective) in advancing research, and what made them successful (or unsuccessful)?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/elements/#prompt8.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

5. Opportunities for Expanding a Higher Education in Prison Research Infrastructure

While many relationships, agreements, and incentives have already been built in the field of HEP, there are still numerous opportunities for developing and expanding upon these three elements to create a fully-fledged RI. Some of these opportunities involve building on and improving existing elements, such as the relationships between programs and DOCs that allow for rigorous and open evaluation of program components. Others involve creating totally new organizations and protocols, such as an ethics-centered data infrastructure where programs can store and share their data to further research in the field. And some involve overcoming key barriers to the advancement of research, such as the existing silos that prevent cross-disciplinary and interdisciplinary research in HEP. These opportunities, combined with the existing elements outlined in the previous section, inform the next section of this paper detailing strategies for advancing an HEP RI.

We highlight examples in this section to encourage the consideration of existing practices and how those might be supplemented or shifted to develop an RI that will best serve incarcerated learners. We encourage the reader to identify any gaps in the opportunities we have described and respond to suggestions we have included regarding how the field might address those opportunities.

How might HEP stakeholders and their affiliates grow, amend, and adjust existing research practices to further develop a field-generated, sustainable RI?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/opportunities/#prompt9.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Relationships

Guides for implementing HEP stress the critical importance of establishing protocols between administrators and agencies regarding data collection and analysis—suggesting a need for improvement across the field.⁶³ Even within an individual HEP program there often exists a series of staggered relationships that can complicate factors from the day-to-day running of a program to decisions around measuring goals and outcomes. For example, an HEP must operate in concert with its respective DOC, but these two entities can be parallel rather than intersecting. For many program evaluators and researchers, navigating DOC policies without an inside guide can be so challenging it ends the research effort.⁶⁴

The HEP field is populated with a wealth of student- and practitioner-led coalitions organized around mutual support and resource sharing, like the Formerly Incarcerated College Graduates

Network (FIGN), Bard Prison Initiative’s Consortium for the Liberal Arts in Prisons, the New York Consortium for Higher Education in Prison (NY-CHEP), Hudson Link for Higher Education in Prison, and the New Jersey Scholarship and Transformative Education in Prisons (NJ-Step) Initiative.⁶⁵ But these relationships of practitioners and students are organized around *running* HEP programs, not necessarily around *studying* them or collecting and using data to enhance HEP in a broader scope.

All stakeholders in HEP would benefit from a learned society or association that focuses specifically on HEP empirical research, collaborates on how to advance it, and builds up the human capital needed to conduct rigorous research that supports students, improves educational outcomes, and legitimizes the field. For instance, there is immense opportunity for formalizing and chartering a learned society or research association specific to HEP research the way that the Society for Research into Higher Education aims to advance our understanding of higher education as a field “through the insights, perspectives and knowledge offered by systematic research and scholarship.”⁶⁶ Aligned with this mission, it is focused on stimulating new forms of research on higher education as a field of study, promoting the development and widening of research methodologies, providing opportunities for the dissemination and publication of research and scholarship, and developing opportunities for researchers and their research to shape relevant policies and practices.⁶⁷

HEP is viewed as a valuable investment from a social welfare perspective; the field now needs to focus its attention on using nuanced educational metrics to measure and promote access and success across a diverse array of outcomes and student subgroups.

Agreements

Perhaps the largest challenges to empirical research in HEP are the deep silos that divide stakeholders and impede research innovations. Within HEP there are a series of complex bifurcations on how programs should be administered: corrections-oriented vs. social justice-minded philosophies; in-person vs. online or hybrid delivery; academic vs. vocational curricula. These different camps and their intersections operate with their own practice standards, professional associations, and preferred methods. Some groups have better relationships with DOC data owners, which skews available research in the field to a particular metric and methodology. This arguably accounts for the historical skew toward recidivism as the key metric for all prison education evaluations. Academic journals only reinforce these divides, which also bake in extant problems in methodologies and discourage diverse study designs that ask new research questions and invite new types of researchers.

For example, while the field has applied commonly used rigor standards, such as the Maryland Scale,⁶⁸ for studying the effect of education on recidivism, it has also accepted the methodological practice of grouping all forms of education offered in prison together during these evaluations. Even in some of the most comprehensive empirical studies, researchers

tend to combine higher education with other in-prison educational programs—such as adult basic education (ABE); high school and GED programs, sometimes referred to as adult secondary education (ASE); and career and technical education (CTE)—when measuring student outcomes.⁶⁹ While most authors do acknowledge that different programs probably have differential effects on learners, the practice of evaluating all “correctional education” as a composite program complicates the ability to isolate the relative effectiveness of HEP specifically within the field’s already limited canon of empirical research. Due to the prevalence of meta-analyses in the field, which necessarily depend upon combining the results of relatively homogenous studies, this conflation has become more or less conventional.^{xvii}

Not only have researchers conflated HEP with other prison education programs in an attempt to increase methodological rigor, but they have adopted scales of rigor that do not necessarily suit the field at large. Rubrics such as the Maryland Scale privilege quantitative analyses such as randomized controlled trials and quasi-experimental designs, although those designs may not always be possible or desirable in the prison context.⁷⁰ The emphasis on rigorous quantitative analysis also affects which metrics are chosen for research, as more student-centered variables such as psychological well-being or employment-related soft skills do not as easily lend themselves to such analyses. Developing an HEP-specific scale for methodological rigor would not only be more inclusive of more qualitative and mixed-methods research, which has increasingly been conducted in recent years, but would also encourage the exploration of new outcomes that further our understanding of the impact of different programs on learners who are currently or formerly incarcerated.

Policymakers have already accepted that HEP is a valuable investment from a social welfare perspective; the field now needs to focus its attention on using nuanced educational metrics to measure and promote access and success across a diverse array of outcomes and student subgroups. For instance, ensuring that eliminating the Pell ban leads to quality programming that both reduces recidivism and has beneficial effects on a variety of student- and program-centered outcomes (e.g., skill-acquisition, retention and completion rates, employment, psychosocial development and well-being) will require an emphasis on all of these educational metrics moving forward, along with their interrelationship. As such, building an ethical data infrastructure based on these metrics is another opportunity within the current foundation of agreements operating within HEP.^{xviii} Currently, there is no standardized, anonymized data reporting that accounts for the collection, storage, analysis, and sharing of information about

^{xvii} It is virtually impossible, for example, to read any media coverage, policy brief, or grant proposal focused specifically on HEP that does not reference the RAND Corporation’s 2013 meta-analysis of 58 studies measuring the effects of any in-prison education programs (be it ABE, ASE, CTE, HEP, or a programmatic mix) on recidivism. The study—which is not peer-reviewed—concludes, “inmates who participated in correctional education programs had 43 percent lower odds of recidivating than inmates who did not,” while acknowledging that “it is not possible to disentangle the effects of these different types of educational programs.” Davis, Bozick, Steele, Saunders, and Miles, “Evaluating the Effectiveness of Correction Education,” 57-58.

^{xviii} Ithaka S+R has previously explored the responsible use of student data in higher education and this framework may be helpful in the HEP context. See Rayane Alamuddin, Jessie Brown, and Martin Kurzweil, “Student Data in the Digital Era: An Overview of Current Practices,” *Ithaka S+R*, 2016, sr.ithaka.org/publications/student-data-in-the-digital-era.

HEP programs and students. More than a decade ago, the US Department of Education published “Correctional Education Data Guidebook,” which prescribed standards for educational data collection upon individuals’ entry into the correctional facility.⁷¹ The initiative was not adopted, but data standardization efforts are necessary to form a baseline for future studies on students and their outcomes. Such metrics, ideally, would be updated if and when students enter and exit educational programming, including HEP.

Similarly, there are no consistent ethics guidelines and/or transparent IRB processes for conducting HEP research across the field. While the Common Rule (45 CFR 46) governs all research allowed to be conducted with incarcerated participants, individual personnel from disparate carceral systems at the federal, state, and local level control researcher access and have their own review processes. Even when granted, researchers are often asked to sign agreements declaring that “I understand that the Department may withdraw from this agreement or project at anytime” or “DOC can revoke my study at any time,”⁷² which can make these agreements precarious and the research endeavor a risky and less appealing investment for the researcher.

Finally, an opportunity for expanding an HEP RI is in the adoption of participatory action research (PAR) frameworks for involving people who are currently or formerly incarcerated in shaping the future of the field. PAR is an umbrella term for a diverse set of research methodologies and practices that recognize and acknowledge the capacity for knowledge production when traditional research subjects are included as genuine collaborators. By attempting to perform research not “on” but “with” target communities, PAR frameworks can strengthen communication and build trust with historically exploited groups.⁷³ The work of past combined research teams suggests that participatory research is not only ethical, but also efficacious. For instance, one such group has recently reported that because incarcerated researchers gathered the qualitative data for their study, participants answered with more candor and honesty: “The interviewers allowed me to trust that my answers would be to ‘our’ benefit as prisoners and not to ‘our’ detriment,” explained one interviewee.⁷⁴ HEP research, and consequently HEP students, stand to benefit from the popularization of PAR frameworks for research inside. An HEP RI can facilitate this ethical paradigm shift by helping outside researchers share and refine relevant methodologies, nurturing the institutional relationships necessary to directly involve incarcerated individuals in shaping HEP research, and organizing training for incarcerated researchers that also serves to support their education and professional growth.

Incentives

There are many intersecting spheres of influence that directly affect how HEP operates. These include academia, mainstream media, government agencies, and private philanthropy, many instances of which we have detailed in the previous section. However, none of these drivers have worked to fill the lacuna of empirical research around HEP quality, and in fact, many have counterproductively devalued such efforts. With an inchoate body of diverse research on HEP programming and its impacts, there is no incentivizing mechanism tying research findings to

HEP quality assurance. In other words, there is no process for applying HEP research findings to HEP practice or strong reason for the field to develop such a process.

One of the more compelling benefits of an RI is the acceleration of research dissemination and integration of that research into applied practice. For instance, the National Institutes of Health (NIH) observed that medical research insights were not resulting in better health outcomes. In response, the NIH supported the Clinical and Translational Science Awards (CTSA) Program in 2006 to support the transition of clinical research into specific health interventions, resulting in the establishment of a consortium of 60 university-based research centers across the United States.⁷⁵ Similarly, within K-12 education, the University of Chicago Consortium on School Research “conducts research of high technical quality that informs and assesses policy and practice in the Chicago Public Schools” (CPS).⁷⁶ Through a mix of public and private granting institutions, the Consortium collaborates with practitioner partners to ensure their research is relevant to educators and co-develops research questions using practitioners’ expertise. As a result, the Consortium produces research that directly guides CPS policies and provides solutions for educational challenges using actionable data.⁷⁷

There is tremendous opportunity to build on existing initiatives and incentivize more HEP research that is student-driven and involves student-led organizations.

Any fully fledged HEP RI will have to operate within the set of local, state, and federal policies and regulations that govern the correctional space, whether these policies are helpful or hindering to the vision and process of developing an RI. Policy design and implementation can incentivize research and evaluation, whether through explicit language built into legislation or specific interpretations of how legislation must be applied. For example, the Commonwealth of Pennsylvania interpreted the expansion of Second Chance Pell to include a mandatory evaluation component and is currently conducting a randomized controlled trial (RCT) to determine the impact of programming being offered in the state.⁷⁸ While the methods and outcomes of this study were narrowly defined by the state DOC, this nonetheless provides an example of federal policy encouraging research into the effectiveness of HEP programming. Just as the expansion of Pell funding provides an opportunity to center evaluation and quality assurance, there are also opportunities to expand upon existing state funding structures to prioritize HEP research. States such as Tennessee and Washington currently include line items in the state budget in support of HEP programming—Tennessee’s funding even goes directly to the Tennessee Higher Education in Prison Initiative which manages the programming in the state.⁷⁹ State aid that can be applied to incarcerated learners could potentially include guardrails to ensure accountability and quality programming for students.

Last, there is a tremendous opportunity to build on existing initiatives and incentivize more HEP research that is student-driven and that involves student-led organizations. For example, the Petey Greene Program, which coordinates volunteers to tutor students enrolled in HEP programs, operates in several states and generates annual reports on its impact and financials.⁸⁰ Prison-to-Professionals (P2P) similarly provides opportunities to bolster HEP by

providing formerly incarcerated individuals with the training and preparation necessary to either pursue higher education or launch a professional career.⁸¹ Their partnership with Operation Restoration on the Unlock Higher Ed campaign represents a commitment to widespread advocacy as well as intervention.⁸² These types of HEP organizations not only have similar missions and values, but directly support the research and goals of HEP.

If you could wave a magic wand to improve **one thing** about HEP research, what would you change and why?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/opportunities/#prompt10.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

6. Strategies for Accelerating a Higher Education in Prison Research Infrastructure

In this last section of the working paper, we provide some initial suggestions for accelerating an HEP research infrastructure (RI). We invite our readers to react to these suggestions to help inform the next phases of this project. Given that the evolution of an HEP RI must be led by the fields' various stakeholders, we are especially interested in hearing your feedback on the following questions:

- What strategies for measuring and improving HEP quality do you think need to be implemented?
- What actionable steps can we take for advancing research around HEP?
- Are the strategies suggested below the right ones and how might they be tailored to address HEP's unique needs?

We invite you to use the “share your thoughts” feature on the digital space to reflect on these questions or the paper at large: higheredinprisonresearch.org/submit-response.

Unite a Coalition of Funders Around a Shared Goal

Establishing an HEP RI will require a significant capital investment. Such an endeavor will need resources to implement researcher training and collaboration; to establish academic journals and conferences; to design professional development opportunities; to set ethical practice standards and data sharing agreements; and of course, to fund the individual research studies that will advance evidence-based approaches to high-quality, equitable HEP programming. Though such a project carries a high price tag, it need not—and arguably should

not—be a cost borne by one funding entity. Rather, a strategy for securing buy-in from multiple financial sponsors might be utilized: from state and federal governments to private philanthropy to higher education institutions. There have already been preliminary conversations among private philanthropies regarding investment and communication strategies in support of HEP more broadly; these collaborations can be expanded upon to support the development of an RI. By creating a coalition of funders that pool resources around a common goal—i.e., establishing a robust, ethical, and sustainable HEP RI—incentive structures themselves become relationships that build and support agreements made by researchers in the field.

When applied to the development of an HEP RI, such funding circles would ideally be guided by a governing board of expert and qualified HEP stakeholders to ensure that field practitioners are driving their own RI. Business improvement districts (BIDs) provide a model for this kind of multi-sector sponsorship. BIDs pool private and public funds to improve a specific geographic area around a common goal, such as reducing pollution, mitigating congestion, or improving streetscapes. They are also typically managed as nonprofit entities funded by both the private and public sectors.⁸³ Much like BIDs collectively work to improve specific *physical infrastructures*, a consortium of private and public funders could also unite various stakeholders from across the HEP divide—such as DOCs, DoEs, HEPs, and HEIs—by funding the cross-functional creation of a *research infrastructure*.

Create a Coordinating Body to Formally Implement an HEP RI

A similar approach to spurring the development of an HEP RI is to establish a discipline-specific coordinating body to formally design and manage the implementation of an HEP RI. This would involve articulating who should be driving the formation of the coordinating body, what that body needs to do to push this agenda (i.e., its mission), where that coordinating body “lives,” and when (or if) that coordinating body’s mission is deemed completed. The field of social work took this approach. In 1991, a report from the Task Force on Social Work Research, funded by the National Institute of Mental Health, found that the efforts of the social work field were insufficiently informed by research into effective practices. The Task Force report served as an incentive for several social work education organizations to band together to create the Institute for the Advancement of Social Work Research (IASWR), with the goal of strengthening and demonstrating the profession’s research capacity and knowledge development. IASWR specifically aimed to build research capacity and connections within the field and to engage in advocacy and increase visibility of social work research with federal agencies, scientific societies, and legislators. The success of the RI established through IASWR is evident in the considerable growth of the social research enterprise in the two decades that followed, including a significant increase in the number of well-funded researchers and research studies, mature social work organizations, social work resources and supports, and evidence-based practices in the field. Having achieved its goal of setting up a sustainable and well-functioning social work RI, the institute closed in 2009.⁸⁴

Establish Mandatory Data Reporting and Research Approval Guidelines

Requiring mandatory data collection for state and/or federal funds earmarked for HEP programs can help build a standardized national dataset on programs and students. Such regulations might also involve creating standards for HEP program evaluation. A potential stipulation to this end has been made all the more relevant with the recent Pell ban lift. As funds for students are tentatively slated to be available in 2023, the field can work to collectively select data reporting requirements that must be recorded and shared for all HEP programs that enroll Pell grant recipients. An existing venue to begin moving in this direction is the National Center for Education Statistics' core postsecondary data collection program, the (previously mentioned) Integrated Postsecondary Education Data System (IPEDS). Required by all institutions participating in federal financial assistance programs, IPEDS gathers institution-level information including student demographics and outcomes.⁸⁵ Requiring higher education institutions to report specifically on incarcerated students they serve within this national data collection program would allow researchers to track individual institutional counts and their student outcomes, such as institutional rates on enrollment, retention, and completion. Such a requirement would also solidify these students as a distinct subgroup that is part of the larger national postsecondary population, rather than a population that is separate from it. IPEDS' recent efforts for identifying student veterans as a distinct student subgroup might serve as a model for such policies and actions.⁸⁶

We strive to amplify student voices and distribute our research within the prison setting: Do you know of any HEP research efforts by justice-impacted individuals? Are you aware of any college-in-prison courses, prison newspapers, or other carceral entities to which we should send a copy of this working paper or other HEP research tools we've developed during its preparation?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/strategies/#prompt11.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Prioritize Justice-Impacted Individuals' Involvement in HEP Research

No matter the combination of strategies the field undertakes to kickstart the development of a robust, ethical, and sustainable HEP RI, the involvement of justice-impacted individuals must be prioritized—not only students with an HEP enrollment history, but also those with the relevant interest, willingness, and perspectives. Of course, students are crucial to shaping and contributing to the field's RI since they are HEP's greatest stakeholders, and, as discussed in the previous section of this working paper, participatory action research (PAR) designs that

place students at the forefront of the research enterprise can address implicit power imbalances, provide students with valuable training and skills, and drive ethical practices that empower rather than exploit student participants.^{xix} Student-driven and PAR-informed initiatives provide invaluable firsthand insight about the direction and impact of HEP. These types of studies also emphasize the role of students as researchers rather than research subjects, an important distinction detailed in the 2019 *Journal of Prisoners on Prisons* article “Reimagining Prison Research from the Inside-Out.” Here, the authors argue that “bringing education to correctional facilities can help aid in the development of mutually beneficial research partnerships.” In their study on re-entry preparedness, the authors found that their status as “inside researchers” resulted in interviews that produced “storylines and perspectives that would not have been shared with traditional researchers.”⁸⁷

Take our poll

We encourage you to submit your feedback online at higheredinprisonresearch.org/section/strategies/#prompt12.

After casting your vote, you can explore real-time results of this and other polls hosted on the project's digital space.

Which of these strategies should the field prioritize when developing an HEP RI?

- Unite a coalition of funders around a shared goal
- Establish mandatory data reporting and research approval guidelines
- Prioritize justice-impacted individuals' involvement in HEP research
- Create a coordinating body to implement an HEP RI

Are these the right strategies for accelerating an HEP RI? What other actions and approaches should we consider as our work in this area progresses?

Tell us your thoughts

We encourage you to submit your feedback at higheredinprisonresearch.org/section/strategies/#prompt13.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

^{xix} PAR frameworks center on “research whose purpose is to enable action”; champion the sharing of power “between the researcher and researched... blurring the line between them until the researched become the researchers”; and strive to include the people “being researched” throughout the process. Fran Baum, Colin MacDougall, and Danielle Smith, “Glossary: Participatory Action Research,” *Journal of Epidemiology and Community Health* 60.10 (2006): 854-857. [jstor.org/stable/40665463?seq=1#metadata_info_tab_contents](https://doi.org/10.1136/jech.2006.066546).

7. Conclusion

We present this working discussion paper in the hopes that it will start a conversation around how to best develop a robust and ethical research infrastructure supporting higher education in prison. Existing elements of such an infrastructure can serve as a launching point to orient the field, and we encourage your feedback on what we have proposed and on elements we may have missed or misrepresented. The paper suggests places where the field can grow and reinvent or readjust current relationships, agreements, and incentives to better serve learners and the broader HEP community. Finally, we offer strategies to expedite the development of an HEP RI.

In order for this project to be successful, we will need the input and engagement of stakeholders across HEP, especially currently and formerly incarcerated learners. We especially are seeking feedback on how the initial strategies we propose may interact with specific and varied HEP contexts across the nation and what other initiatives or actions may be needed to create a just and sustainable RI. As previously mentioned, we invite readers to submit comments, suggestions, and questions through the “share your thoughts” feature on our digital space (higheredinprisonresearch.org/submit-response), as well as to explore the other resources and opportunities for engagement it hosts. We especially encourage you to disseminate this paper through your professional and personal networks in order to maximize the amount of input that will inform the next stages of this work. Lastly, we invite you to sign-up to join our project mailing list to receive email alerts regarding relevant project updates and various events we will be hosting on our digital space in the future: higheredinprisonresearch.org/mailings.

We currently stand on the cusp of expanding HEP to hundreds of thousands of incarcerated adults, and the realization of the incredible opportunity that provides for them, their families and communities, and the nation. We hope you will join us in facilitating the development of a research infrastructure for and by the field that will ultimately improve conditions for conducting research, create an interdisciplinary community of practice, and ensure quality programming and positive outcomes for incarcerated learners now and in the future.

Would you be interested in joining us during the next phase of this project as we workshop viable strategies for facilitating an HEP RI with small groups of diverse HEP stakeholders? If yes, great! Please include your name, email, and anything else you'd like us to know.

Tell us your thoughts

We encourage you to submit your feedback at

higheredinprisonresearch.org/section/conclusion/#prompt14.

You can also browse others' responses to this and other working paper prompts at higheredinprisonresearch.org/responses.

Acknowledgements

Higher Education in Prison Research is a project spearheaded by a group of researchers and analysts from Ithaca S+R. Part of ITHAKA, Ithaca S+R is a non-profit service committed to expanding access to higher education and improving student learning outcomes. This paper and other project materials are the products of efforts by the following ITHAKA affiliates:

- Meagan Wilson, Senior Analyst
- Rayane Alamuddin, Associate Director for Research and Evaluation
- Martin Kurzweil, Educational Transformation Program Director
- Catherine Bond Hill, Managing Director
- Julia Karon, Analyst Fellow
- Michael Fried, Researcher
- Colette Johnson, Director of Strategic Initiatives
- Emily Norweg, Research Fellow
- Catherine Suffern, Research Fellow
- Kimberly Lutz, Associate Director of Marketing and Communications
- Anjanette Bunce, Product Manager
- Eugene Tobin, Senior Advisor

Advisory Committee

We thank the following individuals for their vital expertise, feedback, and contributions:

- Erin S. Corbett, Co-Founder and Chief Executive Officer, Second Chance Educational Alliance, Inc and Coordinator of the Quinnipiac University Prison Project
- Heather Erwin, Director, University of Iowa Liberal Arts Beyond Bars and Senior Advisor, Division of Diversity, Equity
- Mary Gould, Director, Alliance for Higher Education in Prison and Associate Professor of Communication, Saint Louis University
- David A. Maldonado, PhD Candidate, Education and Cross Enrollment Coordinator, Berkeley Underground Scholars
- Kerri Moseley-Hobbs, Policy Specialist, Federal Student Aid at the US Department of Education
- Sarah Tahamont, Assistant Professor, University of Maryland Department of Criminology and Criminal Justice
- Noel Vest, Postdoctoral Fellow, Systems Neuroscience and Pain Lab at the Stanford School of Medicine

Funding

This project was made possible with the support of The Andrew W. Mellon Foundation.

References

- ¹ "US Department of Education Launches Second Chance Pell Pilot Program for Incarcerated Individuals," *US Department of Education*, 2015, ed.gov/news/press-releases/us-department-education-launches-second-chance-pell-pilot-program-incarcerated-individuals.
See also, for example, Kritika Agarwal, "Inside Higher Ed: College-In-Prison Programs Flourish, But For How Long?" *American Historical Association's Perspectives on History*, 2018, historians.org/publications-and-directories/perspectives-on-history/january-2018/inside-higher-ed-college-in-prison-programs-flourish-but-for-how-long; Elizabeth Hinton, "Turn Prisons into Colleges," *The New York Times*, 2018, nytimes.com/2018/03/06/opinion/prisons-colleges-education.html?searchResultPosition=1; and John J. Lennon, "Why Colleges Should Take a Chance on Prisoners Like Me," *The Chronicle of Higher Education*, 2021, chronicle.com/article/why-colleges-should-take-a-chance-on-prisoners-like-me?cid2=gen_login_refresh&cid=gen_sign_in&cid2=gen_login_refresh.
- ² "Underground Scholars Language Guide," *Berkeley Underground Scholars*, docs.google.com/document/d/10_XWnlhfftDma3GoWmn5A_iEobUoTYnkjRVu9_FT6eE/edit?usp=sharing.
- ³ Geoffrey C. Bowker, Karen Baker, Florence Millerand, and David Ribes, "Toward Information Infrastructure Studies: Ways of Knowing in a Networked Environment," *International Handbook of Internet Research*, 2010, 97-117, link.springer.com/chapter/10.1007/978-1-4020-9789-8_5.
- ⁴ Matthias Korn, Wolfgang Reißmann, Tobias Röhl, and David Sittler, "Infrastructuring Publics: A Research Perspective," *Infrastructuring Publics*, 2019, 11-47, link.springer.com/chapter/10.1007/978-3-658-20725-0_2.
- ⁵ Susan Leigh Star and Karen Ruhleder, "Steps Toward an Ecology of Infrastructure: Design and Access for Large Information Spaces," *Information Systems Research* 7.1 (1996): 111-134, [jstor.org/stable/23010792?seq=1](https://www.jstor.org/stable/23010792?seq=1).
- ⁶ "Database," *Higher Education in Prison Research*, higheredinprisonresearch.org/database.
- ⁷ See for example: "Checklist for Research Involving Prisoners," *State of California Health and Human Services Agency*, 2014, oshpd.ca.gov/wp-content/uploads/2020/10/Prisoners-Research-2014-09-05.pdf; "Research Agreement and Data Request," State of Missouri Department of Corrections, doc.mo.gov/sites/doc/files/media/pdf/2020/01/research-agreement_0.pdf; "Research Agreement," New York State Department of Corrections and Community Supervision, 2020, doccs.ny.gov/system/files/documents/2020/02/frm0403a-1-20.pdf; "Human Subjects Application Packet," Minnesota Department of Corrections, 2018, mn.gov/doc/assets/Research%20Project%20Request%20Packet%20-%20March%202018_tcm1089-341707.pdf; "Research, Surveys, and Data Requests," Kentucky Corrections Policies and Procedures, 2018, corrections.ky.gov/About/cpp/Documents/05/ CPP%205.1.pdf; "Research Involving Corrections Facilities or Offenders," Michigan Department of Corrections Policy Directive, 2020, michigan.gov/documents/corrections/01_04_120_180481_7.pdf; "Department Policies," Colorado Department of Corrections, cdoc.colorado.gov/about/department-policies; and "Iowa Data Portal," Iowa Data, data.iowa.gov.
- ⁸ "Southeastern Correctional Institution and Denison University Inside-Out Prison Exchange Program Memorandum of Understanding," *Ohio Department of Rehabilitation and Correction*, 2019, bmcfiles.com/ahcp/documents/Memorandum%20of%20Understanding/Denison%20University%20Inside-Out%20Prison%20Exchange%20Program_MOU_2018-2019.pdf. A similar agreement between Southside Virginia Community College and the Commonwealth of Virginia through the Department of Corrections, Division of Education stipulates that "the partners agree to support each other's pursuit of alternative funding sources" by "sharing data." See "Memorandum Agreement Number: DCE-19-03," *Commonwealth of Virginia Department of Corrections*, 2019, bmcfiles.com/ahcp/documents/Memorandum%20of%20Understanding/Southside%20Virginia%20Community%20College_MOU_2018-2019.pdf.
- ⁹ "Congratulations! Dr. John Nally 2019 CEA Lifetime Achievement Award," *IAACE*, iaace.com/2019/08/cea-lifetime-achievement-award-goes-to/.
- ¹⁰ "About Us," *Correctional Education Association*, ceanational.org/about-us.

- ¹¹ "State Directors," *Correctional Education Association*, ceanational.org/state-directors.
- ¹² See "Database," *Higher Education in Prison Research*, higheredinprisonresearch.org/database.
- ¹³ "How We Work," *Alliance for Higher Education in Prison*, higheredinprison.org/our-work.
- ¹⁴ "National Directory of Higher Education in Prison Programs," *Alliance for Higher Education in Prison*, higheredinprison.org/national-directory.
- ¹⁵ Caisa E. Royer, Erin L. Castro, Edén Cortes-López, Mary R. Gould, and Amy E. Lerman, "The Landscape of Higher Education in Prison, 2018-2019," *Alliance for Higher Education in Prison*, 2020, assets.website-files.com/5e3dd3cf0b4b54759e8b1be0/5fb18267c3163b9e63727c55_TheLandscapeofHigherEducationinPrison-2018-2019.pdf.
- ¹⁶ "National Directory, List View," *Alliance for Higher Education in Prison*, higheredinprison.org/national-directory/list-view.
- ¹⁷ "Document Library," *Alliance for Higher Education in Prison*, higheredinprison.org/national-directory/document-library.
- ¹⁸ "Request the Dataset and Data Use Agreement," *Alliance for Higher Education in Prison*, higheredinprison.org/national-directory/request-the-dataset.
- ¹⁹ "Journal of Higher Education in Prison," *Alliance for Higher Education in Prison*, higheredinprison.org/journal-of-higher-education-in-prison.
- ²⁰ "Data Collection: National Corrections Reporting Program (NCRP)," *Bureau of Justice Statistics*, 2018, bjs.gov/index.cfm?ty=dcdetail&iid=268.
- ²¹ "ICRN," *Crime and Justice Institute*, cjinstitute.org/resources/icrn.
- ²² "Correctional Education Study Findings: FY2013 Releases," *NCRP/ICRN*, 2019, cjinstitute.org/assets/sites/2/2019/11/09_20-0945-7th-Floor-Breakout-Yan-Jin-and-Tami-Celi-A-Review-of-Educational-Strategies-and-their-impacts.pdf.
- ²³ "Seventh Annual Institutional Corrections Research Network (ICRN)/National Corrections Reporting Program (NCRP) Data Providers Meeting," *NCRP/ICRN*, 2019, cjinstitute.org/assets/sites/2/2020/02/ICRN-2019-Meeting-Summary.pdf.
- ²⁴ Janeena White, "Idaho Prison Compstat," *7th Annual ICRN/NCRP Meeting*, cjinstitute.org/assets/sites/2/2019/11/09_19-1300-Plenary-Research-in-Corrections-Practices-Janeena-White-Idaho-Prison-Compstat-Reporting.pdf.
- ²⁵ "Data and Research Home," *State of Wisconsin Department of Corrections*, doc.wi.gov/Pages/DataResearch/DataAndResearch.aspx.
- ²⁶ "The Research Collaborative on Higher Education in Prison," *University of Utah Prison Education Project*, prisoneducationproject.utah.edu/research/the-research-collaborative-on-higher-education-in-prison.
- ²⁷ "STEM Opportunities in Prison Settings (STEM-OPS)," *2020 STEM For All Video Showcase*, 2020, stemforall2020.videohall.com/presentations/1801.
- ²⁸ See, for example, Amy E. Lerman and Jacob Grumbach, *The Prison University Project: Qualitative Evidence on the Impact of Prison Higher Education*, 2016, amylerman.weebly.com/uploads/2/3/4/0/23402306/pup_lerman_white_paper.pdf.
- ²⁹ Lois M. Davis, Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N.V. Miles, "Evaluating the Effectiveness of Correction Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults," *RAND Corporation*, 2013, bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/RAND_Correctional-Education-Meta-Analysis.pdf.
- ³⁰ Ryang Hui Kim and David Clark, "The Effect of Prison-Based College Education Programs on Recidivism: Propensity Score Matching Approach," *Journal of Criminal Justice* 41.3 (2013), sciencedirect.com/science/article/abs/pii/S004723521300024X?via%3Dihub.
- ³¹ Michael Scott Brick and Julie Ajinkya, "Supporting Success: The Higher Education in Prison Key Performance Indicator Framework," *Institute for Higher Education Policy*, 2020, 7, ihep.org/wp-content/uploads/2018/11/ihep_kpi_report_rd5_web_3.pdf.

- ³² Brick and Ajinkya, "Supporting Success," 9.
- ³³ "About Us," *Jamii Sisterhood*, jamiisisterhood.com/about.
- ³⁴ "About Us," *Project Freedom*, hbcuhep.org/about.
- ³⁵ "Steadily Moving Forward," *Jamii Sisterhood*, jamiisisterhood.com.
- ³⁶ "Ethical Considerations for Research Involving Prisoners," *The National Academies Press*, nap.edu/read/11692/chapter/2#9.
- ³⁷ "Part 46—Protection of Human Subjects," *Electronic Code of Federal Regulations*, ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6g937cd9d7513160fc3f&pitd=20180719&n=pt45.1.46&r=PART&ty=HTML#sp45.1.46.c.
- ³⁸ "FAFSA Simplification Act of 2020: Section by Section," *Association of American Universities*, 20, aa.u.edu/sites/default/files/AAU-Files/Key-Issues/COVID-19/FAFSASimplificationActof2020_%20SECTIONBYSECTION_CLEAN_lms12.17.2020.pdf.
- ³⁹ Madeleine Carlisle, "'This Is a Story of Hope.' New Documentary Series *College Behind Bars* Follows Men and Women Working to Gain College Degrees While in Prison," *TIME*, 2019, time.com/5737213/ken-burns-lynn-novick-college-prison-documentary.
- ⁴⁰ "John Jay College's Prisoner Reentry Institute Receives a \$1.5 Million Grant from the Andrew W. Mellon Foundation," *John Jay College of Criminal Justice*, jjay.cuny.edu/news/john-jay-college%E2%80%99s-prisoner-reentry-institute-receives-15-million-grant-andrew-w-mellon.
- ⁴¹ Ellen Condliffe Lagemann, *Liberating Minds: The Case for College in Prison*, New York: The New Press, 2016, 155.
- ⁴² "Home," *Boston University Metropolitan College Prison Education Program*, sites.bu.edu/pep.
- ⁴³ "Home," *Cornell Prison Education Program*, cpep.cornell.edu.
- ⁴⁴ "Home," *Bard Prison Initiative*, bpi.bard.edu; "Freedom Education Project Puget Sound (FEPPS)," *University of Puget Sound*, pugetsound.edu/academics/academic-resources/civic-scholarship-initiative/civic-scholarship-initiative-programs/freedom-education-project-puget-sound-fepps; "Prison Scholars Program," *Georgetown University Prisons and Justice Initiative*, prisonsandjustice.georgetown.edu/programs/scholarsprogram; "Home," *Justice Education Initiative at the Claremont Colleges*, colleges.claremont.edu/justice-education; "Northwestern Prison Education Program," *Northwestern University*, sites.northwestern.edu/npep; "UCLA Prison Education Program," *UCLA Social Sciences*, prisoneduprogram.ucla.edu; "Prison Education Project," *Washington University in St. Louis*, prisonedproject.wustl.edu; and "Center for Prison Education," *Wesleyan University*, wesleyan.edu/cpe.
- ⁴⁵ See, for example, "National Engagement: Creating Educational Opportunities in Prison Nationwide," *Bard Prison Initiative*, bpi.bard.edu/our-work/national-engagement and "MPEC: Massachusetts Prison Education Consortium," *The Educational Justice Institute*, teji.mit.edu/mpec.
- ⁴⁶ "Experimental Sites Initiative Second Chance Pell: Evaluation Report for Award Years 2016-2017 and 2017-2018," *US Department of Education*, 2020, experimentalsites.ed.gov/exp/pdf/20162018SecondChancePellESIReport.pdf.
- ⁴⁷ Jon Marc Taylor, "There Ought to be a Law (but Not This Crime Bill; Congress Is Stealing Our College Education)," *The New York Times*, 1994, nytimes.com/1994/08/24/opinion/there-ought-to-be-a-law-but-not-this-crime-bill-congress-is-stealing.html.
- ⁴⁸ Gerard Robinson and Elizabeth English, "The Second Chance Pell Program: A Historical Overview," *American Enterprise Institute*, 2017, 2, aei.org/wp-content/uploads/2017/09/The-Second-Chance-Pell-Pilot-Program.pdf?x88519.
- ⁴⁹ "Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students," *US Government Accountability Office*, 2019, gao.gov/products/gao-19-130.
- ⁵⁰ "Survey of Inmates of State and Federal Correctional Facilities," *National Archive of Criminal Justice Data*, icpsr.umich.edu/web/NACJD/series/70/studies.

- ⁵¹ "2016 Survey of Prison Inmates (SPI) Questionnaire," *Bureau of Justice Statistics*, 2020, bjs.gov/content/pub/pdf/spi16q.pdf. (The survey was formally known as "Surveys of Inmates in State and Federal Correctional Facilities.")
- ⁵² See the "Survey of Inmates of State and Federal Correctional Facilities," *National Archive of Criminal Justice Data*, icpsr.umich.edu/web/pages/index.html.
- ⁵³ Raul Arambula and Leslie LeBlanc, "Inmate Education: Encouraging Results from Pilot Program," *California Community Colleges Chancellor's Office*, 2018, 11, risingscholarsnetwork.org/assets/general/CCCCO_Report_Incarcerated_Students-final.pdf.
- ⁵⁴ "Incarcerated Student Education Program: Cerro Coso Community College," *Cerro Coso Community College*, cerrocoso.edu/isep/program-data.
- ⁵⁵ "Education Justice Project receives \$1 million grant from Andrew W. Mellon Foundation," *Illinois College of Education*, 2017, [education.illinois.edu/about/news-events/news/article/2017/10/17/education-justice-project-receives-\\$1-million-grant-from-andrew-w.-mellon-foundation](https://education.illinois.edu/about/news-events/news/article/2017/10/17/education-justice-project-receives-$1-million-grant-from-andrew-w.-mellon-foundation).
- ⁵⁶ "Ascendium Announces Funding for Three Sites in Major Higher Education in Prison Initiative," *Ascendium*, 2019, ascendiumphilanthropy.org/news/news/new-presascendium-announces-funding-for-three-sites-in-major-higher-education-in-prison-initiatives-release.
- ⁵⁷ "Expand Postsecondary Education in Prison," *Ascendium*, ascendiumphilanthropy.org/our-grantmaking/expand-postsecondary-education-in-prison.
- ⁵⁸ "Lighting a Path to Successful Second Chances: Fighting Recidivism with Education," *Second Chance Educational Alliance*, scea-inc.org.
- ⁵⁹ "Groundbreaking New National Directory of Higher Education in Prison Programs Released," *Ascendium*, 2021, ascendiumphilanthropy.org/news/news/groundbreaking-new-national-directory-of-higher-education-in-prison-programs-released.
- ⁶⁰ "Higher Education in Prison," *Laughing Gull Foundation*, laughinggull.org/higher-education-in-prison.
- ⁶¹ "Home," *Lumina Foundation*, luminafoundation.org; "Lumina Foundation Strategic Plan for 2017 to 2020," *Lumina Foundation*, luminafoundation.org/files/resources/strategic-plan-2017-to-2020-apr17.pdf; Leah Bacon, Gina Lee, Josh Weber, and Le'Ann Duran, "Laying the Groundwork: How States Can Improve Access to Continued Education for People in the Criminal Justice System", *The Council of State Governments Justice Center*, csjusticecenter.org/wp-content/uploads/2020/02/Laying-the-Groundwork_Feb2020.pdf.
- ⁶² "About the Fund," *Art for Justice Fund*, artforjusticefund.org/about; "Home," *ECMC Foundation*, ecmcfoundation.org; "Gender, Racial, and Ethnic Justice," *Ford Foundation*, fordfoundation.org/work/challenging-inequality/gender-racial-and-ethnic-justice/criminal-justice; "Home," *William + Flora Hewlett Foundation*, hewlett.org; "Home," *Rosenberg Foundation*, rosenbergfound.org; "The Promise and Practice of Prison Higher Education," *Spencer Foundation*, spencer.org/grant-archive/promise-and-practice-prison-higher-education; "About Us," *The Sunshine Lady Foundation, Inc.*, sunshinelady.org/about-us.
- ⁶³ See Tanya Erzen, Mary R. Gould, and Jody Lewen, "Equity and Excellence in Practice: A Guide for Higher Education in Prison," *Alliance for Higher Education in Prison*, 2019, 11, higheredinprison.org/publications/equity-and-excellence-in-practice-report and Brian Walsh and Ruth Delaney, "First Class: Starting a Postsecondary Education Program in Prison," *Vera Institute of Justice*, 2020, 20-29, vera.org/downloads/publications/first-class-post-secondary-education-in-prison.pdf.
- ⁶⁴ See Gardner, "The Relationship of Higher Education Programs on Recidivism Delivered Through a North Carolina Community College in a Correctional Setting," 55 and Niares Hunn, "The Role of Online College Courses in Rehabilitating Offenders," *Walden Dissertations and Doctoral Studies*, 2015, 14, scholarworks.waldenu.edu/dissertations/282.
- ⁶⁵ "Home," *Formerly Incarcerated College Graduates Network*, ficgn.org; "Tag: Consortium For the Liberal Arts in Prison," *BPI Blog*, bpi.bard.edu/tags/consortium-for-the-liberal-arts-in-prison; "NY-CHEP," *The Justice-In-Education Initiative (JIE) at Columbia University*, justiceineducation.columbia.edu/ny-chep; "Home," *Hudson Link for Higher Education in Prison*, hudsonlink.org; "Home," *NJ-STEP: Scholarship and Transformative Education in Prisons*, njstep.newark.rutgers.edu/about.

- ⁶⁶ "Home," *Society for Research into Higher Education*, srhe.ac.uk.
- ⁶⁷ "About SRHE," *Society for Research into Higher Education*, srhe.ac.uk/about-srhe.
- ⁶⁸ "The Maryland Scientific Methods Scale (SMS)," *What Works Centre for Local Economic Growth*, whatworksgrowth.org/resources/the-scientific-maryland-scale.
- ⁶⁹ See Stephen J. Steurer, Linda Smith, and Alice Tracy, "Three State Recidivism Study," *ResearchGate*, 2003, researchgate.net/publication/234747771_Three_state_recidivism_study, and Smith, "Pennsylvania Department of Corrections Education Outcome Study."
- ⁷⁰ See David Wilson and Anne Ruess, eds., *Prison(er) Education: Stories of Change and Transformation*, Winchester: Waterside, 2000, 66 and Kristofer Bret Bucklen, "Randomized Controlled Trials in Correctional Settings," *National Institute of Justice*, 2020, nij.ojp.gov/topics/articles/randomized-controlled-trials-correctional-settings.
- ⁷¹ Michelle Tolbert, Steven Klein, and Rosio Pedroso, *Correctional "Education Data Guidebook: A Working Guide for Correctional Education Administrators," US Department of Education*, 2006, rti.org/sites/default/files/resources/guidebook.pdf.
- ⁷² "Research Agreement and Data Request," *State of Missouri Department of Corrections*, doc.mo.gov/sites/doc/files/media/pdf/2020/01/research-agreement_o.pdf and "Human Subjects Application Packet," *Minnesota Department of Corrections*, mn.gov/doc/assets/Research%20Project%20Request%20Packet%20-%20March%202018_tcm1089-341707.pdf.
- ⁷³ Susan E. Collins, Seema L. Clifasefi, Joey Stanton, Kee J. E. Straits, Patricia Rodriguez Espinosa, Michele P. Andrasik, Kimberly A. Miller, Victoria E. Orfaly, The LEAP Advisory Board, Eleanor Gil-Kashiwabara, Andel V. Nicasio, Starlyn M. Hawes, Lonnie A. Nelson, Bonnie M. Duran, and Nina Wallerstein, "Community-based Participatory Research (CBPR): Toward Equitable Involvement of Community in Psychology Research," *The American Psychologist* 73.7 (2018), ncbi.nlm.nih.gov/pmc/articles/PMC6054913.
- ⁷⁴ Justin Thrasher, Erik Maloney, Shaun Mills, Johnny House, Timm Wroe, and Varrone White, "Reimagining Prison Research from the Inside-Out," *Journal of Prisoners on Prisons* 28.1 (2019): 12-28, uottawa.scholarsportal.info/ottawa/index.php/jpp/article/view/4347. Other examples of PAR in prison research include Maria Elena Torre and Michelle Fine, "Bar None: Extending Affirmative Action to Higher Education in Prison," *Journal of Social Issues* 61.3 (2005), spssi.onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4560.2005.00421.x; Carla Marquez-Lewis, Michelle Fine, Kathy Boudin, William E. Waters, Mika'il DeVeaux, Felipe Vargas, Cheryl "Missy" Wilkins, Migdalia Martinez, Michael G. Pass, and Sharon White-Harrigan, "How Much Punishment is Enough? Designing Participatory Research on Parole Policies for Persons Convicted of Violent Crimes," *Journal of Social Issues* 69.4 (2013), spssi.onlinelibrary.wiley.com/doi/abs/10.1111/josi.12041; and Yasser Arafat Payne and Angela Bryant, "Street Participatory Action Research in Prison: A Methodology to Challenge Privilege and Power in Correctional Facilities," *The Prison Journal* 98.4 (June 2018), journals.sagepub.com/doi/abs/10.1177/0032885518776378.
- ⁷⁵ Bonnie Jones, Alexandra Lightfoot, Molly De Marco, Malika Roman Isler, Alice Ammerman, Debi Nelson, Lisa Harrison, Brenda Motsinger, Cathy Melvin, and Giselle Corbie-Smith, "Community-Responsive Research Priorities: Health Research Infrastructure," *Progress in Community Health Partnerships: Research, Education, and Action* 6.3 (2012), muse.jhu.edu/article/484083/summary.
- ⁷⁶ "About Us," *UChicago Consortium on School Research*, consortium.uchicago.edu/about.
- ⁷⁷ See "UCHICAGO Consortium on School Research: Discovering What Matters Most," *The University of Chicago and Urban Education Institute*, consortium.uchicago.edu/sites/default/files/2018-11/UChicagoConsortium_Brochure_2015.pdf.
- ⁷⁸ "Second Chance Pell Extended Through 2019-2020," *Correctional Newsfront*, 2019, cor.pa.gov/CorrectionalNewsfront/Pages/Article.aspx?post=391.
- ⁷⁹ See "Our History," *Tennessee Higher Education in Prison Initiative (THEI)*, thei.org/about-2/our-history and "Washington's College in Prisons Program," *Washington State Community and Technical Colleges*, sbctc.edu/colleges-staff/programs-services/prisons.
- ⁸⁰ "Home," *The Petey Greene Program*, peteygreene.org.

- ⁸¹ "Home," *From Prison Cells to PhD*, fromprisoncellstophd.org.
- ⁸² "Our Mission," *Operation Restoration*, or-nola.org/about and "Unlock Higher Ed," *From Prison Cells to PhD*, fromprisoncellstophd.org/unlock-higher-ed.html.
- ⁸³ "Fact Sheets: Business Improvement Districts," *US Department of Transportation Federal Highway Administration Center for Innovative Finance Support*, fhwa.dot.gov/ipd/fact_sheets/value_cap_bid.aspx.
- ⁸⁴ See Joan Levy Zlotnik and Barbara E. Solt, "Developing Research Infrastructure: The Institute for the Advancement of Social Work Research," *Social Work Research* 32.4 (2008): 201-207, jstor.org/stable/42659690?seq=1 and "Publications: JSSWR, Journal of the Society for Social Work and Research," *Society for Social Work and Research (SSWR)*, sswr.org/publications.
- ⁸⁵ "IPEDS 2020-21 Data Collection System: Statutory Requirements for Reporting IPEDS Data," National Center for Education Statistics, 2019, surveys.nces.ed.gov/ipeds/public/statutory-requirement.
- ⁸⁶ Aida Aliyeva and Christopher Cody, *The History and Origins of Survey Items for the Integrated Postsecondary Education Data System (2016-17 Update)*, US Department of Education, 2018, nces.ed.gov/ipeds/pdf/NPEC/data/NPEC_Paper_IPEDS_History_and_Origins_2018.pdf.
- ⁸⁷ Thrasher, Maloney, Mills, House, Wroe, and White, "Reimagining Prison Research from the Inside-Out," 12-14, 19.