Race, Equity, and Inclusion in Postsecondary Education in Prison: Essential Policies and Practices Self-Assessment Tool

POSTSECONDARY EDUCATION PROGRAM

Postsecondary Institution Name: _____ Date: _____

Background and Context

What is equity? Equity is when space and resources are provided so that each person can thrive in their own identities, circumstances, and histories; disparities are eliminated; and everyone prospers. Ultimately, equity requires that one's identities, circumstances, or histories do not statistically or experientially predict one's outcomes in an institution, system, or structure.

What is racial equity? Racial equity is a process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, processes, systems, and structures by prioritizing measurable change in the lives of people of color. Racial equity is when racial identity no longer predicts, in a statistical sense, how one fares. This can be defined not only in outcomes related to well-being such as in health, employment, postsecondary education, and contacts with the criminal legal system, but also in intangible and internal feelings of self-esteem, self-worth, and belonging. In a state of racial inequity, race and ethnicity statistically predict access to resources and services that enable people to thrive in their own identities, circumstances, and histories.[1]

Why racial equity? We commit to the ongoing and necessary work of disrupting and eliminating structural racism to fully realize racial equity in our criminal legal system and beyond. We name our focus and approach

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addressing race first because of its outsize effects on the criminal legal system we aim to transform. However, we do not limit our race, equity, and inclusion (REI) focus to race; this tool assesses equitable access to postsecondary education in prison across dimensions such as ethnicity, gender (specifically correctional facility gender), disability, classification/custody level, disciplinary record status, and incarceration status.

What is a lens? A lens is a conceptual set of questions, concerns, and issues that people proactively center and repeatedly consider when they plan, develop, evaluate, or implement a policy, program, or decision. A lens is always applied, not temporarily or as part of a separate side task or project.

What is a racial equity lens? A racial equity lens is a continuous reflective practice and conceptual set of questions, concerns, and issues that proactively considers the lived experiences and perspectives of people of color when planning, developing, evaluating, or implementing a policy, program, or decision. Using a racial equity lens centers race at the forefront of the decision-making process and helps ensure the outcome does not produce unintended racially disparate consequences. Key considerations when applying a racial equity lens to an issue or decision (e.g., a policy change or practice change) include questions around the "5 Ps"—people, place, process, power, and purpose (see Figure 1).

Getting Started

This tool is designed to help postsecondary institutions—such as colleges and universities—assess and continuously improve policies and practices that impact equity in postsecondary education in prison programs.[2] The essential practices listed are informed by decades of experience from experts in the field, evidence in current research, and Vera's working knowledge of postsecondary education in prison. This assessment will help the program establish a baseline for current policy and practice, identify programmatic barriers to equity and inclusion, and identify essential policies and practices to implement. For more information and examples of emerging practices to advance equity in postsecondary education in prison, refer to Vera's report.[3] References to relevant sections of the report are included throughout the tool.

Who should complete the tool: Here are some examples of key staff who may need to complete the tool comprehensively: prison program coordinators; prison program faculty/staff; institutional researchers; financial aid administrators working with incarcerated students; diversity, equity, and inclusion office leadership; enrollment and admissions representatives; student success office representatives; academic advising representatives; the state higher education executive office.

How to use the tool: Evaluate the topics in the table of contents to ensure relevant staff are involved. As this tool spans several aspects of postsecondary education in prison, and thus various staff across the postsecondary institution, program staff should think critically about the best way to compile information and incorporate it into the tool. The postsecondary institution should assign a project lead to coordinate the self-assessment. The project lead may consider assigning one or more point people to complete questions in a specific section of the tool and then set aside time for these point people to connect with the project lead, discuss challenges and gaps, and compile information.

For each essential practice listed in the first column, convene postsecondary education program staff to discuss the extent to which the practice listed is currently implemented in the postsecondary program in the prison. In the second column, using the definitions provided under Stage of Adoption Definitions and the questions to consider in the third column—which ask targeted questions from the framework of the 5 Ps—as guidance, indicate the extent to which the college has adopted these practices into the postsecondary program in prison. In the fourth column, track any notes or reflections and, when possible, identify "easy wins" or practices that already have college administration buy-in and could be adopted or implemented.

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The Self-Assessment Tool

STAGE OF ADOPTION DEFINITIONS

Please consider the following definitions when assessing the program for stage of adoption. Use the questions to think about where the program truly is.

☐ **Not present:** The policy or practice is not present in the program at all.

☐ **Present, not systematic:** There is some part of the program that is testing or using the policy or practice. However, use of the policy or practice is not system-wide, or the policy or practice is system-wide but is done inconsistently, intermittently, without coordination, or without a plan.

☐ **Plans to make systematic:** There is a plan in development, in place, or being initialized to expand the policy or practice to all parts of the program and/or to make the use of the policy or practice more consistent and coordinated across the program, in both how and when it is used.

☐ **Systematic, with room to improve:** Parts of the policy or practice have been implemented consistently through the program, but not all aspects, or the purpose of the policy and practice is not fully implemented.

☐ **Advanced:** All aspects of the policy or practice have been implemented throughout the program consistently and in a coordinated way; the effect of the policy and practice is revisited periodically; the purpose of the policy is understood and accepted by all stakeholders.

EXAMPLE

Policy/Practice: Currently tracking student demographics

☐ **Not present:** The program does not currently track student demographics.

☐ **Present, not systematic:** A few teachers collect demographics, but not the program; or the program sometimes collects demographics, but not consistently; or the program collects demographics, but uses different definitions across years or terms; or demographics are tracked on paper but are not aggregated into a database.

☐ **Plans to make systematic:** Plans are in place to make demographic definitions consistent and to coordinate tracking across programs and over time.

☐ **Systematic, with room to improve:** Some demographics are collected but not all; or the results of data collection are not shared; or the demographics of the student body are not compared to those of the facility or department of corrections (DOC) as a whole.

☐ **Advanced:** Multiple different types of demographic data are collected; data is regularly reviewed and the composition of the student body is compared to the facility or the DOC as a whole; data is used to course correct or to inform changes to other policies to improve race, equity, and inclusion outcomes.

SECTION 1: PROGRAM VALUES

Key Concepts

Inclusive pedagogy: "Inclusive pedagogy refers to the ways that courses, classroom activities, curricula, and assessments consider issues of diversity in an effort to engage all students in learning that is meaningful, relevant, and accessible."[4]

	Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a.	Program mission and goals clearly articulate a desire for equity, specifically regarding race, ethnicity, and gender	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the language used in the program/institution's mission and goals center equity and diversity? • How does the program/institution hold itself accountable to this mission?	
b.	Equity is a measure of success for the institution	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the program/institution set goals by race and ethnicity and has it established indicators for racial equity? • How close is the program/institution to achieving those goals? • Does the program/institution conduct regular equity assessments of policies, initiatives, and practice?	
c.	Programs embrace inclusive pedagogy	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Has the program taken steps to promote a welcoming classroom environment (e.g., create an inclusive syllabus, assess student backgrounds, set classroom norms, encourage regular participation from all students, leverage resources that may be useful to students of varying learning styles, etc.)?	

SECTION 2: DATA COLLECTION, SHARING, ANALYSIS, AND USE

Note: These essential policies, practices, and questions ask about ways that the program/institution tracks data on students who are incarcerated and attending the prison-based program (not the larger student population).

For more information about best practices for data collection, sharing, analysis, and use, refer to "Data Working Groups Ground Strategies in Data" from the _Beyond Access_ report.[5] For additional tools and guidance on establishing a statewide data working group, see Appendix B.[6]

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a. Currently tracking student demographics	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the program/postsecondary institution capture at least race, ethnicity, gender, age, and veteran status? • Can students self-report information regarding gender identity, gender expression, and sexual orientation (for the purpose of assessing whether the program is best serving the needs of LGBTQ+ students)? • Do the racial/ethnic categories used by program/postsecondary institution match those used by corrections agency? How do they differ? • Do program staff use disaggregated data as a tool to interrogate program outcomes?	
b. Currently tracking number of enrolled students within student database	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Are incarcerated students included in the postsecondary institution's database and flagged in a way that allows for the disaggregation of data?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
c. Currently tracking program completions	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does program/institution track completions for people who complete programs in facilities *and* in the community? • Does program/institution track attainment of certificates and degrees?	
d. Currently tracking education and employment outcomes post-release	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the institution track the same outcomes related to employment (e.g., employment attainment, employment relevance to degree/certificate earned, wages, and career satisfaction) for the prison program as it does for other programs/students? • Does the postsecondary institution have access to all the data sources needed to track these outcomes?	
e. Data is reported to correctional and education leaders and is publicly available	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• How is this data shared? • Are the higher education institution and corrections agency part of a statewide data-sharing system?	

SECTION 3: RECRUITMENT AND ADMISSIONS

Key Concepts

Multiple-measures placement: Colleges incorporate two or more criteria for assessment and placement. Under a multiple measures approach, standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework. Examples of multiple measures include high school or college transcripts, highest level of coursework completed in a subject area and corresponding course grade, attitude surveys, vocational or career aptitude interest inventories, specialized certificates or licenses, education and employment histories, military training and experience, interviews, and holistic scoring processes.[7]

Noncognitive variables: Variables relating to adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative (often called cognitive) areas typically measured by standardized tests. Noncognitive variables include positive self-concept, realistic self-appraisal, ability to navigate racism, involvement in community service, and involvement in nontraditional leadership.[8]

Community cultural wealth: "An array of knowledge, skills, abilities, and contacts possessed and utilized by communities of color to survive and resist macro and micro-forms of oppression." Examples of community cultural wealth include aspirational, linguistic, familial, social, navigational, and resistance.[9]

For more information and best practices for recruitment, admissions, and enrollment, refer to "Learn from Related Research and Effective Practices: Recruitment" from the _Beyond Access_ report.[10]

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a. Student eligibility is not based on ability to pay	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• If students do not qualify for federal financial aid (e.g., Pell Grant), how do they participate? • What other student-based funding is available (e.g., state financial aid, tribal support, GI Bill, self-pay, scholarships)? • Is financial aid advising available to ensure students understand the options for funding their education, timelines, and eligibility?	
b. Recruitment process is inclusive of currently and/or formerly incarcerated students as credible messengers	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do current students play a role in recruitment? If so, what role? • Are there barriers preventing formerly incarcerated students from interacting with currently incarcerated students?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
c. Recruitment strategies prioritize creating a diverse pool of interested students	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the program/institution collaborate with department of corrections' (DOC's) secondary education to recruit students (e.g., recent high school graduates or GED completers)? • Are marketing materials and recruitment events advertised in common areas where people who are not already engaged in education can learn (i.e., outside of the education building)?	
d. Program marketing clearly communicates the enrollment process, program offerings, credentials to be earned, and career opportunities to which these credentials are linked (i.e., career pathways)	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do prospective students know what they must do to enroll in a program, how long the application process is, what the current offerings at their facility are, or which career pathways each program is a part of? • How is this information communicated? • Is someone from the college program in the facilities to answer questions related to enrollment as they arise? • Do marketing materials and messaging represent and reflect the prison population? • Are students aware whether they are able to start in prison and continue after release, including transfer limitations/possibilities?	
e. The orientation process is inclusive of currently and/or formerly incarcerated students as credible messengers	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• What roles do current students play in new student orientation? • Are there barriers preventing formerly incarcerated students from interacting with currently incarcerated students?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
f. Mechanisms exist to ensure students can obtain transcripts	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Are processes and resources available to obtain transcripts from high school programs, other colleges, Veterans Affairs, etc.? • Who pays for these transcripts? • How are transcript holds handled for incarcerated students?	
g. Admissions and course placement determinations rely on many metrics	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the program application value community cultural wealth and non-cognitive variables when evaluating a person's college readiness? • Are multiple measures used to determine course placement and required student supports? • Are standardized testing and assessments used as a diagnostic to identify students' areas of need—rather than a threshold for admission? • Are program staff who oversee enrollment and admission aware of inequities related to the use of standardized testing for admissions purposes?	
h. Students are eligible to enroll in classes in other locations of the postsecondary institution upon release and are not subject to background checks	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the postsecondary institution require disclosure of some (e.g., by conviction type or within a certain time frame prior to applying) or any conviction history in its application? Post-acceptance? • Why is disclosure cited as a requirement for admissions/post-acceptance? Do these reasons embrace stereotypes of the behavior of people with conviction histories?[11] • How does the presence of a conviction history impact admissions decisions? • How does the presence of a conviction history impact access to other student resources like housing?	

SECTION 4: FACULTY AND STAFF

Resource

The Formerly Incarcerated College Graduates Network provides technical assistance for colleges on developing and implementing an orientation program for faculty and staff working inside and outside the prison on how to support incarcerated students. HEP Orientation is a professional development program designed to enhance the skills of prison education program educators, staff, and stakeholders as they work to develop learning communities within prisons.[12]

For more information about supporting faculty and staff in the prison education environment, refer to "Hiring, Training, and Professional Development Should Support Equity" from the _Beyond Access_ report.[13]

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a. Faculty are demographically representative of the students they teach (e.g., race/ethnicity, lived experience)	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the program leverage a wide range of recruitment practices to attract a diverse applicant pool for faculty/staff? • How are teaching/work opportunities within the prison education program advertised to current faculty/staff of the college? • If the faculty demographics do not reflect the demographics of the incarcerated student population, how do faculty ensure coursework centers diverse thought? • Are there policy barriers or practical barriers to hiring formerly incarcerated people as faculty?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
b. Staff receive diversity and inclusion training that includes understanding implicit bias	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Has the program/institution partnered with local or national leaders to understand implicit bias, diversity, equity, and inclusion? • Are all staff in enrollment and admissions roles trained in diversity, equity, and inclusion?	
c. Staff receive training on working with incarcerated and formerly incarcerated people	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do staff receive training tailored to the challenges and opportunities of working with people who have been or are experiencing incarceration? How often? • Does the program provide staff training and implement practices that address the unique needs of these students (e.g., trauma-informed or healing-centered approaches or counseling)?	

SECTION 5: STUDENT SUPPORTS

Key Concepts/Resources

Co-requisite model: Under the co-requisite model, academically unprepared students take entry-level college courses simultaneously with remedial academic support.[14]

Resources for financial aid administrators serving students in prison: The National Association of Student Financial Aid Administrators hosts a web center to keep the financial aid community and prison education administrators updated on tools, training, and news related to the implementation of financial aid in carceral settings.[15]

For more information about building equitable student and reentry support services and fostering digital literacy in prison education programs, refer to "Student Support Services," "Digital Equity," and "Reentry Supports" from the _Beyond Access_ report.[16]

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a. Program-appropriate college-level math and English courses are offered to every student through evidence-based, integrated support models designed to accelerate gateway course success	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• How are students identified as needing additional support in particular skills (e.g., writing, math, digital literacy)? • Are students offered opportunities to develop those skills simultaneously within a given credit-bearing course (i.e., 100 level or above) or must they take a developmental-level noncredit course first (i.e., 0 level)?	
b. Students have access to formalized academic counseling and/or faculty advising	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Who are the academic counselors? • What does a student's access to this staff look like (e.g., once a term, monthly, weekly)? • To what extent are students accessing this resource? • How do students communicate with faculty advisers (email, phone, mail)?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
c. Students have access to career advising and career exploration	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• What supports are included in career advising (e.g., resume building, job search assistance, etc.)? • Who provides career advising to students? • How does the support provided through academic advising differ from and complement career advising? • How can students learn about careers connected to their academic pathway of choice? • Are there opportunities for career advising or support provided by employers or experts in a student's chosen field (e.g., mock and informational interviews, resume review, internships, pre-release hiring)?	
d. Students have access to tutors	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Who serves as program tutors? • At what frequency is tutoring available for students? • Can students access tutoring through technology (e.g., online tutoring, pre-recorded materials, etc.)? • Are there opportunities for incarcerated people to serve as paid tutors? • Do incarcerated tutors have access to training and/or certification that is transferable to the community after release?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
e. Students have access to peer mentoring	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Is this support formal (i.e., a peer mentorship program) or informal (i.e., student-led mentorship not managed by the DOC or college)? • What are the eligibility criteria to become a peer mentor? • What are the roles and responsibilities of a peer mentor? • When is mentoring offered?	
f. Students have access to a financial aid advisor	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• How are financial aid advisers trained to work with people in prison? Does the training cover the use of humanizing and person-first language? • Is there a designated financial aid adviser for the prison education program? • Is a financial aid adviser available on-site at facilities to help with completing the Free Application for Federal Student Aid (FAFSA)? • Can advisers use video conferencing to support students? • Are financial aid advisers aware of and have a plan to address common barriers to FAFSA completion (e.g., loan defaults, lack of access to internet, transcripts, key documents like Social Security numbers and tax documents, etc.)?	
g. Students have access to regular and substantive interactions with instructors outside of class time	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• How do students communicate with faculty (face-to-face, email, phone, mail)?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
h. Students have access to academic resources (i.e., library research)	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• How do students conduct research (e.g., whitelisted websites, intranet or closed network, volunteer-retrieved articles, etc.)?	
i. Students receive support when they are removed or withdraw from the program and are aware of the process to re-enroll if eligible	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• What supports are offered to students removed from a program by DOC (e.g., sent to restrictive housing or transferred to a facility without the program)? • Can students appeal their removal from a program? What is the process? Who represents the student in the proceedings? • Is there a clearly documented process for returning to a program after removal or withdrawal? • How is the student's progress until withdrawal/removal documented and recorded?	
j. Formalized mechanisms exist to support students who seek to continue education post-release	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do students receive support from the same or another academic institution before they leave prison on ways to continue their education? Is there a formal handoff to an on-campus staff member or community-based organization? • Do students receive support accessing transcripts for enrollments post-release?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
k. Students released from prison and reenrolling at other locations of the postsecondary institution have access to student supports specifically designed for formerly incarcerated people	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Does the postsecondary institution have an on-campus reentry resource center? • Are transitional supports provided to help students acclimate to life outside of prison including campus life? • Does the postsecondary institution provide or partner with organizations that provide wraparound services and basic needs for students coming to campus post-release (housing, transportation, food, hygiene, supportive documentation, etc.)? • Are there student organizations for individuals with lived experience in the criminal legal or immigration system?	

SECTION 6: EDUCATION AND CAREER PATHWAYS

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
a. Credentials offered are tied to industry-relevant, in-demand, high-wage careers with industry-relevant credentials and licensure when applicable	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Has the postsecondary institution or state conducted or utilized a preexisting job market analysis or other assessment? What are the current industry growth areas in the state? • Were the results of this analysis used to determine degrees, certifications, and credentials the program will provide?	
b. Courses and degrees offered are transferable, and certificates are stackable with clear matriculation pathways	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do credits from certificates stack into an associate's degree? • Do credits from 2-year institutions operating in prisons transfer to the specific 4-year institutions operating in prisons? Do credits transfer to other 4-year institutions?	
c. Policies are in place to address students with accumulated credits that have not led to degrees/credentials	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Do all the postsecondary program offerings lead toward a degree? • Does the postsecondary institution have a plan in place to address excess credits that do not lead to a degree? • How does the postsecondary institution assess and articulate credits from previous colleges toward a degree?	

Policy or practice	Stage of adoption	Questions to consider	Notes, reflections, and examples
d. Memoranda of understanding exist among college programs within the state to allow transfer of credits from prison programs to other colleges in the community	Not present Present, not systematic Plans to make systematic Systematic, with room to improve Advanced	• Are colleges in the state connected by a state board, unified community college, technical college, or state university system with a universal transfer guarantee? Do the participating colleges have agreements to transfer credits among themselves? • Does the state have a consortium with articulation agreements among member colleges? • Do any individual colleges have transfer agreements with one another?	

Acknowledgements

FIGURE 1

Applying a Racial Equity Lens with the 5 Ps

People

- Who is positively and negatively affected, and how?

- How are people differently situated in terms of the barriers they experience?

Place

- How does the context of place affect the issue?

- How are resources and investments distributed by location?

- How do location and context affect equity?

Process

- How are we meaningfully including or excluding people and communities who are affected?

- What policies, processes, and social relationships contribute to the exclusion of communities most affected by inequities?

Power

- Who is accountable (and to whom)?

- What is your decision-making structure?

- How is the current issue, policy, or program shifting power dynamics to better integrate the voices and priorities of communities of color?

Purpose

- What is my purpose toward advancing racial equity?

- Where does my purpose align with the people most affected, and where does it not?

Modified from the Multnomah County "Equity and Empowerment Lens."[19]

ENDNOTES

1   For this tool, postsecondary education includes any college-level program that results in a certificate, diploma, associate's, bachelor's, master's, or other advanced degree. Sometimes, these programs are non-credit bearing and do not lead to a degree. Typically, these programs are run by colleges, universities, or nonprofit organizations.

2   The formatting and some of the elements of this tool are based on Community College Resource Center's (CCRC) *Guided Pathways Essential Practices: Scale of Adoption Self-Assessment*. An earlier version of the tool was created in collaboration with consultants from HCM Strategists and Education Strategy Group. See CCRC, *Guided Pathways Essential Practices: Scale of Adoption Self-Assessment* (New York: CCRC, June 2017).

3   Allan Wachendorfer, Kayla James, Eurielle Kiki, and Niloufer Taber, *Beyond Access: Advancing Racial Equity and Inclusion in Prison Education Programs* (New York: Vera Institute of Justice, 2024), https://www.vera.org/publications/beyond-access.

4   University of Chicago, "Inclusive Pedagogy," https://perma.cc/LNF9-UA9U.

5   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 37–44.

6   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 67–71.

7   California Community Colleges Assessment and Placement, "Multiple Measures," https://perma.cc/AR42-BD9Y.

8   William E. Sedlacek, "Using Noncognitive Variables in Assessing Readiness for Higher Education," *Readings on Equal Education* 25, no. 13 (2011), 187–205.

9   T. J. Yosso, "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth," *Race Ethnicity and Education* 8, no. 1 (2005), 69–91.

10   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 23–25.

11   Elizabeth Allen, "The Box: How the Conviction History Question Shapes College Admissions," Vera Institute of Justice, April 28, 2023, https://www.vera.org/news/the-box-how-the-conviction-history-question-shapes-college-admissions.

12   Formerly Incarcerated College Graduates Network, "HEP Orientation: Higher Education in Prison Orientation for Faculty and Staff," https://perma.cc/MWM5-LJWD.

13   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 21–23.

14   Strong Start to Finish, "Core Principles," https://perma.cc/38FT-PD2R.

15   National Association for Student Financial Aid Administrators, "Prison Education Program Web Center," https://www.nasfaa.org/pep.

16   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 27–31, 31–32, 35–37.

17   Kelsie Chesnut, Ruth Delaney, Eurielle Kiki, and Niloufer Taber, *The Labor Market for People with Conviction Histories: An Examination of Access to Good Jobs* (New York: Vera Institute of Justice, 2025), https://www.vera.org/publications/the-labor-market-for-people-with-conviction-histories.

18   Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024, 33–35.

19   Multnomah County Office of Diversity and Equity, "Equity and Empowerment Lens," https://perma.cc/42FR-EPAK.