The First Year of Pell Restoration

A SNAPSHOT OF QUALITY, EQUITY, AND SCALE IN PRISON EDUCATION PROGRAMS

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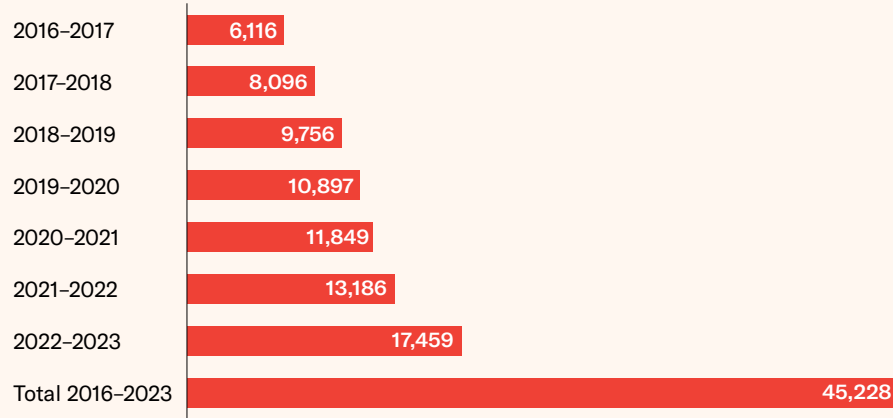
CONTENTS

Introduction

Pell Grant restoration took effect on July 1, 2023, making incarcerated people in the United States eligible for need-based federal postsecondary financial aid for the first time in nearly 30 years.[1] This landmark reinstatement promises a new era of opportunity. Research indicates that people who enroll in postsecondary programs in prison see higher earnings and reduced recidivism when they return home.[2] The presence of these programs also makes prisons safer for those who live and work inside them.[3] But so far, these programs have not come close to reaching scale. Since the launch of the Second Chance Pell Experimental Sites Initiative (SCP) in 2016, more than 45,000 incarcerated students have enrolled in SCP programs. This is a substantial achievement. However, today, there are more than 750,000 people in prison eligible to enroll in a postsecondary program, and surveys indicate that more than 70 percent of those individuals are interested in postsecondary education.[4]

SECOND CHANCE PELL ENROLLMENTS AND COMPLETIONS

The Vera Institute of Justice (Vera) has conducted an annual survey with colleges invited to participate in the Second Chance Pell Experimental Sites Initiative (SCP) and is able to present annual trends in enrollments and credentials earned.

Enrollments increased every year over the seven years of SCP, with almost three times the number of enrollments in the final year of SCP as there were in the first year. (See Figure 1.) Similarly, the number of credentials SCP students earned increased almost every year, with the exception of the 2020–2021 financial aid year, likely due to program disruptions during the COVID-19 pandemic. (See Figure 2.) In total, more than 45,000 students enrolled in postsecondary education funded through SCP and earned more than 18,000 credentials.

FIGURE 1

Unduplicated students enrolled in Second Chance Pell*

2016–2017	6,116
2017–2018	8,096
2018–2019	9,756
2019–2020	10,897
2020–2021	11,849
2021–2022	13,186
2022–2023	17,459
Total 2016–2023	45,228

* Unduplicated students refers to the number of unique participants enrolled through Second Chance Pell over the six financial aid years reported here. (Some students participating in longer programs enrolled in multiple years.)

FIGURE 2

Credentials earned by year and type

Certificates   Associate's degree   Bachelor's degrees

Year	Certificates	Associate's degree	Bachelor's degrees
2016–2017	425	312	69
2017–2018	744	732	102
2018–2019	902	982	194
2019–2020	1,428	1,018	175
2020–2021	787	964	214
2021–2022	1,336	1,400	182
2022–2023	4,068	1,634	334
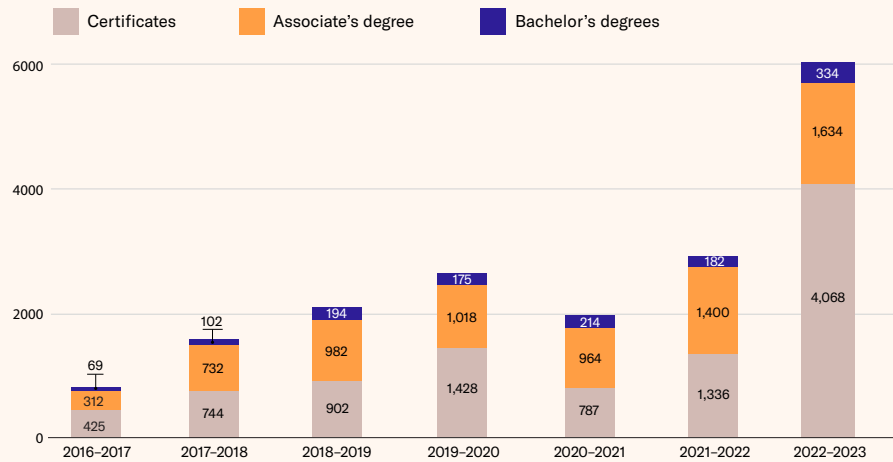
Although Pell Grant restoration offers new access, it also comes with limitations. Incarcerated students, like all other students, are subject to lifetime limits on the amount of Pell funds they can receive.[5] This one-time offer of financial aid places responsibility on colleges and corrections agencies to make the education offered in prison high quality and meaningful. The quality of education is linked to further academic and career success in the years that follow graduation.[6]

At the same time, U.S. prisons have long been overpopulated with people of color. Although the country's population is majority white, its prisons are the inverse. Today, prisons are 32 percent Black and 23 percent Latinx, even though Black people make up less than 14 percent of the overall population and Latinx people make up 19 percent.[7] To see the biggest impact from this legislation, college programs in prison must reach students equitably.

Finally, prisons are part of jurisdiction-wide systems of corrections made up of anywhere from a handful to hundreds of prisons. When people are sentenced to prison, they often serve their time in several different prisons across a jurisdiction.[8] In some cases, they may even spend a portion of their sentence in a contracted prison in another state, hundreds to thousands of miles from home.[9] College programs typically operate at one or a handful of prisons within a jurisdiction, and it is common for several colleges to operate programs within one corrections agency. With students moving frequently between prisons, the programs offered in different prisons must be aligned for this new era of college programming in prison to reach its full potential. And with the promise of this new legislation, transitioning from isolated programs to *systems* of postsecondary education has become possible.

July 1, 2024, marks one year into the implementation of Pell restoration. As the landscape of postsecondary education in prison evolves, so does its potential. In this report, the Vera Institute of Justice (Vera) offers a snapshot of national progress toward implementation using the interconnected domains of quality, equity, and scale. This "balanced scorecard" measures progress toward these multidimensional goals using five metrics for each domain. Drawing on data collected from surveys to colleges and corrections agencies implementing SCP programs, Vera placed each state, Puerto Rico, and the Federal Bureau of Prisons (BOP), on a spectrum ranging from "inadequate" to "developing" to "adequate" based on evidence of implementation of each metric. The report aggregates individual responses from colleges into the corrections jurisdiction in which they operate in order to describe the system of education offered to incarcerated people within that jurisdiction. The result is a snapshot of the progress colleges and corrections agencies have made over the first year of this new era of access and opportunity.[10]

Assessment of Each Jurisdiction's Progress: Evaluating Quality, Equity, and Scale

In this report, Vera uses three domains—quality, equity, and scale—to measure state progress on implementing Pell-funded systemwide postsecondary education in prisons. Within each domain are five metrics—such as credit transfers, technology, and enrollment—for a total of 15 data points. (See Figure 3.) Some, but not all, of these metrics link directly to requirements in the U.S. Department of Education's (ED's) prison education program (PEP) regulations. To populate the snapshot, Vera surveyed SCP colleges, collected data from corrections agencies, and gathered publicly available information to place jurisdictions on a spectrum of progress on implementation for each metric: adequate (green), developing (yellow), or inadequate (red).[11] (See Appendix A on page 25 for the metrics selection, data sources, measurement, categorization development, and data analysis.) Because Vera's data were sourced from SCPs as a model to make implications about the broader trajectory of Pell reinstatement, this report uses the terms Pell-eligible and Pell-funded to encompass existing SCP eligibility and funding sources.

The category of "adequate" does not distinguish between jurisdictions that are meeting expectations and those jurisdictions where policies, practices, and the level of coordination among stakeholders are delivering programs for students above and beyond the minimum requirements set by the Pell regulations. Jurisdictions where postsecondary education in prison environments may serve as national examples are instead highlighted as case studies throughout this report. Vera hopes that as jurisdictions enter the subsequent years of Pell restoration, colleges and correctional education will hold themselves, and each other, to ever higher standards.

FIGURE 3
Snapshot domains, metrics, measurement, and categorizations

Quality			
METRIC NAME	**CONCEPT**	**MEASUREMENT**	**CATEGORIZATION**
Credit transfers	The transfer of credits facilitates the continuity of education for students in Pell-eligible programs.	The prevalence of colleges under the same oversight entity transferring credits.	**Inadequate** No college transfers credits to another SCP program within the jurisdiction. **Developing** At least one college transfers credits to at least one other SCP program within the jurisdiction. **Adequate** Most colleges transfer credits to at least one other SCP program within the jurisdiction.
Instructor credentials	Instructor credentials among those that teach in Pell-funded programs in prisons and at other locations of the college are substantially similar.	The percent of colleges in the jurisdiction where instructors at the SCP program and other locations of the college have equivalent credentials.	**Inadequate** Faculty in SCP program and other locations of the college have the same credentials in less than 33% of colleges. **Developing** Faculty in SCP programs and other locations of the college have the same credentials in 33–66% of colleges. **Adequate** Faculty in SCP programs and other locations of the college have the same credentials in 67% or more of colleges.
Academic research and library access	Students have access to library and research resources.	The prevalence of colleges that offer substantially similar library access to students in SCP programs and students at other locations of the college, as is required by accreditation.	**Inadequate** One or more colleges in the jurisdiction are unable to provide access to library and research resources. **Developing** All colleges in the jurisdiction provide access to library and research resources. **Adequate** All colleges in the jurisdiction provide access to library and research resources, and at least 50% of colleges are able to provide access to a searchable database of articles.
Mode of instruction	Pell-funded programs mostly use face-to-face or hybrid modes of instruction.	The prevalence of SCP programs that use a face-to-face or hybrid modality as a proportion of all SCP programs.	**Inadequate** Less than 33% of SCP programs offer face-to-face or hybrid modes of instruction, or no SCP programs use a face-to-face modality in the jurisdiction. **Developing** Between 33% and 66% of SCP programs offer face-to-face or hybrid modes of instruction. **Adequate** At least 67% of SCP programs offer face-to-face or hybrid modes of instruction.
Academic and career advising	Academic and career advising offered to students in Pell-funded programs are substantially similar to those offered to students in other locations of the college.	The prevalence of SCP programs in which academic and career advising are each offered once or more than once per semester.	**Inadequate** Students at one or more SCP programs have access to academic or career advising less than once per semester. **Developing** Students at all SCP programs have access to academic and career advising at least once per semester, but not all students have access to these services more than once per semester. **Adequate** Students at all SCP programs have access to academic and career advising more than once per semester.

Equity

METRIC	CONCEPT	MEASUREMENT	CATEGORIZATION
Access to continued enrollment at other college locations	There are no barriers to students continuing their enrollment at any college location post-release.	The prevalence of colleges where there are one or more barriers to continued enrollment after prison including • a "check-box" on a college application that asks whether an individual has been convicted or incarcerated; • a policy that students have to reapply to the same school in order to continue their education interrupted by release from incarceration; or • a lack of communication of policies governing continued education to students during their incarceration.	**Inadequate** For 50% or more of SCP programs, there is at least one barrier to continued education (either a check-box, reapplication requirement, or lack of communication of the policy to students). **Developing** For 10–49% of SCP programs, there are one or more barriers to continued education. **Adequate** For less than 10% of SCP programs, there are one or more barriers to continued education.
Credential pathways	Pell-eligible credential pathways are in place equitably.	Whether there is parity in offerings between prisons for men and for women within the same jurisdiction.	**Inadequate** There are no programs in prisons designated for one gender although there are programs in prisons designated for the other gender (e.g. programs in prisons for men but no programs in prisons for women). **Developing** There is a disparity in access to programs by credential type across prisons by gender designation (i.e. there is one or more SCP-eligible credential available in prisons for men that is not available in prisons for women, or vice versa). **Adequate** All the credential pathways that are available in the jurisdiction are available in both prisons for men and prisons for women.
Technology	Access to technology facilitates education quality and digital literacy.	The prevalence of SCP programs where students are able to use technology to communicate with instructors outside of class time and where students have access to a desktop or laptop every week.	**Inadequate** No student is able to access a computer more frequently than once a semester; or no students have any technological means to communicate with instructors outside of class time (either factor earns an "inadequate" score). **Developing** At least some students are able to access a computer a few times a semester or more frequently; and at least some students are able to use at least one technology-based mode of communication to contact instructors outside of class time. **Adequate** All students have access to a computer at least once a week or more frequently; and all students are able to use at least one technology-based mode of communication to contact instructors outside of class time.
Enrollment	Enrollment in Pell-eligible programs is aligned with the race/ethnicity demographics of the prison population.	The extent to which SCP students' race/ethnicity demographics represent the demographic distributions of the jurisdiction's incarcerated population.	**Inadequate** Race and ethnicity demographics of SCP students are disparate by 20 percentage points or more, relative to each demographic group's presence in the jurisdiction prison population, for one or more race/ethnicity group; or if 25% or more of enrolled student race/ethnicity information is missing. **Developing** Disparities across groups are between 10 and 20 percentage points for one or more race/ethnicity groups. **Adequate** Disparities across groups are less than 10 percentage points across all race/ethnicity groups.
Completion	Completions in Pell-funded programs are aligned with the race/ethnicity demographics of enrolled students.	The extent to which the race/ethnicity demographics of SCP students who complete credentials represent the race/ethnicity demographics of enrolled students in the same SCP program.	**Inadequate** Race and ethnicity demographics of completing students are disparate by 20 percentage points or more, relative to each demographic group's presence among students, for one or more race/ethnicity group; or if 25% or more of completions by student race/ethnicity information is missing. **Developing** Disparities across groups are between 10 and 20 percentage points for one or more race/ethnicity groups. **Adequate** Disparities across groups are less than 10 percentage points across all race/ethnicity groups.

	Scale		
METRIC	**CONCEPT**	**MEASUREMENT**	**CATEGORIZATION**
PEP readiness	The oversight entity has a process in place for accepting new colleges.	The oversight entity has a process which includes all of the following: • communication from oversight entity that describes how colleges were selected or not; • assurance that the oversight entity will share required student transfer and release data; and • a general statement of how the best interest determination will be conducted. *Note: The process does not have to include a formal application, a scoring rubric, or a reply letter in a specific format.*	**Inadequate** None of these elements exist and there is no process yet initiated. **Developing** At least one of these elements exist or the process to create them is underway. **Adequate** All of these elements exist.
Enrollment	There is a substantial number of students enrolled in the Pell-funded program.	The percentage of incarcerated people who are eligible for and interested in participating in postsecondary education while incarcerated that are enrolled in an SCP program.	**Inadequate** Less than 5% of eligible students are enrolled. **Developing** Between 5% and 9% of eligible students are enrolled. **Adequate** 10% or more are enrolled.
Availability of programs	Every prison in the jurisdiction has a Pell-eligible program.	The percent of prisons within the jurisdiction that have at least one SCP-eligible prison education program.	**Inadequate** Only one prison or less than 25% of prisons have an SCP-eligible postsecondary prison education program. **Developing** Between 25% and 59% of prisons have an SCP-eligible postsecondary prison education program. **Adequate** At least 60% of prisons have an SCP-eligible postsecondary prison education program.
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction.	Whether one, two, or all three SCP-eligible credentials are available within the jurisdiction (certificate, associate's degree, bachelor's degree).	**Inadequate** Zero or one credential type available within the jurisdiction. **Developing** Two of the three credential types are available within the jurisdiction. **Adequate** All three credential types are available within the jurisdiction.
Completion	There is a substantial completion rate.	The number of students who complete their credential as a percent of current enrollment. *Note: This measure was selected as the best available approximation of a completion rate using existing data.*	**Inadequate** There were fewer than 10% completions in the jurisdiction this year. **Developing** There were at least 10% completions in the jurisdiction this year. **Adequate** There were at least 10% completions this year, there were completions in each credential type that is offered within the jurisdiction, and at least one college tracks completions after the student returns to their community.

QUALITY

A high-quality program is one in which incarcerated students have access to the same services, supports, and instruction as their counterparts in other college locations outside of a prison, all with the unique circumstances of the prison classroom environment in mind. From a student's point of view, this may mean learning about college programs early in their sentence, having opportunities to choose an educational pathway, and accessing student services to support their education throughout their time in prison and when they return home. Because of the complexity of running a college program in a prison, multiple stakeholders are responsible for ensuring quality. At minimum, the leadership, staff, and faculty of colleges and the leadership and staff of corrections must work together to implement quality programming, and additional stakeholders such as state higher education executive offices, organizations representing incarcerated people, and those who are incarcerated themselves must also work with corrections to evaluate quality. Although these stakeholders reflect the minimum representation needed to support quality programming, quality can be further bolstered by the inclusion of other stakeholders such as additional people with conviction histories, community-based reentry organizations, community supervision agencies, governor's offices, and legislators. Each of these stakeholders has the authority, as granted in the PEP regulations, to ensure quality at one or more points in the program's implementation.

Vera created five metrics to assess quality for this snapshot: credit transfers, instructor credentials, academic research and library access, mode of instruction, and academic and career advising. Several of these metrics are drawn from the PEP regulations, which task oversight entities (i.e., corrections entities) with reviewing credit transfer eligibility, faculty qualifications, and academic and career advising for parity with other locations of the college.[12] Vera supplemented these criteria with access to academic research and library resources, as well as mode of instruction with a preference for face-to-face and hybrid modalities, because of their ties to high-quality postsecondary education programming in a correctional context.[13] ("Case studies: Quality in practice" showcases how California and Idaho are offering quality programs in their systems.)

CASE STUDIES: QUALITY IN PRACTICE[14]

California has brought high-quality programs to scale in prisons. In the 2022–2023 academic year, the California prison education system, one of the largest in the country, enrolled approximately 10,500 students per semester through colleges participating in SCPs and those funded by other sources. Incarcerated people can enroll in associate's, bachelor's, and master's degree programs through accredited colleges and universities. Today, there are associate's degree programs operating with support from state or private funds at every state prison. The community colleges teaching in prison offer three degree pathways based on the state's guided pathways model: communications, sociology, and psychology. The colleges currently participating in SCP accept these credits, offer the second two years of a bachelor's degree, and ensure that the credits earned are transferable to SCP programs at other prisons within the state. The courses offered are delivered either face-to-face or through a hybrid mode of instruction, and students are allowed access to libraries and academic research materials through state-furnished devices. After release from prison, community-based programs such as Project Rebound and Underground Scholars support the academic and reentry needs of formerly incarcerated students on college campuses.

In Idaho, the Department of Corrections (IDOC), the University of Idaho, and Lewis-Clark State College are proving that corrections and higher education systems can work together to provide quality education to students in states with smaller prison systems and with more recent program development. For programming offered by the University of Idaho, IDOC provides a physical space and training for the university to deliver academic and career counseling in prisons. Ahead of each semester, the executive director of the university's SCP program also meets with the advisors to select classes and develop customized course plans for each student. Students can

choose from three degree paths, and they meet with academic advisors at least once per semester with the option of scheduling additional virtual meetings. Students also receive updated information each semester that outlines the courses being offered along with a description of how each course will serve their degree goals. With this assistance, students are equipped to navigate education and career opportunities and make informed decisions about their futures.

EQUITY

Equity occurs when opportunities, benefits, and resources exist so that each person can thrive in their own identities, circumstances, and history, such that disparities are eliminated.[15] In postsecondary education, equity can be measured at the points of access, completion, and outcome.[16] In prison, these points may occur during or following incarceration or both. Equitable programming in prison offers a comparable experience to students regardless of gender, race, previous college experience, security level, conviction type, or other distinguishing factors.[17]

Vera's metrics for equity include parity in students' access to continued enrollment at other college locations, credential pathways, technology, enrollment, and completion. One of these metrics is drawn from the PEP regulations, which task corrections agencies with reviewing the ability of students to continue enrollment at their college after release. These metrics are made up of data that compares opportunities and resources available for students pre- and post-release, for incarcerated men and for women, and in a manner that aligns with the race/ethnicity demographics of the broader prison population. (See "Case studies: Equity in practice" for how New Jersey and Wisconsin are providing equitable programming.)

CASE STUDIES: EQUITY IN PRACTICE[18]

New Jersey is home to one of the most racially imbalanced prison populations in the country. Black people make up 61 percent of the prison population but just 15 percent of the general population.[19] The New Jersey Department of Corrections and the New Jersey Scholarship and Transformative Education in Prisons consortium (NJ-STEP) have created equitable opportunities for students in prison. NJ-STEP coordinates programs and services offered by Raritan Valley Community College, Rutgers University–Newark, Drew University, and Princeton University to provide postsecondary education courses to people in prison and assist formerly incarcerated students as they transition back into the community. NJ-STEP has programs at a majority of prisons in the state and enrolls about 450 students per year. In addition to enrolling equitably across racial identities, NJ-STEP also runs identical associate's to bachelor's level programs at the women's prison in the state as well as the men's. After release, NJ-STEP provides supports to students enrolling in college for further study and to students securing employment. Obtaining employment is a key component to successful reentry for formerly incarcerated people.[20] Drawing from its strong alumni network, NJ-STEP has hired formerly incarcerated students to fill site coordinator, peer counselor, navigator, instructor, and leadership positions. Graduates have also gone on to a variety of opportunities outside of NJ-STEP, including graduate school, positions in state government, and leadership roles in nonprofits.

In Wisconsin, Black men experience incarceration at a higher rate than in any other state in the country.[21] The Wisconsin Department of Corrections, Milwaukee Area Technical College, Madison Area Technical College, and Moraine Park Technical College are taking an inclusive approach to teaching in prison. For example, Madison Area Technical College hosts "listening sessions" in the prisons. Here, the college staff acknowledge the diverse experiences of attendees and that historically there have

been fewer education opportunities accessible to people of color in the community. Staff take the time to acknowledge attendees' past accomplishments and encourage them to apply. Inclusionary practices such as this one have not only supported equitable enrollment, but they have also led to favorable completions rates for Black students and other students of color.

SCALE

As each jurisdiction implements the new legislation, the nation has the potential to move away from individual programs established ad hoc to comprehensive, high-quality, equitable, and accredited postsecondary education systems that operate collaboratively to offer opportunities to enroll all interested students. Scaling college opportunities will ensure Pell restoration has the greatest possible impact on incarcerated people, prison systems, and communities.

Vera's metrics for scale are corrections' agencies readiness to approve programs under the new regulations, enrollment numbers, availability of programs, number of credential pathways, and completion. Scale metrics illustrate the abundance of higher education opportunities that are available to incarcerated people. As colleges propose and corrections agencies approve PEPs, the availability of programs and the number of credential pathways will increase, and more students will have the opportunity to enroll and complete postsecondary education programs. ("Case studies: Scale in practice" highlights how Arkansas, Kansas, and Ohio are scaling their programs.)
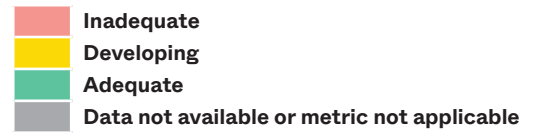
CASE STUDIES: SCALE IN PRACTICE[22]

In Arkansas, college programs operate in all 17 state prisons. Working together, the colleges teaching in prison formed a consortium designed to cultivate collaboration and maximize opportunities for students. The consortium currently includes all four SCP colleges and two colleges

seeking to become Pell-eligible as PEPs. Together, these programs offer certificates in general studies and welding; associate's degrees in general education, entrepreneurial studies, and arts; and a bachelor's degree in business.

Kansas has rapidly expanded postsecondary education opportunities in prison over the last four years. In 2020, Kansas's first colleges joined SCP. Today, eight colleges teach in the Kansas Department of Corrections, providing postsecondary education in every Kansas prison. These colleges offer a wide range of courses to students in prison, including certificates in welding, industrial production technology, sustainable and renewable energy, and construction technology. Additionally, there are associate's degrees in liberal arts, business, and marketing, as well as bachelor's degrees in integrated studies, computer management, and business management.

In 1975, the Ohio Penal Education Consortium (OPEC) partnered with the Ohio Department of Rehabilitation and Correction (ODRC) to establish procedures that guaranteed the delivery of postsecondary education to residents confined in Ohio's correctional institutions. Although the 1994 Crime Bill cut access to Pell funding for people in prison, Ohio was one of the few states that successfully continued to provide postsecondary education to hundreds of students in prison through its Advanced Job Training program. The OPEC, ODRC, and colleges' partnership has helped to build a robust postsecondary system in prison. Currently, there are postsecondary educational opportunities available in all 28 prisons within the state. Collectively, the three postsecondary institutions participating in SCP offer multiple credential pathways, which include certificates in business management, entrepreneurship, operations management, and telecommunications, as well as associate's degrees in business and science and a bachelor's degree in technical and applied studies.

FIGURE 4

A snapshot of the first year: Quality, equity, and scale

Legend:
- ■ Inadequate
- ■ Developing
- ■ Adequate
- ■ Data not available or metric not applicable

Column groups: Quality | Equity | Scale

Columns:

Quality
- Credit transfers
- Instructor credentials
- Academic research and library access
- Mode of instruction
- Academic and career advising

Equity
- Access to continued enrollment at other college locations
- Credential pathways
- Technology
- Enrollment
- Completion

Scale
- PEP readiness
- Enrollment
- Availability of programs
- Credential pathways
- Completion

Rows (jurisdictions): AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WI, WV, WY, PR, BOP

Footnotes:

* Jurisdictions where there was either no data collection or where there are currently no SCP-funded postsecondary education programs.

** SCP-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.

*** The number of enrolled Pell-funded students was potentially underreported. Students may have also accessed education through other funding streams. As an unduplicated count of students could not be verified, we were not able to adjust the enrollment status for this state.

† Data on race and ethnicity information for people currently incarcerated in Puerto Rico was last available in 2012.

†† The vast majority of students in Hawaii self-identified to their college as being of two or more races. Multiracial identity is often subject to racial misclassification, due to racial essentialization and even questionnaire design. Due to the prevalence of multiracial identity, both among students and among people in Hawaii, the differences this study found between student demographics and incarcerated population demographics are attributed to measurement error.

††† Not applicable, as there is currently only one SCP-funded postsecondary education in prison program in the state.

Overall Trends in Quality, Equity, and Scale

This snapshot captures jurisdictional diversity in progress on toward PEP implementation across the 50 states, Puerto Rico, and BOP. It also captures trends across jurisdictions and metrics, as well as associations between metrics. Notably, every jurisdiction has at least one strength and at least one area in which they could enhance their practices. Overall, jurisdictions are doing well on PEP readiness (adequate = 52) and policies that promote credit transfers (adequate = 42). Almost all jurisdictions are able to provide incarcerated students with instructors who have the same credentials as those who teach on the main campus (adequate = 47), and most provide students with a face-to-face mode of interaction with those instructors (adequate = 28 and developing = 6). (See Figure 5.)

Areas of growth include student services, technology, post-release opportunities, and scale. The majority of jurisdictions offer only limited access to student services and supports that promote quality and equity, such as academic research materials and library services (adequate = 12), technology that shrinks the digital divide and supports the quality of education (adequate = 17), and academic and career advising (adequate = 9). Not all colleges ensure continued enrollment for students once they are released and wish to enroll at other locations of the college (adequate = 20). For many jurisdictions, opportunities have not yet reached large numbers of incarcerated people. In 24 jurisdictions, fewer than 5 percent of people in prison eligible and interested in postsecondary education are currently enrolled in SCP programs, and in another 16 jurisdictions, only between 5 and 9 percent are enrolled.

There are four metrics that represent the best interest determination, which will shape colleges' continued eligibility for Pell under the new regulations.[23] (See "Looking ahead: The best interest determination" on page 20.) Of these four metrics, jurisdictions are performing well in two, while in the other two,

colleges and corrections agencies will need to improve to stay in compliance with the regulations in the future. Jurisdictions are doing well on parity in instructor credentials (adequate = 47) and policies that promote credit transfers (adequate = 42), while only a minority of jurisdictions ensure incarcerated students can continue enrollment at other locations of the college after release (adequate = 20), and jurisdictions report overall low performance in parity in academic and career advising (adequate = 9).

There appears to be only one metric that shows a regional pattern: "Quality: Mode of instruction." SCP programs in states in the west and mountain regions seem to be less likely than those in other areas of the country to offer face-to-face or hybrid instruction, possibly due to long driving distances for instructors.

Vera also noted several associations between metrics. First, greater availability of SCP programs is associated with a greater scale of enrollment. This may indicate that incarcerated people participate in postsecondary education when the opportunity is available or that colleges are able to respond to prospective students when there is a greater demand for education. Second, equity in enrollment was associated with equity in completions. This corresponds with Vera's previous research, which found that students in different race and ethnicity categories earn credentials proportional to their enrollment levels, with the notable exception of Latinx students.[24] More interestingly, the scale of enrollment was also marginally associated with equity in enrollment. This implies that smaller programs may be unable to reach prospective students of color or that jurisdictions with larger, more robust programs may have developed strategies to extend their outreach to all race/ethnicity groups within a correctional system.

The multiple domains and metrics presented in this snapshot are interconnected and should be considered together, holistically. An "inadequate" or "adequate" categorization on one metric can only be interpreted in the context of the other metrics. For example, a jurisdiction that has, over time, a consistently low enrollment relative to the numbers of people estimated to be eligible and interested in college might be rated "inadequate" on the "Scale: Enrollment" metric. However, if the few students in that

jurisdiction complete their credentials, then that state might be rated "adequate" on the "Scale: Completion" metric. Alternatively, a jurisdiction that currently only offers one of the three Pell-eligible credentials to people who are incarcerated might score "inadequate" on the "Scale: Credential pathways" metric. However, if that one credential is available in facilities for both men and women, then it would score "adequate" on the "Equity: Credential pathways" metric. These examples show how all the domains—and all the metrics—serve as context for the others and therefore must be considered together in order to obtain a snapshot of how meaningfully the state has implemented SCP and is making progress toward PEP-funded programs.

National snapshot trends

Legend: Inadequate (red), Developing (yellow), Adequate (green)

Quality

Credit transfers	Instructor credentials	Academic research and library access	Mode of instruction	Academic and career advising
2, 1, 42	2, 0, 47	23, 14, 12	15, 6, 28	26, 14, 9

Equity

Access to continued enrollment at other college locations	Credential pathways	Technology	Enrollment	Completion
10, 19, 20	11, 17, 21	13, 19, 17	15, 14, 18	22, 11, 16

Scale

PEP readiness	Enrollment	Availability of programs	Credential pathways	Completion
0, 0, 52	24, 16, 9	16, 23, 10	11, 18, 20	15, 20, 14

LOOKING AHEAD: THE BEST INTEREST DETERMINATION

To determine whether an approved PEP is operating in the best interest of students, the oversight entity (i.e., corrections agency) must assess the program after two years of operation, under the PEP regulations. Oversight entities are required to convene three relevant stakeholder groups to provide feedback regarding the quality of the PEP.[25] Required stakeholders include representatives of students who are incarcerated, organizations representing people who are confined or formerly incarcerated, and state higher education executive offices. There are some states that have already identified which people or entities will act in those roles. Although the best interest determination does not occur until two years after a PEP starts, the 27 state oversight entities that are currently ahead of schedule and have identified the required stakeholders are: California, Colorado, Connecticut, Delaware, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Maryland, Michigan, Mississippi, Missouri, Montana, Nevada, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Utah, Washington, and Wisconsin.

Considerations

Vera conducted surveys with SCP colleges and collected data from oversight entities to develop this snapshot. These data sources only capture the contributions of colleges participating in SCP. Because of this, the snapshot underassesses the availability of programming across prisons, the scale of enrollment, and the existence and equitable placement of multiple credential pathways in jurisdictions

where a few or many colleges teach through means other than SCPs. This is especially true of California, Massachusetts, North Carolina, Tennessee, Texas, Vermont, and Washington. These seven states have multiple credentials offered by colleges that enroll hundreds to thousands of students and pay for these offerings with sources that are not represented in this report.[26]

In addition, not every college that participated in SCP responded to Vera's survey. Vera confirmed that 153 colleges had SCPs operating during the study years. Although 140 schools responded, 13 colleges that had SCP-funded programs during the study years did not. These were in Florida, Indiana, Iowa, Louisiana, Maine, Maryland, Michigan, Minnesota, New York, Texas, Virginia, and Wisconsin. It may be that their responses could have affected Vera's snapshot assessment of these states. Another potential reason for missing data is that the data Vera collected also in some cases excludes corrections facilities that are operated by entities other than the state corrections agency, such as private prisons or local jails.[27] For example, this could impact Vera's measurement of the types of credentials available to incarcerated people or the number of corrections facilities within a prison system with a college program. Further, Vera collected data until March 24, 2024, for all data except for the PEP readiness metric which was collected through June 4, 2024, and any updates following these dates are not included.

Future Directions

Now that Congress has restored access to Pell Grants for people in prison, each jurisdiction faces a common challenge of strategic implementation: how to move from individual courses and programs to a connected system of postsecondary education. At present, decision-makers have few tools through which to understand the landscape of postsecondary education in their

own prison systems or nationwide. To make evidence-based decisions about which programs to approve, decision-makers must assess their own systems' needs, gaps, and strengths. With this information in hand, corrections agencies and their college partners can ensure programs offered in prison deliver high-quality postsecondary education to people who are incarcerated.

This snapshot provides a high-level view of the performance of a group of stakeholders working together within a jurisdiction and connected by their shared students. Since serving students in prisons requires a high level of collaboration and cooperation across a range of stakeholders, Vera assessed quality, equity, and scale through data aggregated at the level of the jurisdiction. However, in jurisdictions with multiple SCP colleges, aggregating data means that it is not possible to assess the performance of individual colleges or corrections agencies. In jurisdictions with just one, there is no middle ground. This cuts both ways: jurisdictions may be placed in the inadequate category due to complex challenges but those placed in the adequate category may be buoyed by a range of factors that support the implementation of college in prison. In neither case is Vera able to provide the details to describe the causes.

The measures in this report are an invitation to collaboration among stakeholders with the goal to offer the best quality programs to incarcerated people. In conversations on the ground, corrections staff, college leaders, and students have the best tools to identify the jurisdiction-specific challenges to high-level performance in the domains of quality, equity, and scale and the best opportunity to create long-lasting innovative solutions. What has been presented in this report is a flag on what to attend to, but the work to identify causes and solutions falls to those implementing and enrolling in the programs.

Solving these challenges at the jurisdiction level will support students. Throughout the course of a person's sentence, they are likely to reside at multiple prisons. Access to college should be predicated on hard work and motivation, rather than random chance. Making high-quality programs available across an entire system creates the strongest possibility that all interested people

will have a chance to enroll. It also creates the circumstances in which businesses can begin to look to formerly incarcerated applicants as an untapped talent pool, recruiting workers from prison-based college programs because they are prepared with skills and knowledge earned from a high-quality program.

Taking postsecondary education in prison to scale offers a profound opportunity to realize the benefits of these programs in terms of public safety, prison safety, and future earnings across the United States. With almost 450,000 people returning from prison every year, the impact of Pell restoration could be substantial: filling employment gaps, putting families on new economic trajectories, and ending the cycle of incarceration for many.[28] It is up to corrections agencies and colleges to unlock the potential of this legislation by working together to ensure their jurisdiction is delivering for students in the domains of quality, equity, and scale.

Appendix A

METHODOLOGY

Metrics selection

As mentioned, this report presents a snapshot from the first year of Pell restoration of each jurisdiction's progress toward developing a system of quality, equitable postsecondary education in prison. Vera's selection of the 15 metrics presented in this report to assess the three domains of quality, equity, and scale is grounded in the legislation and regulations governing the implementation of PEPs under the Free Application for Federal Student Aid (FAFSA) Simplification Act, ED's public guidance to the field, and Vera's experience providing technical assistance on postsecondary education in prison, including as the designated technical assistance provider under SCP since 2016.

Data sources

This snapshot relies on original data Vera obtained from two sources: (1) surveys collected from SCP colleges and aggregated to the jurisdiction level; and (2) policy and programmatic readiness information obtained from correctional education contacts. Vera designed two separate surveys, one for colleges and one for corrections, which Vera staff administered over email. Vera also used secondary data sources as reference data when categorizing jurisdictions, as described further in the following section.

1. **College survey**: Vera requested aggregate student data and programmatic information from all schools that had ever been invited to participate in SCP using a structured form (the "college survey"). This college survey included data on student enrollments, completions, withdrawals, and demographics; as well as programmatic information such as modes of instruction, credentials offered, student services and supports, access to technology, instructor credentials, and the policies that promote students' ability to continue their education. Vera researchers collected

data on students during the last complete financial aid year, from July 1, 2022, to June 30, 2023, but collected the most programmatic information from the current financial aid year, which was from July 1, 2023, to June 30, 2024. Data collection took place from November 2023 to March 2024, with the exception of the PEP readiness metric, which took place from November 2023 to June 2024. Vera researchers received replies from 140 schools serving students in 47 states, Puerto Rico, and in Bureau of Prisons (BOP) corrections facilities.

2. **Corrections survey:** Vera also requested Departments of Corrections and the BOP provide policy information on the jurisdiction's preparedness for Pell implementation using a structured form (the "corrections survey"). This corrections survey asked for information about each jurisdiction's readiness to meet its role in implementing Pell-funded programs for students who are incarcerated. This role includes (but is not limited to) developing a process for responding to college applications to become a PEP and engaging an array of stakeholders and developing a methodology to determine whether colleges are operating in the best interest of students. Vera distributed the corrections survey in 2024 and received responses from all 52 jurisdictions.

3. **Secondary data sources:** Vera also used supplementary information from the National Corrections Reporting Program, the Bureau of Justice Statistics *Prisoners* publication series, and jurisdiction correctional websites, as described further in the following section.

All data within these data sources had to be received or updated by March 24, 2024, with the exception of data collected for the PEP readiness metric, which had to be updated by June 4, 2024. Any new information received after these cut-off dates could not be included in this snapshot's analyses.

Measurement

The following describes in greater detail how Vera measured each metric. (See also Figure 3 for metric names, concepts, measurement, and categorization.) The method by which Vera classified metrics into the three categories is in the following section.

Quality Domain:

1. **Credit transfers:** Colleges self-reported whether their credits transferred to another PEP within their jurisdiction.

2. **Instructor credentials:** Colleges self-reported whether most instructors in PEPs hold the minimum requirements to teach postsecondary coursework or hold terminal degrees and whether the same is true for instructors at other locations of the college. The metric was a binary measure of whether most PEP instructors had the same or higher credentials than most instructors on the main campus.

3. **Academic research and library access:** Colleges self-reported whether students had access to the college library and whether their students had independent access to a searchable database of full-text literature. Colleges commonly reported that students had access to library facilities but only through volunteer help. When access to the library was titrated through volunteer help, this was not considered as students having meaningful access to the library services or the ability to develop skills with academic research.

4. **Mode of instruction:** Colleges self-reported their mode of instruction as face-to-face, hybrid, synchronous distance, asynchronous distance, or correspondence. When colleges had multiple modes of instruction in different prisons or across different courses, each program or course was considered separately.

5. **Academic and career advising:** Colleges self-reported the frequency with which students had access to academic advising and career advising per semester or two quarters by selecting one of the following categories: less than once, once, two to three times, four to five times, more than five times, or as often as the student requests.

Equity Domain:

1. **Access to continued enrollment at other college locations:** Colleges self-reported the policies and procedures governing a student's ability to continue their education on the main campus should the student not have completed their credential by the time of their release. If colleges self-reported that students faced one or more barriers to continued education, either a policy barrier, an application barrier, or a communication barrier, then students were determined to face barriers. If a college discussed a barrier to reenrollment that might affect formerly incarcerated students, such as a need to reapply after a substantial time gap, but when that policy would also apply to never incarcerated students, Vera did not consider this a barrier. However, it is worth noting that formerly incarcerated students may need intentional supports to continue their education, not only a lack of barriers.

2. **Credential pathways:** Vera considered equity to be met if all credentials available to students in prisons for men were available to students in prisons for women, and vice versa. This referred only to parity in the type of credential, not equity in the specific programming or field of study offered. If not all SCP-eligible credential pathways (certificates, associate's degrees, and bachelor's degrees) were available within the state, but whatever credentials were available were offered in at least one prison for men and one prison for women, then the state was determined to have parity in the credential pathway.

3. **Technology:** Colleges self-reported whether students

are able to communicate with instructors over email, the telephone, a learning management system, videoconferencing, or another technological means, as well as the frequency with which students have access to computers. Access to tablets or other devices that do not have a keyboard or a standard sized screen was not considered as meeting this metric. Vera considered access to technology to be an equity issue, since the pace of technological development is often faster than a prison sentence, making incarceration a factor in deepening and reinforcing the socioeconomic and racial digital divide.[29]

4. **Enrollment:** Colleges self-reported the numbers of students enrolled in the 2022–2023 financial year in each of the six race categories collected by the Integrated Postsecondary Education Data System (IPEDS): American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, white, or Hispanic Latino (of any race).[30] Vera also offered three additional categories: two or more races, student refused race/ethnicity question, and race/ethnicity data not collected. The relative proportions of students in each race/ethnicity category were compared to the demographics of people incarcerated to serve a sentence in the same jurisdiction in the year 2022, the most recent year for which data was available from the Bureau of Justice Statistics.[31] Demographic information on the pool of prospective students—those incarcerated people who have a secondary credential and are interested in college— was not available, and so demographic information for all incarcerated people was used as a proxy. White people are overrepresented among people in prison who have a secondary credential, suggesting that the pool of prospective students may be disproportionately white compared to the prison population.[32]

5. **Completion:** Colleges self-reported aggregated race and ethnicity data on students who were enrolled and on students who completed one or more credentials in the 2022–2023 financial aid year. Vera compared the

demographic distributions of enrolled students to the demographic distributions of completing students.

Scale Domain:

1. **PEP readiness:** Corrections agencies self-reported their level of policy and procedural readiness to act as oversight entities: whether they had a process in place to approve a new PEP, a plan that was yet to be implemented, or neither a process nor a plan containing all required three elements.

2. **Enrollment:** Colleges self-reported the number of students who were enrolled in the 2022–2023 financial aid year and who were funded through SCP. Colleges were excluded from reporting students who were funded through other means, such as state, private philanthropic, or Native American or Indigenous tribal funding sources, or through self-pay. In order to determine students as a proportion of all incarcerated people eligible and interested in postsecondary education for the "Scale: Enrollment" metric, Vera obtained the total number of people incarcerated in each state and under federal jurisdiction from the Bureau of Justice Statistics.[33] The total number of people incarcerated in Puerto Rico was obtained from the website of the Puerto Rico Department of Corrections and Rehabilitation.[34] Next, using data from the National Corrections Reporting Program, Vera calculated the proportion of people in each jurisdiction who are academically eligible for postsecondary education in prison as defined by having completed their high school credential.[35] If data was missing for a particular jurisdiction, Vera used the national average as reported from the U.S. Program for the International Assessment of Adult Competencies (PIAAC) Survey of Incarcerated Adults (64 percent) as a proxy, rather than set the metric to missing.[36] Finally, Vera obtained estimates for the proportion of currently incarcerated people who aspire to participate in postsecondary education while incarcerated (75 percent) from analyses of the PIAAC survey.[37]

3. **Availability of programs:** Colleges self-reported the names of the prisons in which their college programming was available. The number of unique prisons in which college programming was available in the jurisdiction was then divided by the total number of prisons run by that jurisdiction, as reported on the jurisdiction's correctional department website. Private prisons and local jails where people may serve their sentence were not included in the denominator. If more than one college offered programming in a single prison, that prison was counted only once.

4. **Credential pathways:** Colleges self-reported which SCP-funded credentials (certificates, associate's degrees, or bachelor's degrees) were offered at which prisons within the state. The availability of the credentials anywhere in the state was considered in evaluating this metric. Vera did not consider the field of study, which college offered which credential, or in how many prisons the credential was available.

5. **Completion:** The U.S. Department of Education has identified completion rates as a core measure of student success.[38] However, calculation of a completion rate within 100 percent, 150 percent, or 200 percent of normal completion time was not possible: first, colleges and corrections data systems have limitations conducting cohort analyses, and requesting that data would have either resulted in large-scale missingness or placed an enormous reporting burden on colleges; and second, an unknown proportion of students progress through their degrees with part-time enrollment, making their normal completion time longer than two or four years. Vera therefore calculated the closest approximation of a completion rate given available data, which is the ratio of completions in the 2022–2023 financial aid year to enrollments in the 2022–2023 financial aid year. This approximation possibly downgrades states where colleges have only recently started using SCP funding, because recently started programs cannot be expected

to have many, if any, completions; and it also possibly downgrades states where colleges have rapidly expanded their programming, leading to a large ratio of enrollments to completions. Using this approximation of a completion rate therefore favors the slow development of programs. This metric, however, also favors programs that offer credentials with shorter normal completion times, such as certificates and associate's degrees. Indeed, some states may have a completion ratio that is above 100 percent if students completed multiple credentials in a single year.

Categorization development

Categorizations for each metric included adequate (green), developing (yellow), and inadequate (red). Three factors informed the classification of each metric into these three categories.

- **First, the final ED regulations implementing the FAFSA Simplification Act and ED's official guidance to institutions of higher education.** For example, the regulations governing the restoration of Pell to incarcerated students mandate that correctional agencies assess whether colleges are operating in the best interests of students. Among the criteria that correctional agencies, in their role as oversight entities, must consider are whether there is comparable experience, credentials, and turnover of faculty; whether the credits taught in prison transfer similarly to the same credits taught in other locations of the college; whether students are able to continue their enrollment at the college following release; and whether students have access to comparable academic and career advising. These regulations and the guidance surrounding them informed the development and classification of the "Quality: Instructor credentials," "Equity: Access to continued enrollment at other college locations," and the "Quality: Academic and career advising" metrics.

- **Second, Vera's analysis of six years of SCP student data** informed cut off criteria, which were determined so that the nation would score in the middle category (developing), and

states performing better or worse than this average would receive an adequate or an inadequate categorization, respectively. This was the case for the "Scale: Enrollment" and the "Equity: Enrollment" metrics categorizations.

- **Third, the cut offs were informed by the values and aspirations that stakeholders have for students in prison to have access to quality, equitable, and scaled education.** To determine the criteria that are factored into each categorization, six team members from Vera's Unlocking Potential initiative met over the course of four sessions. These team members varied across gender, race, and direct involvement with the criminal legal system, allowing for the categorizations to be derived from diverse voices and a multi-perspective analysis. Furthermore, all team members participating in the categorization sessions have expertise and experience delivering technical assistance to colleges and corrections departments that participated in SCP as well as those who are looking to establish PEPs with ED.

Data analysis

Vera researchers conducted descriptive analysis of the data collected through the college and corrections surveys to classify jurisdictions into the three categories. Vera researchers conducted graphical analysis to assess the direction of relationships between metrics. Vera next calculated correlation coefficients on the underlying continuous measures, when applicable, and conducted chi-squared tests of independence across all pairs of metrics to test for associations between classifications of metrics, with statistical significance assessed at $p < 0.05$.[39]

Appendix B

SNAPSHOTS PER JURISDICTION

Alabama

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Inadequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Developing

Alaska

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	*
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	*
	Academic research and library access	Students have access to library and research resources	*
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	*
	Academic and career advising	Academic and career advising is comparable to the main campus	*
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	*
	Credential pathways	Pell-eligible credential pathways are in place equitably	*
	Technology	Access to technology facilitates education quality and digital literacy	*
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	*
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	*
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	*
	Availability of programs	Every prison in the jurisdiction has an SCP program	*
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	*
	Completion	There is a substantial completion rate	*

* Jurisdictions where there was either no data collection or where there are currently no Pell-funded postsecondary education programs.

Arizona

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Adequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

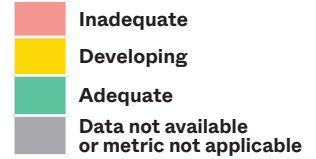| PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Developing

Arkansas

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Inadequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Adequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Inadequate

California

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate **
	Availability of programs of programs	Every prison in the jurisdiction has an SCP program	Inadequate **
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Adequate

** Pell-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.

Colorado

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Developing

Connecticut

Quality			
	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity			
	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing

Scale			
	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Inadequate

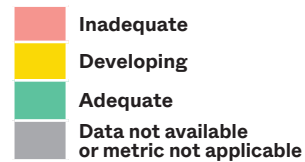## Delaware

Quality			
	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	†††
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate

Equity			
	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale			
	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Inadequate

††† Not applicable, as there is currently only one Pell-funded postsecondary education in prison program in the state.

Legend

Color	Rating
Pink	Inadequate
Yellow	Developing
Green	Adequate
Gray	Data not available or metric not applicable

Florida

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Developing
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Adequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

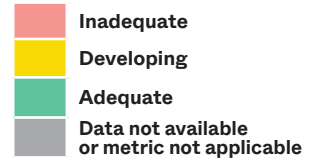| Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

Georgia

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Developing
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

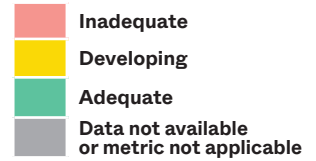| Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

Legend

Color	Meaning
Pink	Inadequate
Yellow	Developing
Green	Adequate
Gray	Data not available or metric not applicable

Hawaii

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Adequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	††
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Completion	There is a substantial completion rate	Adequate

†† The vast majority of students in Hawaii self-identified to their college as being of two or more races. Multiracial identity is often subject to racial misclassification, due to racial essentialization and even questionnaire design. Due to the prevalence of multiracial identity, both among students and among people in Hawaii, the differences this study found between student demographics and incarcerated population demographics are attributed to measurement error.

Idaho

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Adequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
Academic and career advising	Academic and career advising is comparable to the main campus	Adequate

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Adequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Completion	There is a substantial completion rate	Inadequate

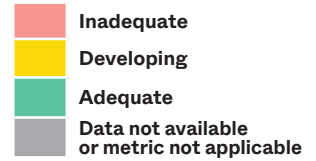# Illinois

			Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Inadequate

Indiana

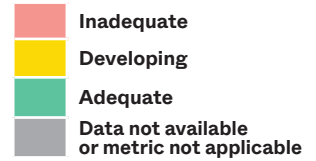|			Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Inadequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Inadequate

Iowa

Quality

Category	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Adequate

Equity

Category	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing

Scale

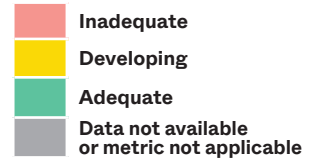| Category	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Completion	There is a substantial completion rate	Developing

Kansas

Quality

Category	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Category	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

Category	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Adequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

Kentucky

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Inadequate

Louisiana

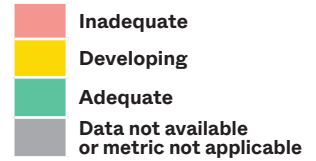|	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Developing

Maine

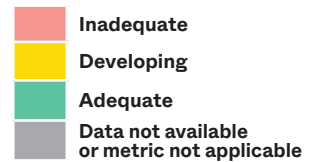| Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Inadequate

Maryland

Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Inadequate

Legend:
- Inadequate
- Developing
- Adequate
- Data not available or metric not applicable

Massachusetts

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate **
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate **
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Developing

** Pell-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.
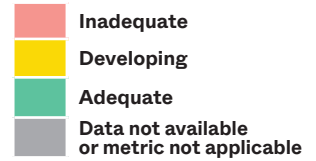
Michigan

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Adequate

Minnesota

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Adequate

Mississippi

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Inadequate

Missouri

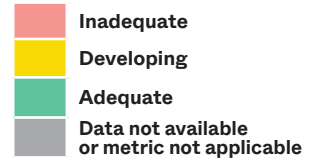|	Category	Metric	Description	Rating

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Adequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Developing

Montana

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Developing
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing

Scale

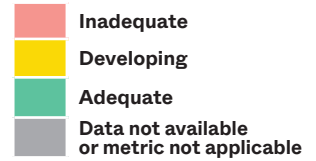| PEP readiness | The oversight entity has a process in place for accepting new colleges | Adequate |
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Developing

Nebraska

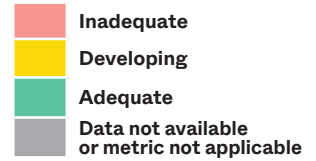|			
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Inadequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Developing

Nevada

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Adequate

Legend:
- Inadequate (pink)
- Developing (yellow)
- Adequate (green)
- Data not available or metric not applicable (gray)

New Hampshire

Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	††† (Data not available or metric not applicable)
Quality	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Quality	Academic research and library access	Students have access to library and research resources	Developing
Quality	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Quality	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Equity	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
Equity	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
Equity	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Equity	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Scale	Enrollment	There is substantial student enrollment	Inadequate
Scale	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Scale	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
Scale	Completion	There is a substantial completion rate	Inadequate

††† Not applicable, as there is currently only one Pell-funded postsecondary education in prison program in the state.
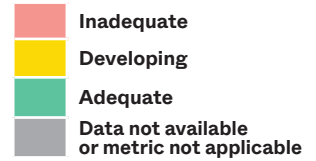
New Jersey

Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Quality	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Quality	Academic research and library access	Students have access to library and research resources	Developing
Quality	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Quality	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Equity	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Equity	Technology	Access to technology facilitates education quality and digital literacy	Developing
Equity	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Equity	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Scale	Enrollment	There is substantial student enrollment	Developing
Scale	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Scale	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Scale	Completion	There is a substantial completion rate	Adequate

New Mexico

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
Technology	Access to technology facilitates education quality and digital literacy	Adequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

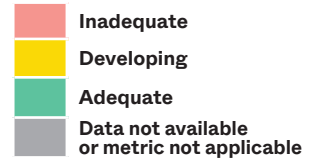| PEP readiness | The oversight entity has a process in place for accepting new colleges | Adequate |
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Completion	There is a substantial completion rate	Developing

New York

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

North Carolina

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate **
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Developing

** Pell-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.
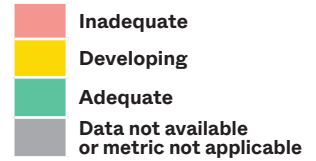
North Dakota

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Inadequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Inadequate

Ohio

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Adequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Developing
Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

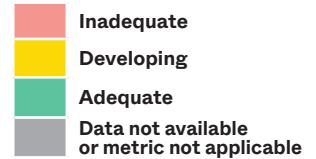|		
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

Oklahoma

Quality

Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing

Scale

PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Developing

Oregon

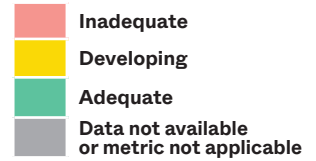|			
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Developing

Pennsylvania

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Inadequate

Rhode Island

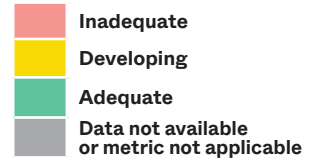|	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Inadequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Developing

South Carolina

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Inadequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Developing
	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
	Completion	There is a substantial completion rate	Developing

South Dakota

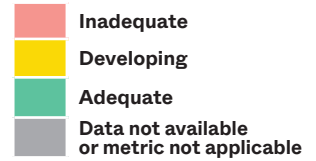|	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Developing
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
	Completion	There is a substantial completion rate	Adequate

Tennessee

	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	*
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	*
	Academic research and library access	Students have access to library and research resources	*
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	*
	Academic and career advising	Academic and career advising is comparable to the main campus	*
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	*
	Credential pathways	Pell-eligible credential pathways are in place equitably	*
	Technology	Access to technology facilitates education quality and digital literacy	*
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	*
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	*
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	*
	Availability of programs	Every prison in the jurisdiction has an SCP program	*
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	*
	Completion	There is a substantial completion rate	*

* Jurisdictions where there was either no data collection or where there are currently no Pell-funded postsecondary education programs.

Texas

Legend:
- Inadequate
- Developing
- Adequate
- Data not available or metric not applicable

Quality		
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity		
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale		
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate ***
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing **
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

*** The number of enrolled Pell-funded students was potentially underreported. Students may have also accessed education through other funding streams. As an unduplicated count of students could not be verified, we were not able to adjust the enrollment status for this state.
** Pell-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.

Utah

Quality		
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Adequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Adequate

Equity		
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Technology	Access to technology facilitates education quality and digital literacy	Inadequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale		
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Developing
Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
Completion	There is a substantial completion rate	Developing

Vermont

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	*
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	*
	Academic research and library access	Students have access to library and research resources	*
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	*
	Academic and career advising	Academic and career advising is comparable to the main campus	*
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	*
	Credential pathways	Pell-eligible credential pathways are in place equitably	*
	Technology	Access to technology facilitates education quality and digital literacy	*
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	*
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	*
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	(Adequate)
	Enrollment	There is substantial student enrollment	*
	Availability of programs	Every prison in the jurisdiction has an SCP program	*
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	*
	Completion	There is a substantial completion rate	*

* Jurisdictions where there was either no data collection or where there are currently no Pell-funded postsecondary education programs.

Virginia

Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	(Adequate)
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	(Adequate)
	Academic research and library access	Students have access to library and research resources	(Inadequate)
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	(Adequate)
	Academic and career advising	Academic and career advising is comparable to the main campus	(Inadequate)
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	(Developing)
	Credential pathways	Pell-eligible credential pathways are in place equitably	(Adequate)
	Technology	Access to technology facilitates education quality and digital literacy	(Developing)
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	(Adequate)
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	(Developing)
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	(Adequate)
	Enrollment	There is substantial student enrollment	(Developing)
	Availability of programs	Every prison in the jurisdiction has an SCP program	(Inadequate)
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	(Developing)
	Completion	There is a substantial completion rate	(Inadequate)

Washington

Quality	**Credit transfers**	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Adequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Adequate

Equity	**Access to continued enrollment**	There are no barriers to students continuing their enrollment post-release	Adequate
	Credential pathways	Pell-eligible credential pathways are in place equitably	Inadequate
	Technology	Access to technology facilitates education quality and digital literacy	Adequate
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Developing

Scale	**PEP readiness**	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Inadequate **
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing **
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Developing

** Pell-funded students and programs substantially underrepresent the availability of and enrollment in college, as these jurisdictions have large numbers of students who access education through other funding streams.
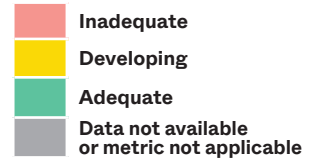
West Virginia

Quality	**Credit transfers**	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
	Academic research and library access	Students have access to library and research resources	Inadequate
	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
	Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity	**Access to continued enrollment**	There are no barriers to students continuing their enrollment post-release	Developing
	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
	Technology	Access to technology facilitates education quality and digital literacy	Developing
	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

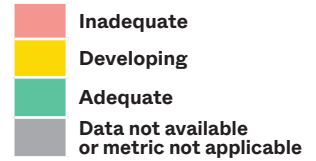|			
Scale	**PEP readiness**	The oversight entity has a process in place for accepting new colleges	Adequate
	Enrollment	There is substantial student enrollment	Adequate
	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
	Completion	There is a substantial completion rate	Developing

Wisconsin

Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Quality	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Quality	Academic research and library access	Students have access to library and research resources	Inadequate
Quality	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Quality	Academic and career advising	Academic and career advising is comparable to the main campus	Developing
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Adequate
Equity	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Equity	Technology	Access to technology facilitates education quality and digital literacy	Adequate
Equity	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Equity	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Scale	Enrollment	There is substantial student enrollment	Inadequate
Scale	Availability of programs	Every prison in the jurisdiction has an SCP program	Developing
Scale	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Scale	Completion	There is a substantial completion rate	Developing

Wyoming

Category	Metric	Description	Rating
Quality	Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	†††
Quality	Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Quality	Academic research and library access	Students have access to library and research resources	Developing
Quality	Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Inadequate
Quality	Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate
Equity	Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Equity	Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Equity	Technology	Access to technology facilitates education quality and digital literacy	Adequate
Equity	Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Adequate
Equity	Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate
Scale	PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Scale	Enrollment	There is substantial student enrollment	Developing
Scale	Availability of programs	Every prison in the jurisdiction has an SCP program	Adequate
Scale	Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Inadequate
Scale	Completion	There is a substantial completion rate	Inadequate

††† Not applicable, as there is currently only one Pell-funded postsecondary education in prison program in the state.

Legend:
- Inadequate
- Developing
- Adequate
- Data not available or metric not applicable

Puerto Rico

	Legend	
	Inadequate (pink)	
	Developing (yellow)	
	Adequate (green)	
	Data not available or metric not applicable (gray)	

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	†††
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Developing
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Developing

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Inadequate
Credential pathways	Pell-eligible credential pathways are in place equitably	Adequate
Technology	Access to technology facilitates education quality and digital literacy	Inadequate
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	†
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Adequate

Scale

Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Developing
Completion	There is a substantial completion rate	Developing

††† Not applicable, as there is currently only one Pell-funded postsecondary education in prison program in the state.

† Data on race and ethnicity information for people currently incarcerated in Puerto Rico was last available in 2012.

Bureau of Prisons

Quality

Metric	Description	Rating
Credit transfers	Transfer agreements facilitate continuity of education for students in SCP programs	Adequate
Instructor credentials	Credentials are comparable between SCP programs and other college locations	Adequate
Academic research and library access	Students have access to library and research resources	Inadequate
Mode of instruction	Programs mostly use face-to-face or hybrid modes of instruction	Adequate
Academic and career advising	Academic and career advising is comparable to the main campus	Inadequate

Equity

Metric	Description	Rating
Access to continued enrollment	There are no barriers to students continuing their enrollment post-release	Developing
Credential pathways	Pell-eligible credential pathways are in place equitably	Developing
Technology	Access to technology facilitates education quality and digital literacy	Developing
Enrollment	Enrollment is aligned with the race/ethnicity demographics of the prison population	Developing
Completion	Completions are aligned with the race/ethnicity demographics of enrolled students	Inadequate

Scale

Metric	Description	Rating
PEP readiness	The oversight entity has a process in place for accepting new colleges	Adequate
Enrollment	There is substantial student enrollment	Inadequate
Availability of programs	Every prison in the jurisdiction has an SCP program	Inadequate
Credential pathways	All three Pell-eligible credentials are available in the jurisdiction	Adequate
Completion	There is a substantial completion rate	Adequate

ENDNOTES

1   The U.S. Department of Education's (ED's) prison education program (PEP) regulations implementing the Free Application for Federal Student Aid (FAFSA) Simplification Act took effect July 1, 2023, lifting the nearly 30-year ban on incarcerated students' eligibility for Pell Grants. 34 C.F.R. §§ 668.234 et seq. (last amended April 29, 2024), https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-P?toc=1.

2   Grant Duwe and Valerie Clark, "The Effects of Prison-Based Educational Programming on Recidivism and Employment," *Prison Journal* 94, no. 4 (2014), 454–478, 474 (finding positive recidivism and employment outcomes), https://doi.org/10.1177/0032885514548009; Robert Bozick, Jennifer Steele, Lois Davis, and Susan Turner, "Does Providing Inmates with Education Improve Postrelease Outcomes? A Meta-Analysis of Correctional Education Programs in the United States," *Journal of Experimental Criminology* 14 (2018), 389–428, 403–404, and Table 3 (finding odds of recidivism 48 percent less for participants in postsecondary correctional education), https://doi.org/10.1007/s11292-018-9334-6; and Ben Stickle and Steven Sprick Schuster, "Are Schools in Prison Worth It? The Effects and Economic Returns of Prison Education," *American Journal of Criminal Justice* 48 (2023), 1263–1294, 1273–1274 (finding college programs increase the odds of employment by 20.7 percent), https://perma.cc/5WYU-AN2W.

3   Amanda Pompoco, John Wooldredge, Melissa Lugo, et al., "Reducing Inmate Misconduct and Prison Returns with Facility Education Programs," *Criminology & Public Policy* 16, no. 2 (2017), 515–547, https://doi.org/10.1111/1745-9133.12290.

4   Methodology for this statistic: Vera's *Investing in Futures* report found that 64 percent of people in federal and state prisons are academically eligible to enroll in a postsecondary education program, meaning that at the time of incarceration, their highest level of educational attainment was a GED or high school diploma. Patrick Oakford, Cara Brumfield, Casey Goldvale, et al., *Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison* (New York: Vera Institute of Justice, 2019), 1, https://www.vera.org/publications/investing-in-futures-education-in-prison. Under the FAFSA Simplification Act, incarcerated people are eligible for Pell Grants regardless of sentence length. As of the end of 2021, the state and federal prison population was 1,199,642. Jacob Kang-Brown, *People in Prison in Winter 2021–22* (New York: Vera Institute of Justice, 2022), 3, https://www.vera.org/publications/people-in-prison-in-winter-2021-22. Therefore, Vera researchers estimate that at least 767,770 people became eligible when Pell access expanded in July 2023. Pell restoration comes on the heels of Second Chance Pell (SCP), a six-year federal pilot project to test the impact of restoring Pell Grants to incarcerated people. SCP currently includes 163 colleges working in more than 200 prisons located in 49 states, Puerto Rico, and the Federal Bureau of Prisons.

5   For lifetime limits, see Federal Student Aid, "Federal Pell Grants: Who Is Eligible," accessed April 25, 2024, https://studentaid.gov/understand-aid/types/grants/pell. The Pell Grant is the largest federal, need-based financial aid program for eligible undergraduate students. See U.S. Department of Education, *Student Aid Overview: Fiscal Year 2025 Budget Proposal* (Washington, DC: U.S. Department of Education, 2024), 1, https://perma.cc/TU9R-UWSR.

6   Gumilang Aryo Sahadewo, "School Quality and Labor Market Earnings: Some New Results on an Old Debate," *Journal of Applied Economics* 26, no. 1 (2023), 11, https://doi.org/10.1080/15140326.2022.2163580; U.S. Department of Education, *College Quality and the Earnings of Recent College Graduates* (Washington, DC: U.S. Department of Education, 2000), vi–vii, https://perma.cc/YHQ5-5ZQF; and Dan Black, Jeffrey Smith, and Kermit Daniel, "College Quality and Wages in the United States," *German Economic Review* 6, no. 3 (2005), 415–443, 429–431, 434, https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-0475.2005.00140.x.

7   For prison population, see E. Ann Carson and Rick Kluckow, *Prisoners in 2022 – Statistical Tables* (Washington, DC: Bureau of Justice Assistance, 2023), 9, https://perma.cc/8M72-

2NSY; and for overall population, see U.S. Census Bureau, "Quick Facts: United States," accessed April 25, 2024, https://perma.cc/6HE7-B2MA.

8   See generally Joshua C. Cochran, "How Transient Is Prison Life? An Examination of Transfers and Their Heterogeneity," *Justice Quarterly* 37, no. 4 (2019), https://www.tandfonline.com/doi/full/10.1080/07418825.2019.1588350?scroll=top&needAccess=true.

9   See generally Emma Kaufman, "The Prisoner Trade," *Harvard Law Review* 133, no. 6 (2020), 1816–1883, https://perma.cc/JC48-AGC8.

10   When ED released final rules and regulations in October 2022, existing SCP programs began taking steps to modify their programming and procedures to comply with the new law. Most SCP programs chose to participate in the Revised Experiment (SCP-RE) to allow for a smoother transition to becoming a prison education program (PEP). At the same time, non-SCP schools and corrections entities began developing partnerships and taking steps to become PEPs. See U.S. Department of Education, "Notice Inviting Postsecondary Educational Institutions to Participate in Experiments Under the Experimental Sites Initiative; Federal Student Financial Assistance Programs Under Title IV of the Higher Education Act of 1965, as Amended," 88 Fed. Reg. 23652, April 18, 2023, https://perma.cc/Z3SQ-2PU6.

11   Because limited research exists on the intersection of higher education and prison, the authors also reference supporting literature for higher education systems and prison systems independently.

12   The transfer and articulation metric for the snapshot report gauges whether students can transfer their credits to another PEP should their circumstances change (for example, a transfer to another prison). The PEP regulations consider transferability of credits post-release; they state that, to operate in the best interest of students, PEP programs must have comparable transferability of credits to students at other campus locations. These PEP quality criteria were developed as part of the negotiated rulemaking process, which provided an opportunity for ED to receive feedback on the final regulations for PEPs. U.S. Department of Education, Office of Postsecondary Education, "Final Regulations: Pell Grants for Prison Education Programs; Determining the Amount of Federal Education Assistance Funds Received by Institutions of Higher Education (90/10); Change in Ownership and Change in Control," 87 Fed. Reg. 65426, effective date July 1, 2023, https://perma.cc/42H6-6DMX.

13   Fully online learning is equivalent to, but not an improvement over, face-to-face instruction even under conditions in which students have access to appropriate technology and the internet. Barbara Means, Yukie Toyama, Robert Murphy, and Marianne Baki, "The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature," *Teachers College Record: The Voice of Scholarship in Education* 115, no. 3 (2013), 22, 35–36, https://journals.sagepub.com/doi/10.1177/016146811311500307. Hybrid learning modalities perform slightly better than purely online or purely face-to-face modalities when technological innovation allows instructors to creatively deliver content, likely because the hybrid component is often used to provide extra learning and collaboration time among students. The limited availability and accessibility of appropriate technology and the internet is unlikely to facilitate extra learning and collaboration time to promote quality in distance education programs. Ess Pokornowski, *Technology in Higher Education in Prison Programs: A Report on Survey Findings* (New York: Ithaka S+R, 2023), 9, 37–38, https://perma.cc/8QTH-Y2VD.

14   Information in this text box was gathered from Vera's internal college-in-prison dashboard, a database containing information on SCP opportunities for each jurisdiction. The database was built through extended communication between Vera technical assistance providers and their contacts in leadership positions in correctional education and postsecondary institutions. Most data was gathered from July 2022 to December 2022, with updates added from November 2023 to March 2024.

15   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), 7, https://www.vera.org/publications/beyond-access.

16   Ibid., 5–6.

17   For further discussion of strategies to advance equity in postsecondary education in prison programs, see generally ibid.

18   See note 14.

19   For the prison population, see E. Ann Carson, *Prisoners in 2019* (Washington, DC: Bureau of Justice Statistics, 2020), 36, Appendix Table 2, https://perma.cc/DF3F-MVHJ. See also Ashley Nellis, *The Color of Justice: Racial and Ethnic Disparity in State Prisons* (Washington, DC: Sentencing Project, 2022), 20, Table 5, https://perma.cc/WHL9-BET6. For the overall state population, see U.S. Census Bureau, "QuickFacts: New Jersey," July 1, 2023, https://perma.cc/A3ZQ-SDLE.

20   Committee on Evaluating Success Among People Released from Prison, *The Limits of Recidivism: Measuring Success After Prison*, edited by Richard Rosenfeld and Amanda Grigg (Washington, DC: National Academies Press, 2022), 6–10, 86–87, https://nap.nationalacademies.org/catalog/26459/the-limits-of-recidivism-measuringsuccess-after-prison.

21   Nellis, *The Color of Justice*, 2022, 6.

22   See note 14.

23   Vera's snapshot sets a standard and a measurement for each of the four best interest determination metrics; however, although the PEP regulations have set some standards, they have not provided guidance on measurement. Vera's standard on at least one metric is higher than that set by the regulations: for the "Quality: Credit transfers" metric, Vera suggests that colleges not only ensure that credits taught in prison transfer similarly as the same credits taught in other locations, but that colleges also facilitate credit transfers specifically among PEPs.

24   Niloufer Taber and Asha Muralidharan, *Second Chance Pell: Six Years of Expanding Higher Education in Prison*, 2016–2022 (New York: Vera Institute of Justice, 2023), 7–8, https://www.vera.org/downloads/publications/second-chance-pell-six-years-of-expanding-access-to-education-in-prison.pdf.

25   U.S. Department of Education, Office of Postsecondary Education, "Final Regulations," 2023.

26   To determine that substantial portions of these programs or the student bodies are non-Pell funded, Vera compared numbers from the sources in this note against its internal dashboard. For California, see California Department of Corrections and Rehabilitation, "Post-Secondary Education," accessed April 25, 2024, https://perma.cc/4RT8-PVBH; for Massachusetts, see The Boston Foundation, *Unlocking College: Strengthening Massachusetts' Commitment to College in Prison* (Boston: The Boston Foundation, 2022), 9–12, https://perma.cc/67DS-ULGZ; for North Carolina, see Email from Brooke Wheeler, superintendent, Education Services, Rehabilitative and Correctional Services Division, NC Department of Adult Correction, to Ruth Delaney, initiative director, Vera Institute of Justice, March 31, 2024 on file at Vera; for Texas, see txcec.org, "Post Secondary Correctional Education Programs in Texas," accessed April 25, 2024, https://perma.cc/B7SC-4JHR, and Email from Justin Brock, Executive Services, Texas Department of Criminal Justice, to Kristina Hartman, superintendent, Windham School District, forwarded to Allan Wachendorfer, program manager, Vera Institute of Justice, April 17, 2024 on file at Vera; for Vermont, see Community College of Vermont, "CCV Launches Corrections Post-Secondary Education Initiative," press release (Montpelier, VT: Community College of Vermont, April 4, 2023), https://perma.cc/68JC-XTVH; and for Washington, see Washington State Board for Community and Technical Colleges, *Corrections Education: Annual Report 2022-*

2023 (Olympia, WA: Washington State Board for Community and Technical Colleges, 2022), https://perma.cc/DP79-R2EA, and Email from Kristen Morgan, education services administrator, Reentry Division, Washington State Department of Corrections, to Kayla James, senior program associate, Vera Institute of Justice, March 29, 2024 on file at Vera. For other sources of funding, see also Lauren Hobby, Brian Walsh, and Ruth Delaney, *A Piece of the Puzzle: State Financial Aid for Incarcerated Students* (New York: Vera Institute of Justice, 2019), https://www.vera.org/publications/a-piece-of-the-puzzle-state-financial-aid-for-incarcerated-students; Ascendium, "Our Grantmaking: Expand Postsecondary Education in Prison," accessed April 25, 2024, https://perma.cc/5Z8G-MLCB; and Mellon Foundation, "Mellon Announces Over $5M in Funding for Higher Education in Prisons," press release (New York: Mellon Foundation, June 6, 2023), https://perma.cc/M9N4-SPGR.

27   There are more than 91,000 people held in private prisons in the United States, 85,000 of whom are incarcerated in the federal system and just 13 states: Florida, Texas, Arizona, Georgia, Tennessee, Ohio, Oklahoma, Indiana, Colorado, Montana, Mississippi, New Mexico, and Virginia, in descending order. Another 65,000 people are serving state sentences in local jails, with almost 60,000 of these people in just 11 states: Louisiana, Texas, Kentucky, Mississippi, Tennessee, Georgia, Virginia, Arkansas, Alabama, Utah, and Indiana, in descending order. E. Ann Carson and Rich Kluckow, *Prisoners in 2022—Statistical Tables* (Washington, DC: Bureau of Justice Statistics, 2023), 26–27, Table 14, https://perma.cc/FUP2-4C5K.

28   Ibid., 19, Table 9.

29   Bianca C. Reisdorf and Julia R. DeCook, "Locked Up and Left Out: Formerly Incarcerated People in the Context of Digital Inclusion," *New Media & Society* 24, no. 2 (2022), 478–495, 484, https://doi.org/10.1177/14614448211063178.

30   National Center for Education Statistics, "IPEDS: Definitions for New Race and Ethnicity Categories," accessed April 25, 2024, https://perma.cc/FD5W-GBD6.

31   Carson and Kluckow, *Prisoners in 2022*, 2023, 46–47, Appendix Table 1.

32   Caroline Wolf Harlow, *Education and Correctional Populations* (Washington, DC: Bureau of Justice Statistics, 2003), 6, https://perma.cc/9283-PD8X. Correctional education can support building a more racially equitable prospective student pool by investing in secondary education in prisons. For further discussion of strategies to advance equity in postsecondary education in prison programs, see Wachendorfer, James, Kiki, and Taber, *Beyond Access*, 2024.

33   Carson and Kluckow, *Prisoners in 2022*, 2023, 46–47, Appendix Table 1.

34   Gobierno de Puerto Rico, Departamento de Correccion y Rehabilitatcion, "Informe Estadístico Mensual De Casos Asignados A Los Técnicos De Servicios Sociopenales Noviembre 2020: 'Case load Adultos,'" https://dcr.pr.gov/informes-estadisticos/.

35   Bureau of Justice Statistics, "National Corrections Reporting Program, 1991–2019: Selected Variables (ICPSR 38048)," July 15, 2021, https://www.icpsr.umich.edu/web/NACJD/studies/38048.

36   Bobby D. Rampey, Shelley Keiper, Leyla Mohadjer, et al., *Highlights from the U.S. PIAAC Survey for Incarcerated Adults: Their Skills, Work Experience, Education, and Training* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2016), 5, https://perma.cc/A2GU-FNRY.

37   Ibid., 28; and Ruth Delaney and Lionel Smith, *Understanding Educational Aspiration among People in Prison* (Washington, DC: U.S. PIAAC, 2019), 20, https://perma.cc/88ZR-CHKR.

38   National Center for Education Statistics, "IPEDS: Measuring Student Success in IPEDS: Graduation Rates (GR), Graduation Rates 200% (GR200), and Outcome Measures (OM)," accessed April 25, 2024, https://perma.cc/2CXD-UDD5.

39   Mary L. McHugh, "The Chi-Square Test of Independence," *Biochemia Medica* (Zagreb) 23, no. 2 (2013), 143–149, https://pubmed.ncbi.nlm.nih.gov/23894860/.

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