

## Proposal Narrative

### **I. DESCRIPTION OF THE ISSUE: NO. 4. IMPROVING CORRECTIONS AND REINTEGRATION UNDER THE SECOND CHANCE ACT (“SCA”)**

#### **A. Challenges and data in corrections and reintegration.**

The problem of mass incarceration cannot be addressed without successful *mass* reintegration, and higher education is among the factors known to significantly contribute to successful reintegration *when administered correctly*. It is not that the United States simply incarcerates more of its population per capita than every other nation in the world—it is also that it compounds its incarceration rate with stubbornly high rates of recidivism due in large part to unsuccessful reintegration.<sup>1</sup> More than 90 percent of all people incarcerated will be released back to their community.<sup>2</sup> Therefore, release into the community is almost guaranteed, but successful reintegration is not. Indeed, re-arrest within three years of release is the outcome for about two-thirds of those released<sup>3</sup> and for those fortunate enough not to be re-arrested, *successful* reintegration is often still wanting.<sup>4</sup> On the other hand, successful reintegration reduces recidivism, lowers future correctional costs, and increases public safety.<sup>5</sup>

Whether someone successfully reintegrates into their community is largely a function of their correctional experience, the level of transitional support they receive upon release, and the amount of collateral consequences and barriers preventing them access to livable-wages and purposeful-living after incarceration.<sup>6</sup> As noted above, recidivism is a general indicator of unsuccessful reentry that further compounds our costly mass incarceration problem. Fiscally, it cost an estimated average of \$33,274 to incarcerate someone for a year.<sup>7</sup> Therefore, even with the

drop in incarceration from 2.1 million in 2019 to 1.8 million by late 2020 (due in part to Covid-19)<sup>8</sup>, we are still spending nearly \$6 billions annually to warehouse people in ways that increases recidivism, reduces public safety, and continues to create avoidable fiscal burdens on the state. Although all recidivism is not the result of new crimes, that which is new-crime recidivism reduces public safety and quality of life. The cost on the community is exacerbated by the destructive consequences that crime and incarceration have on families (especially children) and the broader community. These destructive consequences doubly impact historically disinvested minority and marginalized communities because they are forced to suffer the vicious cycle of crime-leading-to-incarceration-leading-to-crime which further entrenches *preexisting* poverty and racial inequalities that preceded such crime-and-incarceration, and which in turn reinforces *preexisting* negative stereotypes and biases that are then used to rationalize the existence of such poverty and inequality.<sup>9</sup> Thus, improving corrections and reintegration is not only a criminal justice issue, but a racial justice and community empowerment issue.

Acknowledging the importance of successful reintegration, Congress passed the first of its kind bipartisan Second Chance Act (“The Act”) in 2008 with tri-part goals of reducing recidivism, reducing state and local corrections costs, and increasing public safety.<sup>10</sup> The Act authorized \$165 million in federal grants to fund initiatives and programs through non-profits and state, local, and tribal governments to address its three goals.<sup>11</sup>

Among the cost-effective methods identified in reducing recidivism is the improvement of educational opportunities within corrections.<sup>12</sup> By reducing recidivism, educational programs inside prison increase public safety and reduce correctional costs. Research has shown that meaningful educational opportunities, especially college education, improves correctional culture, mental health, civic engagement, self-worth, and sense of agency.<sup>13</sup> Lack of meaningful

educational opportunities, on the other hand, allows for the persistent criminogenic cultures and structures that dominate corrections to persist. I can attest to this from personal experience: I self-educated in prison through the mentorship of older prisoners who were college educated before the 1994 Pell Grant ban, and I was an Adult Basic Education (“ABE”) aid serving other prisoners, in addition to mentoring fellow prisoners on how to access correspondence college courses from the “outside” while incarcerated in Florida’s prison system. I witnessed firsthand the transformative and rehabilitative power education had on me (and others) when it was available.

This year (2021) Congress lifted the 1994 Pell Grant ban and ordered the Department of Education to restore Pell Grant funding to incarcerated people by July 2023.<sup>14</sup> This was a historic and arguably long overdue move by Congress: it lifted a 1990s three-decades-old ban that coincided with many of the ill-advised policies that contributed to the *mass* in our *mass*-incarceration problem. Three out of every five people incarcerated have at least a GED which means that a substantial percentage of incarcerated people are likely eligible for the Pell Grant program.<sup>15</sup> This, in turn, has the potential to benefit reentry and public safety if administered correctly. However, many gaps and structural barriers in corrections and after release exists, which if unaddressed will limit and prevent potential incarcerated-students and released-students from accessing and benefiting from the promise that Pell Grant proposes. Indeed, if many of the gaps and barriers go unaddressed, many potential students will not only be unsuccessful (for reasons beyond their control) but will also provide fodder for opponents of Pell Grant restoration to argue that college education for incarcerated individuals does not help and is not worth the cost.<sup>16</sup>

In other words, Pell Grant’s recent historic restoration has created a critical and emerging need to resource the field with updated, comprehensive, and generalized corrections-to-college best practices and policies that addresses existing gaps and barriers so that the promise of

improving corrections and reintegration by leveraging Pell Grants is not lost. To this end, the perspective of incarcerated and formerly incarcerated individuals must inform the administration of Pell Grants and complimenting Second Chance Act Grants; stakeholders in the field need to be brought into conversation with each other; and services in and out of prison need to be combined and connected to close gaps, build capacity, and maximize impact.

From corrections to college campuses, the field will greatly benefit from training and technical assistance (TTA) that empowers the field to address gaps, implement best practices, and build corrections-to-college networks. Such resources would be timely and extremely helpful for Second Chance Act grantees who are prepared to improve corrections and reintegration by complimenting Pell Grant restoration with their support services to help Pell Grant recipients go from corrections to college. Therefore, among the major deliverables in this application, the applicant proposes to produce—in collaboration with BJA staff—an innovative corrections-to-college pipeline report with best-practices for practitioners and policy proposals for advocates and policy leaders to build upon and improve BJA's investments in reentry and reintegration. The scope of the report would be national and comprehensive focusing on the four major interconnected stages essential to *any* corrections-to-college pipeline: (1) inside corrections, (2) transition support upon release, (2) common barriers at colleges or universities, and (4) support on campus and beyond (including gainful-employment).

B. Applicant's professional interest in improving corrections and reintegration.

The applicant's professional interest in correctional education and reentry work is driven by a passion that is fueled and informed by both the applicant's personal experience and his professional expertise. After being tried as adult when he was a teenager, the applicant became the

first in his family to graduate high school by earning a GED in prison. However, after that point, the applicant was forced to *self*-educate (sometimes against the rules) for the remaining decade that he was in prison.<sup>17</sup> If that was not bad enough, the applicant was then thrown out into society “cold-turkey” with little reentry support after serving 12 years in prison from the age of 16. The applicant was forced to *self*-create his own “corrections-to-college” reentry pathway against lots of pushback and was even more fortunate to have been successful in overcoming the many reentry barriers and lack of reentry support.<sup>18</sup> The applicant’s interest is further informed by his recent experience helping his sister (a single mother of three) transition after her release from prison in 2019: going from a homeless shelter (like the applicant did after his release) to renting her own apartment and successfully completing her probation. Despite these reentry achievements, however, she is barely making it as a single mother with a record. She is living pay-check to pay-check despite working over 50 hours a week and is unable to access many opportunities because of her record.

One of the applicant’s primary mission is to help create opportunities for justice-impacted individuals that empowers them to realize their full potential and positively give back to their communities (both in and after prison). Moreover, the applicant has dedicated himself to being a criminal justice reform advocate since his release from prison in 2011, because he understood he had a unique opportunity and responsibility give back and speak for others like him. The applicant initially began advocating for others whose experience he shared: homeless college students and returning-citizens who had been disenfranchised for life. Later, after serving as a legislative scholar in the Florida Senate, the applicant began advocating for criminal justice reform more broadly. He was a criminal justice reform ambassador with the ACLU, Southern Poverty Law Center, and the Campaign for Youth Justice. His advocacy work eventually led him to the Florida Rights

Restoration Coalition (“FRRC”), which is a grassroots advocacy organization led by returning-citizens (i.e., formerly incarcerated and convicted people like the applicant himself) dedicated to ending disenfranchisement and discrimination against justice-impacted people and promoting reentry in ways that increase public safety and restored dignity to people impacted by the criminal legal system. The applicant began as a volunteer over half a decade ago and now is a senior policy and legal analyst in FRRC’s policy department. The applicant’s research and advocacy with FRRC has included, among other things, issues of housing, employment, supervision, and education. Most recently, his focus has been on removing financial barriers to voting, “banning-the-box” on college and university applications, and attending to Covid-19 inside corrections (as well as some local organizing around housing and employment ordinances). In sum, the applicants professional interests and personal experience have long been focused on the many faceted ways of improving corrections and reintegration.

### C. Discussion on Challenges and Opportunities to Engage with BJA and the Field as a result of the Pandemic

If the pandemic prevents in-person meetings or events, the applicant plans to leverage his experience working remote to ensure substantial engagement with BJA staff and the field. Prior to the pandemic, the applicant had over a year of experience as an effective full-time employee working remote. Therefore, the shut-downs and limitations caused by the pandemic did not negatively impact the applicant’s work-product or ability to maintain team-cohesion and project continuity. For example, the applicant currently has two standing check-in meetings a week with his team (in addition to any as-needed meetings) to maintain team-cohesion and collaboration. Additionally, the applicant intends to leverage collaborative technology such as Google Docs,

Asana, and Slack to collaborate on projects with BJA staff when he is not onsite; and if distance or travel cost is prohibitive, the applicant intends to leverage virtual meetings where possible.

## **II. PROJECT DESIGN AND IMPLEMENTATION**

### **A. How the applicant proposes to address the identified area of focus.**

The applicant will focus on improving corrections and reintegration under the SCA by committing 24 months of fulltime work fully integrated and in collaboration with BJA. During this period the applicant will:

(1) Make significant contributions to the body of knowledge by completing a major set of deliverables through the production of a corrections-to-college pipeline report (and corresponding TTAs) to help BJA and the field address gaps and barriers that threaten to undermined Congress' newly restored Pell Grant funding and its promise of improving of corrections and reintegration; and

(2) Enhance the knowledge base of BJA by contributing the applicant's expertise and experience in the field of corrections and reentry and by working under the direction of BJA staff and leadership on a wide range of BJA tasks and projects including, at a minimum, the creation or updating of at least two TTA products and a twelve month onsite-residency of a minimum of 1500 hours at BJA.

Therefore, the goals and objectives are to leverage the applicant's expertise and lived experience—especially that of being formerly incarcerated and successfully reentering society after decades of incarceration—to address key gaps in the field of corrections and reintegration and to enhance BJA's capacity and expertise to both assess capacity building needs and provide

TTAs to improve corrections and reintegration. The applicant will use his experience as a credible messenger in the field to communicate and translate material, and he will use his network in the field to build collaborations among stakeholders and BJA. Moreover, to help BJA in its national focus, the applicant will focus on identifying issues and practices that can be generalized for practitioners throughout the country.

B. A time/task plan on how the specific goals and objectives will address corrections and reintegration.

To achieve the specific goals and objectives of this project, the following three-phase time/task plan is proposed. Phase one (months 1–3) will be focused on onboarding and integrating into BJA’s policy team and laying the ground work for researching the proposed corrections to college project. Phase two (months 4–15) will be focused on the onsite residency at BJA (fully integrated and supporting BJA staff) while also researching, drafting, and workshopping the proposed corrections to college pipeline’s findings and TTAs. Phase three (months 16–24) will be focused on finalizing drafts of the corrections to college report and corresponding TTAs, while simultaneously continuing to work closely with BJA staff utilizing the skills and experience derived from the onsite fellowship.

C. The strategies to work with BJA to complete deliverables during the time/task plan.

Phase One: The first 90 days of the project will begin on October 1, 2021, and spent achieving three broad overarching deliverables.

- (1) Getting affairs in order, arranging to leave current employer, and securing all necessary preparations to serve for a year onsite at BJA in-residency beginning January 2022;

(2) Immediately start onboarding and integration process with BJA by participating in all onboarding meetings and trainings and traveling to BJA at least once (or more based on BJA staff discretion) to ensure a seamless onboarding and training process; and maintain constant engagement and communication with BJA staff beginning day-one (October 1, 2021);

(3) Lay the necessary groundwork for the corrections-to-college pipeline project by preparing and conducting literature review, identifying individuals and organizations to engage (including justice impacted individuals), and establishing what quantitative and qualitative data ought to be sought and researched.

Phase Two: The subsequent 12 months will consist of the following deliverables during the onsite residency at BJA which will focus primarily on supporting BJA/OJP staff as well as working on the corrections-to-college pipeline project:

(1) The applicant will complete a major set of deliverables that will address critical, chronic, or emerging issues in the criminal justice field and build capacity to address corrections and successful reintegration under the Second Chance Act. This will include the creation of at least two TTAs; use of data to identify needs and translate it for practitioners; identify topics and subject matter experts; assess BJA's current TTA resources in the area of corrections and reintegration to determine if the products should be updated; work with BJA staff to plan and implement or enhance strategies to engage in regular dialogue with the field, as well as TTA partners, and plan project deliverables such as researching topics and subject matter experts; participate in internal and external stakeholder meetings, forums, conferences, and international briefings for the purpose of presenting information on BJA's efforts to address the area of corrections and reintegration

under the Second Chance Act, its corresponding gaps in services, and the capacity building needs of the field; prepare detailed reports, speeches, and articles at the request of OJP and BJA management; offer strategies and assistance to translate information to the field, including BJA and partner websites and social media; develop written responses to requests for information and inquiries seeking information on BJA's efforts in the area of corrections and reintegration under the Second Chance Act; participate in professional development and training activities in consultation with BJA management to enhance expertise related to the area of focus; travel to support the execution of the above activities; and/or any other assigned duties necessary for the implementation of the fellowship.

(2) During the residency at BJA, the applicant will also work on the proposed corrections-to-college project in collaboration with BJA staff and in ways that do not conflict with BJA tasks or demands. During this period the applicant will compile literature-research and quantitative data, engage the field to compile qualitative data through potential interviews with justice impacted individuals, stakeholders, and BJA grantees, and begin writing section-drafts of the report based on findings. The applicant will also begin producing and workshopping potential corresponding TTA products from the preliminary findings. A rough draft of the report will be partially completed by the end of the 12 month onsite residency.

Phase Three: The final nine months (January 2023 – September 2023) will consist of the following deliverables focused on finalizing the corrections-to-college pipeline project and continuing to support BJA's staff from the field:

(1) With the added expertise and experience gained from the onsite residency at BJA, the applicant will support BJA staff (working on any assigned deliverable referenced above in

Phase 2); maintain constant engagement and communication with BJA through the remaining portion of the fellowship; and support all BJA work in the field under the direction of BJA staff.

(2) The applicant will finalize the corrections-to-college pipeline project by focusing on collecting whatever final data is needed; writing and editing final drafts of the report; and revising, finalizing, and presenting corresponding TTAs for use by BJA and the field.

### **III. CAPABILITIES AND COMPETENCIES**

#### **A. Interest in BJA fellowship and years of experience in corrections and reentry:**

The applicant is excited to apply for this fellowship with BJA because he is aware of BJA's support for projects focused on improving corrections, reentry, and educational opportunities inside corrections. BJA has funded a number of projects in this areas including the RAND reports proving the cost-effective benefits of educational programs inside corrections. BJA has also supported organizations, like the Vera Institute, which the applicant has worked with in the field on issues of juvenile justice reform and removing barriers to higher education. The applicant cares deeply about these issues as noted above<sup>19</sup> and possess both the professional expertise and lived experience in corrections and reentry to successfully accomplish the goals and objectives of this fellowship. The applicant has two decades of combined experience with the criminal justice system: including over a decade inside corrections, years transitioning out and going through the reentry process after more than a decade of incarceration, and ultimately almost seven years as a directly-impacted advocate in the field advocating for the removing barriers and creation of second chances for returning citizens attempting to reenter society. (See Section I(B) above). The

applicant obtained significant firsthand experience in corrections through his constant exposure to the juvenile justice system before ultimately being prosecuted as an adult and spending over 12 years in adult prison. The applicant's twelve year incarceration provided him an invaluable knowledge of corrections, namely the cultures and structures that undermine rehabilitation and reintegration. The applicant similarly obtained significant firsthand experience with the reentry process (and its shortcomings) after being released homeless, on probation, and with little reentry support after prison. More notably, however, is the applicant's experience and insights in successfully reentering society through a self-created corrections-to-college plan that involved a homeless shelter, a local community college, and a city away from his old neighborhood. The many lessons learned from this successful integration have enabled the applicant to contribute significant insights into reentry and criminal justice reform discussion for the past decade. The applicant has summarized much of these experiences in article published by the Harvard Law Review and attached to this application. (See Attachment 1). Throughout the years, the applicant has been sought out and given numerous lectures, trainings, and panel discussions at conferences and prestigious universities (including Harvard and Yale) due to his extensive experience and insights into the criminal justice system and his strong ability to deliver compelling presentations on the issue.

The applicant is currently a Senior Policy Analyst with FRRC which as noted above is a grassroots advocacy organization led by formerly incarcerated people focused on removing barriers to reentry and restoring voting rights. The applicant's research and advocacy work with FRRC has focused on (1) ending disenfranchisement and discrimination against returning citizens and (2) creating a more comprehensive and humane reentry system that enhances successful reentry, reduces recidivism, and increase public safety. The applicant began his work with FRRC

as a volunteer over six years ago advocating and organizing around the issue of ending disenfranchisement for people who had completed their criminal sentences in Florida. The applicant gave public speeches, spoke on panels, and appeared on numerous news outlets (especially in Spanish-speaking media markets) to make the policy and personal case for ending disenfranchisement in Florida. As such, the applicant was instrumental in FRRC's movement to end life-disenfranchisement by getting Floridians to say "Yes to Second Chances" by voting "Yes on Amendment 4" in 2018. An overwhelming majority of Floridians (64%) voted yes and approved the restoration of voting rights to people who had completed their criminal sentence in a politically divisive state where neither political party earned more than fifty percent of the vote in that election.

The 2018 passage of Florida's Amendment 4 created the opportunity to organize and get returning citizens civically engaged. To that end, the applicant was part of FRRC's policy team focused on creating a returning-citizen informed criminal-justice policy platform. The process for the creation of that platform consisted of: (1) collecting surveys from members and other returning citizens from around the state in which they identified and ranked their most pressing criminal justice issues; and (2) building-out policy research papers and proposals for those issues that rose to the top. One can find "FRRC's 2021 Policy Platform" on our website together with its corresponding policy papers. The applicant contributed extensively to the creation of this platform and its corresponding research, especially on the issues of housing, employment, and Covid-19.

Moreover, the applicant currently serves on the Board of Directors of "Exchange for Change", a non-profit that promotes education opportunities inside corrections by bringing creative writing classes into the prison, and partnering with outside schools to connect outside-students with inside-students to create creative-writing exchanges. Prior to being on the Board, the

applicant served as a volunteer tutor for the program and went into the prison to help teach a law-school based legal writing class to law clerks inside the prison. The applicant is also on the Advocacy Board for the Florida Prison Education Project (FPEP) at the University of Central Florida. The Advocacy Board consists of lawyers and advocates concentrated on getting UCF to ban-the-box from its application. Recently, FPEP was successful in persuading UCF's faculty committee to vote unanimously in favor of removing the criminal-background question from the university's application and is now pending review by the Provost.

The applicant is also working with a number of other groups and organizations helping them build capacity to advocate for banning-the-box on colleges and universities, and he is helping a Second Chance Pell Pilot program (Miami-Dade College) organize its advocacy efforts to reform Florida's in-state tuition policy for incarcerated students, which is depriving nearly 90 percent of otherwise eligible incarcerated Pell applicants from accessing their degree program. With full restoration of Pell Grant less than two years away, this is going to go from a discrete issue to a major barrier if unresolved in a state that houses the third largest prison population in the country.

#### B. Applicant's experience working in fast-paced collaborative work environments.

In addition to extensive experience in corrections and reentry, the applicant also possesses professional experience working in a fast-paced collaborative environment. For the past three years, the applicant has successfully worked as an integrated member of a policy team where he works collaboratively with others on projects and is able to benefit from and contribute to a collegial and cooperative team environment. Also, many of the applicant's collaborative outreach and coalition building discussed above shows the applicant's ability to work collegially with others. Working in advocacy organization has also helped the applicant develop the ability to be flexible

and attend to multiple issues on short-notice. In advocacy shifting priorities is common due issues or opportunities suddenly emerging such as when there is a crisis like Covid-19 or when policy makers unexpectedly make themselves available.

C. Facilitating a national scope project and working with diverse stakeholders.

The emergence of Covid-19 forced the applicant to immediately pivot from working on Florida specific issues to working on a national Covid-19 project that was both national scope and diverse in stakeholders. In July 2020, the Council on Criminal Justice launched the National Commission on COVID-19 and Criminal Justice (the “Covid Commission”). The Covid Commission was co-chaired by bipartisan former Attorneys General Loretta Lynch and Alberto Gonzalez. The mission was to assess the impact of COVID-19 on the justice system, develop strategies to limit outbreaks, and produce a priority agenda of systemic policy changes to better balance public health and public safety. The applicant was pulled from other projects to staff and provide critical support to Commission member Desmond Meade (FRRC President) by attending meetings, participating in deliberations, and providing substantive feedback on draft recommendations on behalf of Commissioner Meade and FRRC. The applicant participated in the Commission’s “corrections-subgroup” which included the Director of Oregon’s Department of Corrections, a public policy professor from UC Berkley, and the Director for the Center for Health Security at Johns Hopkins’ School of Public Health. In addition to contributing to the entire 14-member Commission, through his participation in the corrections-subgroup the applicant significantly informed and shaped the “Corrections” section of both the preliminary report and the final report produced by the Commission Both the interim and final reports are attached to this application. (See Attachment 2 and Attachment 3).

D. Additional skills including legal training, academic experience, and ability to use technology.

The applicant recently earned a J.D. from law school in May 2020 and passed the D.C. Bar in February 2021 (admission pending character and fitness approval). The applicant has also worked in-chambers reviewing criminal cases and drafting dispositive orders as a judicial intern in both the state and federal courts. Thus, the applicant brings professional legal training and insights that can add value to this fellowship. Moreover, the applicant has been published in two academic law journals, including the Harvard Law Review, and worked as an academic research assistance during his academic tenure. Additionally, the applicant successfully defended a Political Science honors thesis which involved collection and analysis of US Census data and Department of Corrections data. Therefore, brings to the fellowship academic experience in research, writing, and data analysis. Lastly, the Fellow is proficient in office technology, social media technology, and other collaborative software programs such as Slack, Google Suite, Zoom, and Asana.

**IV. PERFORMANCE DATA COLLECTION**

The applicant will collect and regularly report performance data through the designated Performance Measurement Tool (“PMT”). The applicant is responsible for the performance measurements. This will help assess whether the correct processes are being performed and desired results are being achieved based on the goals and objectives outlined in this application. The data collection and reporting will help demonstrate both program progress and success, and assist in the fulfilling the reporting and oversight requirements mandated by law and policy.

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<sup>1</sup> James, Nathan. “Offender Reentry: Correctional Statistics, Reintegration into the Community, and Recidivism”, 2015. *Correctional Research Service*, RL34287. Available at:

<https://fas.org/sgp/crs/misc/RL34287.pdf>.

<sup>2</sup> Timothy A. Hughes and Doris James Wilson, Reentry Trends in the United States (Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance, 2002), available at [bjs.ojp.usdoj.gov/content/pub/pdf/reentry.pdf](https://bjs.ojp.usdoj.gov/content/pub/pdf/reentry.pdf).

<sup>3</sup> James, Nathan, *supra*.

<sup>4</sup> “Predictors of Reentry Success”, Office of the Assistant Secretary for Planning and Evaluation/Office of Human Services Policy, ASPE Research Brief (December 2016). Available at: [https://aspe.hhs.gov/sites/default/files/migrated\\_legacy\\_files//173586/reentrysuccessbrief.pdf](https://aspe.hhs.gov/sites/default/files/migrated_legacy_files//173586/reentrysuccessbrief.pdf)

<sup>5</sup> “Second Chance Act (Fact Sheet)”, BJA (2018). Available at:

<https://csgjusticecenter.org/publications/fact-sheet-the-second-chance-act/>

<sup>6</sup> “A Better Path Forward for Criminal Justice” Report by the Brookings-AEI Working Group on Criminal Justice Reform (April 2021).

<sup>7</sup> “Price of Prison: Prison Spending in 2015” VERA (2015). Available at:

<https://www.vera.org/publications/price-of-prisons-2015-state-spending-trends/price-of-prisons-2015-state-spending-trends/price-of-prisons-2015-state-spending-trends-prison-spending>

<sup>8</sup> Kang-Brown, Jacob; Montagnet, Chase; and Heiss, Jasmine; “People in Jail and Prison in 2020” (2021).

<sup>9</sup> “A Better Path Forward for Criminal Justice”, *supra*.

<sup>10</sup> “Second Chance Act (Fact Sheet)”, *supra*.

<sup>11</sup> *Id.*

<sup>12</sup> “Evaluating the Effectiveness of Correctional Education” RAND (2013).

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<sup>13</sup> “The Possibility Report: From Prison to College Degrees in California”, The Campaign For College Opportunity (February 2021); Oakford, P., Brumfield, C., Goldvale, C., Tatum, L., diZerega, M., and Patrick, F. “Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison.” New York: Vera Institute of Justice. (2019); Sturm, S., & Tae, H. “Leading with Conviction: The Transformative Role of Formerly Incarcerated Leaders in Reducing Mass Incarceration.” New York, NY.: Columbia Law School (2017).

<sup>14</sup> Lilah Burke, “After the Pell Ban”, Inside Higher Ed (January 27, 2021).

<sup>15</sup> “Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison” (Fact Sheet). Vera Institute (2019).

<sup>16</sup> “The Possibility Report: From Prison to College Degrees in California”, *supra*.

<sup>17</sup> Attachment 1 (Supporting Attachment to this Application): “In Spite of Prison”, at 1662–1673 (2019).

<sup>18</sup> *Id*, at 1673–1683 (2019).

<sup>19</sup> Part I(B) of this application.