

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sabbatical Leave Application

Name: Georgine Hodgkinson College: CRC

Present Assignment: Professor of Communication Studies and Professional Development Coordinator

Type of Leave Requested:

A. Type A One Semester: Fall 2019 Spring _____ Entire Year _____

Will you be a tenured faculty member at the commencement of this leave? Yes X No _____

If you have previously been awarded a Type A leave, have you completed a sequence of seven full years of service with the District since the last Type A leave? Yes X No _____

B. Type B Fall _____%
Spring _____%

Will you have completed a sequence of at least three full years of service with the District at the commencement of this leave? Yes _____ No _____

Title of Proposal: Bridges Not Walls: An Ethnographic Look into the Culture of Incarceration and Formerly Incarcerated Student Support Services

Brief Description of Proposal: This sabbatical proposal considers the impact of, and support services for, the growing number of formerly incarcerated students currently enrolled at CRC and other California Community Colleges. It also explores the "culture of incarceration" through an inside look at an on-going legal battle, Heckathorn v. Holland. These complimentary research efforts are designed to deepen understanding about CRC's formerly incarcerated student population and the support services provided for this at-risk demographic.

What are your qualifications to undertake and complete your proposed project? My background in ethnographic research, and campus-wide PD programming, is of particular relevance to the success of this sabbatical proposal. Please see attached Curriculum Vitea for details of related professional work.

Explain in detail how the accomplishment of your proposal will promote the objectives of serving students within the Los Rios District: This project serves to benefit Los Rios & CRC's formerly incarcerated student population through research and the construction of "best practices" for related student support programs. In addition, it will benefit all students via access to curriculum that increases cultural competency and dual perspective.

Will you be receiving any outside remuneration for the proposed activities during your requested leave? Yes _____ No X (If yes, please submit explanation on separate sheet.)

Do you anticipate receiving any commercial benefit from your project or product through future sales?

Yes ____ No X (If yes, please submit explanation on separate sheet.)

Please submit on a separate sheet:

- I. A narrative on your planned program containing a statement of purpose and objectives, a detailed description of the proposed activities, and budget or resources support.
- II. An appropriate method of evaluation.
- III. A plan for sharing the results of the project. If the project significantly affects other Faculty, please include plans for including them in the process.
- IV. Professional Growth Attachment (you can also include letters of support)
- V. Explain how you arrived at the requested leave time.
- VI. Explain why the project is outside of your normal duties.

I agree to comply with all requirements stipulated in the faculty contract if awarded this leave.

***Please see hard copy**
Signature of Applicant

Date

Approval/endorsement of immediate or appropriate supervisor:

I have reviewed this proposal and believe ____, do not believe ____, that it is an appropriate project/activity, which will promote the objectives of the college/district.

Comments ***Please see hard copy**

Signature of Supervisor: _____ Date: _____

Bridges Not Walls:
An Ethnographic Look into the Culture of Incarceration and
Formerly Incarcerated Student Support Services

A Fall 2019 Type A Sabbatical Proposal
By
Georgine Hodgkinson, Professor of Communication Studies
Email: hodgkig@crc.losrios.edu
916.691.7172

Introduction

I met Marshall Sailor on the first day of my honors seminar in 2016. Honors in Political Campaign Communication is designed for academically accelerated students, so when Marshall approached me at the end of class to ask if he could add, even though he didn't meet the prerequisite, I was forced to disappoint. "Why don't you join my Interpersonal Communication class?" I offered in consolation. "Tomorrow at 9 a.m. Same room."

Marshall arrived early to COMM 321 and took a spot in the back of the room. He was always attentive during lecture and participated in student discussions but seemed guarded, careful not to disclose personal information about himself. When Marshall missed an entire week of class, I sent an email of concern. "I've been training for a new job," he apologized in my office upon return, "I'm going into sales for AT&T and I really need the work."

"How's the new job?" I asked one day. Marshall sighed, his eyes cast down. "I didn't pass the background check," he whispered. "They red-flagged my file."

This sabbatical proposal considers the impact of, and support services for, the growing number of formerly incarcerated students currently enrolled at CRC and other California Community Colleges. It also explores the culture of incarceration through an inside look at an on-going legal battle, *Heckathorn v. Holland*. These complimentary research efforts are designed to deepen understanding about CRC's formerly incarcerated student population in three primary ways: First, this project will identify and analyze potential programs, services and pathways adopted throughout the state of California that support the growing number formerly incarcerated students on our college campuses. Second, it will produce "best practices" for community college formerly incarcerated student support programs, as well as curriculum designed to strengthen cultural competency and increase dual perspective. Finally, it will consider the unique internal challenges and institutional roadblocks faced by formerly incarcerated students through ethnographic research.

Project Background: A Seed is Planted

Marshell wasn't my first student to struggle with circumstances related to his formerly incarcerated status. First, there was Marcus. Then Tara. Then Danny. And undoubtedly many others for whom the challenges associated with their "formerly incarcerated" status created unexplained absences, academic deficiencies and inexplicable course drops. The theme of incarceration is also prevalent in my Interpersonal Communication class. Each semester when I read Self Analysis papers, stories of incarceration are shared and my students reveal the impact of incarcerated family members, and friends, on their self-identity and lives.

It is estimated that 70 million Americans have criminal records (Bronson, 2018). Between 60 and 75 percent of the formerly incarcerated remain unemployed up to a year after their release (National Employment Law Project, 2016). In California, over eight million residents are believed to be living with an arrest or conviction record and in a recent state report, the importance of higher education in the fight to reduce recidivism was made clear: "Our community colleges in particular are critical partners, they remain the primary point of entry for most incarcerated and formerly incarcerated students....The public higher education system offers our only chance to scale an effective response" (Corrections to College California, 2018). As Silbert, the Director of the Renewing Communities project at UC Berkeley explains, higher education is not the answer, but it is one answer" (2018). This is due in part to the statistics on college completion and recidivism rates. Approximately 70% of American prisoners return to prison, but this is cut to 13.7 percent for those who have earned an associate's degree, to 5.6 percent for those with a bachelor's degree, and 0 percent for those with a master's degree (PrisonEducation.com).

Marshell was bright and well-spoken, but he clearly needed help. When I inquired on his behalf about employment and other academic support services that CRC offers to formerly incarcerated students, CRC's former Dean of Student Services directed me to outside organizations such as onefatherslove.com and jobsforfelonshub.com. Sadly, he explained, there are no specific CRC programs designated to help our formerly incarcerated students.

The seed for this project was planted. If I was struggling to find information and student support services to help my formerly incarcerated students succeed, I suspected other faculty were having similar

experiences. Moreover, I imagined that Marshall wasn't alone—I knew there were other students on CRC's campus struggling to find employment, grappling with their assimilation into the culture of higher education and feeling painfully self-conscious, as a result of their formerly incarcerated status. As Marshall opened up to me about his academic challenges and successes, I was fascinated. In fact, I recently asked Marshall to sit down with me for an interview in preparation for this research project proposal. While the bulk of this video is still raw, I wanted to share a glimpse into Marshall's experience. I used a few cuts from this video to create a recent Teaching Circle co-hosted with Jackie Mathis titled, *Serving Formerly Incarcerated Students*:

https://docs.google.com/presentation/d/1n4WkBwpMoiSkRk1cGd9Vp8_dMCeOHclTevUJeZke0x4/edit#slide=id.p1 (please note: you must be logged on to a google account to view video clips embedded in this slideshow). Should this proposal be approved, one objective is to create a stand-alone video from this interview footage¹.

In addition to the formerly incarcerated students in my classroom, two other recent events served as inspiration for this sabbatical proposal. My husband, Mark Redmond, is a plaintiff's attorney. He is a civil litigator who specializes in elder physical and financial abuse, as well as class action fraud. A few months ago, he took on a client named Joshua Heckathorn and filed a lawsuit against C. Holland, the warden at Tehachapi Prison. Joshua sustained serious injuries that resulted from being beaten by multiple prison guards; the photographs of the incident scenes show a grotesque bloodbath. Facts in this case highlighted by the plaintiff include: 1) the guards did not sound the alarm or follow protocol in de-escalating the conflict, 2) Josh was handcuffed and shackled when the guards beat Josh, 3) the guards beat Josh in multiple rounds and in multiple areas over 5 – 15 minutes, 4) many inmates saw the events and none had their statements recorded and 5) four guards lost their jobs as a result of the beating Josh received. In addition, text and instant message evidence suggests the prison guards collaborated in an attempted cover-up of the incident and insinuate a "green wall" at Tehachapi Prison (see, for example,

¹ See "Production Tasks for Marshall Sailor Video" in Section A of Planned Project Activities.

The Green Wall: The Story of A Brave Prison Guard's Fight Against Corruption Inside the United States Prison System by D. J. Vodicka).

Finally, I happened to see an interview between Steve Kroft and Shon Hopwood. Hopwood, described as “the most successful jailhouse lawyer ever,” served a 12-year sentence for armed robbery. During his prison term, he discovered he had a knack for law. He even had one of his cases argued in front of the Supreme Court while incarcerated. Today he is better known as Professor Hopwood; he teaches courses on criminal law at Georgetown University.

While I watched Hopwood’s amazing story unfold, I couldn’t help but think of my recent exposure to prison culture, and the Green Wall, by way of Mark’s work on *Heckathorn v Holland*. I also thought about Marshall and the seven years of incarceration he survived before landing as a student in my Interpersonal Communication class. Then I listened to the final portion of Professor Hopwood’s interview:

Shon Hopwood: Prison is not the place for personal growth. We warehouse people and then we kick them out into the real world with very little support and hope that a miracle happens.

Steve Kroft: But somehow, all the things stacked against you, you were able to do it?

Shon Hopwood: Yeah. It was people that helped, that went out of their way to provide grace to me. That made the difference (*Meet a Convicted Felon Who Became a Law Professor*, 2017).

That’s when the idea for this project took root. I believe that this sabbatical project is chance for me to make a difference in the lives of our students. The results of this research signify a chance to better understand, and more effectively support, CRC’s formerly incarcerated students. This research is a way that I might show grace.

Project Goals & Outcomes

A teacher once told me that if you cut someone open, stories fall out. As a communication studies scholar, and experienced ethnographer, I am fascinated by stories—the narratives that construct personal and group identity and contribute to cultural meaning. Ethnographers give voice to diverse social perspectives and contribute to our collective ability to more fully understand experiences that differ from

our own. We use observation, participation, interviews, fieldnotes, and other forms of data collection to craft accounts that teach about cultural norms, traditions and perspectives. In short, ethnographic research reveals human experience. I have conducted ethnographic research at a variety of cultural sites: a sports arena, WEAVE, a cooperative quilting shop, a political communication classroom, ashrams in southern India and a local hot yoga studio². Each research project deepened my understanding of cultural identity and enabled me to contribute to my academic field of study.

For this research project, I plan to use evidence in *Heckathorn v. Holland*—court filings, legal analysis, deposition transcripts, legal testimony and case rulings—as the gateway for ethnographic research into the culture of incarceration and its implications for formerly incarcerated students. Court room observations, media responses, attorney pleadings and Joshua Heckathorn’s prison experiences will shape this tale. I believe that the untold stories in *Heckathorn v. Holland* are illustrative of prison culture; my access to related court documents, and the courtroom, will serve to ground research that examines a unique American subculture. I am hopeful that the details of this legal battle, coupled with data gathered from an examination of formerly incarcerated student support programs across the state of California, will contribute to the field of communication studies and ethnographic scholarship in a meaningful way.

Project Value and Benefits

The value of this project is far reaching. My larger academic community will benefit from this project because it promises a conference-ready research paper. The ethnography I write will support my academic field of study and broaden communication studies scholarship. The College will benefit by access to research collected about formerly incarcerated student support services throughout the state of California, as well as “best practices” documentation.³

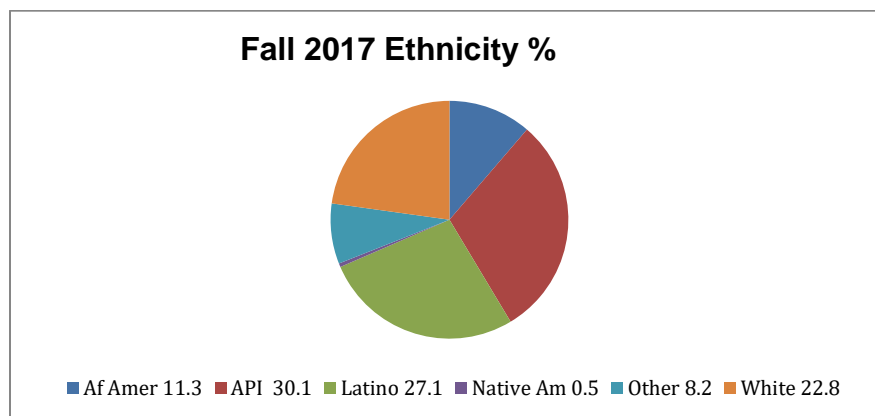
² For a detailed list of past ethnographic and other academic contributions, please see my attached Curriculum Vitae in **Appendix A** at the end of this proposal.

³ See “Section A” in “Planned Project Activities & Corresponding Time Allocation Tables”

The link between incarceration rates, race, and socioeconomic level are strong. For example, African Americans are incarcerated at more than 5 times the rate of whites (NAACP). As Bakersfield Community College notes in a recent grant designed to better serve their incarcerated student population,

The face of California's prison system is not white; it is not wealthy; it is not privileged. Institutional racism, cyclical poverty, and sociocultural barriers have led to a prison system in which African American men are incarcerated at drastically higher rates than any other population: 2,367 per 100,000 people compared to 922 Latinos, and 488 whites. With African American and Latino men representing 71% of all incarcerated men in CA state prisons...[we must] address inequities in our own educational system (Bakersfield Community College, 2018).

A project like this supports CRC's interest in equity since statistically speaking, many of CRC's formerly incarcerated students are likely to be students of color⁴. While CRC does not currently have a mechanism to identify formerly incarcerated students, student demographic trends suggest a correlation. Cosumnes River College serves a regional community that includes a majority of underserved populations. CRC's student population is predominantly brown, and, low-income:



- 64% of CRC students live in poverty or are classified as low-income. Approximately 26% of CRC students are considered middle income.

⁴ (see for example, The CRC Student Equity Plan at https://www.crc.losrios.edu/files/planning/Student_Equity_Plan_2015-16.pdf and The 2017-2019 Integrated Student Success Plan: Executive Summary at <https://www.crc.losrios.edu/facstaff/planning/2017-19-ISSP>).

- 77% of CRC first-time, full-time students receive some form of need-based financial aid. 52% receive Pell grants.

Therefore, given recently published statistical data linked to incarcerated and formerly incarcerated populations, it is feasible to believe that formerly incarcerated students are included in our student population. Census data for 2010 indicates a white (non-Hispanic) population of 4.5% in the Valley Hi Area surrounding CRC, 22.4% in the Florin area, and 38.1% in Elk Grove.

The impact of income on incarceration is also evident. According to Watkins, “About half of respondents with household incomes below \$50,000 said an immediate family member had been jailed” (Watkins, 2018). In comparison, approximately one third of adults with annual incomes above \$75,000 reported the same experience. The median family income of the Florin Census Designated Place (CDP), the area west of CRC ([Florin Census Designated Place](#)) was slightly above \$46,500; the median family income in the College’s [95823 zip code](#) area was somewhat less than \$40,000.

While the potential project benefits to CRC’s formerly incarcerated student population is obvious, this project also has the potential to benefit all students via access to curriculum that increases cultural competency and dual perspective. The results of this research is particularly relevant to students enrolled in Interpersonal Communication and Intercultural Communication classes, as well as others who may attend related workshops designed to “share the results” of this project.⁵ Finally, this project has tremendous benefit to me personally and professionally. After more than 20 years at CRC, the opportunity to conduct extensive research related to a subject so personally meaningful, is an extraordinary opportunity. This project will continue my academic career as an ethnographer and build upon work that began during my tenure as the College’s Professional Development Coordinator (See *Teaching Circle* programming, Fall 2018).

Planned Project Activities & Corresponding Time Allocation Tables

One set of activities associated with this project includes an analysis of formerly incarcerated student support programs on other college campuses. According to my preliminary research, there are at

⁵ Please see “Sharing Project Results” section for more detail.

least 7 different support programs for formerly incarcerated students across multiple UCs, CSUs and community colleges in California. During this sabbatical project, I plan to visit multiple campuses, engage data collection and evaluate. Possible programs for analysis include: *Transitions* at Santa Barbara City College, Mira Costa College, and/or Palomar College; *Renewing Communities*, *Berkeley Underground Scholars*, and/or *Centers for Educational Equity Projects* at UC Berkeley; *Project Rebound* which exists at many of the CSU campuses including CSU Sacramento and San Francisco; *Restoring Our Communities* at Laney College, *Formerly Incarcerated Students in Transition* (F.I.S.T.) at Compton College, *Re-emerging Scholars* at Sacramento City College and *STEP-UP* at Shasta College (which received the statewide Chancellor's student success award). According to the "Toolkit: Fostering Success for Formerly Incarcerated Students on Campus" a *Corrections to College California* report by Opportunity Institute, *Renewing Communities*, Stanford Law School and the Stanford Criminal Justice Center," Solano Community College is also seen as a leader in this area and given my connections at this campus (e.g. Celia Esposito-Noy and David Williams) I have added this campus to my potential program visitation list. The data collected, in the form of program information, interviews and fieldnotes, will contribute to my ethnographic research. In addition, I will compile a summary document for campus use as well as create related curriculum appropriate for a college campus community.

Section A: Formerly Incarcerated Student Support Programs: Site Visits, Data Collection, Curriculum Development & Conference Attendance⁶

Formerly Incarcerated Student Support Programs: Potential Site Visits & Data Collection (including interviews, on-site observation & travel)	Approximate Hours⁷
<i>Transitions</i> : Santa Barbara City College, Mira Costa College, and/or Palomar College	48-72 (2-3 days)
<i>Renewing Communities</i> , <i>Berkeley Underground Scholars</i> , and/or <i>Centers for Educational Equity Projects</i> at UC Berkeley	28 (2 days)
<i>Project Rebound</i> which exists at multiple CSU campuses including CSU Sacramento, San Francisco, Cal State Bakersfield, Fresno State, and/or San Diego State	72-96 (3-4 days)
<i>Restoring Our Communities</i> at Laney College	48 (2 days)
<i>STEP-UP</i> at Shasta College	48-72 (2-3 days)

⁶ I am prepared to personally cover the costs of all unfunded travel.

⁷ Travel schedule will be impacted by each college's semester programming.

<i>Re-emerging Scholars</i> at Sacramento City College	4 (.5 day)
<i>Formerly Incarcerated Students in Transition</i> (F.I.S.T.) at Compton College	48-72 (2-3 days)
Solano Community College	8 (1 day)
Site Visits & Data Collection Sub-Section Approximate Hour Total⁸ (if all site program categories are visited): 304-400	Site Visit & Data Collection Total: 200-400 hours
*Minimum Site Visit Commitment: 200 hours	
Other Section A Research & Development Tasks	
Local Interview Options: Gathering Diverse Perspectives 1. FLC employee with experience facilitating Los Rios educational opportunities inside of prison and experience working with CALPIA (e.g. BJ Snowden or Christine Thomas) 2. Kim Harrel, CRC CTE Dean and administrative lead for CRC's prison ed programs: Culinary Arts at Folsom Women's Facility & Automotive Technology at Rio Cosumnes Correctional Facility 3. Mariko Peshon McGarry, Ph.D., Director, Prison Reentry Education Program, Los Rios Community College District 4. Jackie Mathis, CRC EOPS Councilor & Focus4Women Lead 5. Tadael Emiru, Dean of Equity Programs & Pathways 6. Teresa Aldredge, Counselor, HCD Instructor & Umoja lead 7. Faculty and/or Classified Leads for A2MEND, CARNAL, Puente 8. Eddie Vasconcellos, (personal friend) and Associate Warden for Folsom Lake Prison 9. Anti-Recidivism Coalition (this state-wide organization has a new office in Sacramento)	30
Curriculum Development & Related Tasks Administrative hours required to contact colleges, arrange meetings, review program materials and schedule interviews	20
Site preparation (e.g. review materials, learn organizational structure and create interview questions)	48-72 (6-9 @ 8 hours each)
Fieldnote transcription and analysis	120-180 (6-9 @ 20 hours each)
Research on formerly incarcerated students and higher education	40
Creation of Program Summary & "Best Practices" document	40
Production Tasks for Marshall Sailor Video	30-50

⁸ This project commits a minimum of 200 hours in site visit data collection.

Related Travel: Conference Attendance Attend the 2019 Annual Fall California Community Colleges Extended Opportunity Programs & Services (CCCEOPSA) Conference (see 2018 conference information at www.ccceopsaconference.org) or other relevant conference on community college education for incarcerated/formerly incarcerated students	40 (5 days)
Total Section A Hours	568-832

Section B: A Look into Prison Culture by way of Heckathorn v. Holland

Project Activities	Approximate Hours
Research on Prison Culture	40
Analysis of legal documents Heckathorn v. Holland	40
Observation of legal proceedings	12-100
Total Section B Hours	92-180

Section C: Academic Conference Paper: Writing an Ethnography

Project Activities	Approximate Hours
Research and review of related ethnographies	40
Production of a conference-ready research paper that highlights research & results of this project	70-80
Editorial process and conference placement/submission	20
Total Section C Hours	130-140

Total Project Hours (Section A, B & C Combined): 790-1,152

Sharing Project Results & Evaluation Method

My plans to share the results of this project are diverse and create multiple opportunities for appropriate project evaluation:

- **I will share project results with my academic field of study.** One result of this project is the creation of a research paper appropriate for submission to a regional or national conference. The Professional Standards will receive a copy of this paper for evaluation along with my final report.
- I will share the results of my research with Equity and other College Leaders. For example, the results of this project will likely be of interest to the Dean of Student Services, the Dean of Equity and Pathways, and multiple program leads such as the faculty leaders of Focus4Women, African-American Male Educational Network Development (A2MEND), Creating Academic Readiness Network for Aspiring Latinos (CARNAL), Educational Opportunities Programs and Services (EOPS) for first-generation students, Puente (an academic and student support program focused on Latino culture) and Umoja (an academic and student support program focused on African American culture). The College (e.g. Equity & Pathways Dean and/or Student Services Dean) and Professional Standards will receive a copy of “best practices” document designed to support the aforementioned student support programs.
- **I will contact the new Professional Development Coordinator to collaborate on workshops and/or related presentations of value to current PD program planning.** I hope that the video that results from this project will support a particularly interesting Flex, Campus-wide Lecture, or other, PD-sponsored workshop. This collaboration will be reflected in future PD programming.
- **I will share the results of this research with my Communication Studies Colleagues and the Dean of CVPA** in the form of presentation materials and offers to guest lecture. Colette Harris-Mathews, Dean of CVPA can be contacted for verification at harrisc2@crc.losrios.edu.

Professional Growth Attachment

My background in ethnographic research, and campus-wide PD programming, is of particular relevance to the success of this sabbatical proposal. Please see Appendix A: Curriculum Vitae for details of related professional work.

Conclusion

The need for scholars to analyze policies and programs that impact formerly incarcerated students within higher education is significant. The majority of formerly incarcerated people—approximately 67 percent—want to return to school after release (Brockhues, 2018). Formerly incarcerated students are currently a part of our CRC community. In 2011 a presentation given at a Los Rios Board Meeting even identified CRC as an “inmate education partner” with Rio Cosumnes Correctional Facility (Los Rios Board Meeting Materials). More recently, at a CRC Academic Senate Meeting, it was stated that serving formerly incarcerated students is of interest to our faculty leaders in the state and was discussed at the most recent ASCCC Plenary Session (CRC Academic Senate Meeting Minutes, 2018).

Surprisingly, there is a lack of research on correctional education and related strategies, even though the US spends 80 billion on incarceration annually (Walsh, 2018) and proposes correctionally-driven policy change regularly. According to Zoukis (2015), “As changes are made, skilled researchers should assess the effects of the changes and circulate the results to share and adopt best practices.” This sabbatical project seeks to answer this call. It will contribute to scholarly research designed to inform California’s community college educational programming and support services for an ever-growing at-risk population, add to the field of Communication Studies and ethnographic scholarship, and serve to promote professional revitalization.

Sabbatical Project Criteria: A Summary Overview

Benefit to Students—this project will:

- inform programming and services for an at-risk student population
- complement multiple student programs (e.g. Focus4Women, Puente, A2Mend, CARNAL, EOPS, and Umoja)
- enhance equity-minded curriculum in multiple classes at CRC

Revitalization of Faculty Member—this project will:

- allow for scholarly pursuits in the field of communication studies
- support socially significant, timely research efforts
- foster academic interest in ethnographic writing

Improve Quality of Instruction—this project will:

- enhance curriculum in Interpersonal Communication & Intercultural Communication
- support future PD programming, such as *Teaching Circles*, and other events designed for all College faculty

Enhance Collegial Atmosphere of the College—this project will:

- support needs of formerly incarcerated students and enhance collegial atmosphere through construction of a “best practices” document
- model CRC’s commitment to academic research and excellence

Benefit Other Aspects of the College—this project will:

- support state initiatives to reduce recidivism through improved community college instruction of formerly incarcerated students
- support relationship development with other academic institutions, and local agencies, working to improve instruction and support services for current and formerly incarcerated students

Require Time and Effort Beyond Regular Professional Duties:

- the magnitude of this project (790-1,152 hours) is only possible through sabbatical support
- the required travel related to ethnographic research is not possible alongside a regular teaching load

Not Require a Long-term Institutional Commitment of Time and Funds:

- this ethnographic research project can be completed within a semester timeline
- this project is designed to enhance existing programs and college structures

Support CRC’s Goals and Objectives—this project will:

- support College’s open access mission and align with CCC initiatives
- support CRC’s Strategic Plan and Equity Plan

Not Replicate an Activity or Project:

- this project is unique and illustrative of original academic research
- Works Cited

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